



**MEETING OF THE LOCAL GOVERNING BODY OF STOTTESDON CE PRIMARY
SCHOOL HELD IN SCHOOL ON TUESDAY 24TH JANUARY 2023 AT 4.00PM**

MINUTES

Present	Rachel Datlen	RD	Chair of LGB
	Mark Daborn (joined remotely)	MD	Vice-chair of LGB
	Jane Jones (joined remotely)	JJ	
	Katie Jones	KJ	Headteacher
	Richard Lewis	RL	
	Dan Middleton (joined remotely)	DM	
	Sarah Price	SP	
In attendance	Chris Tibbits	CT	Observing the meeting
	Hannah Coleman	HC	Governance Professional
Apologies	There were no apologies for absence.		

Ref.	Minute
1.	Welcome, prayer and apologies
a)	RD welcomed all to the meeting, and MD led the prayer. Chris Tibbits was welcomed to the meeting and introduced as a future new governor and Director.
2.	Declarations of Emergency AOB
a)	There were no declarations of AOB.
3.	Declarations of Interest (not previously declared)
a)	There were no further declarations of interest made.
4.	Minutes
a)	The minutes of the LGB meeting held on 6th December 2022 were agreed.
5.	Matters arising (not otherwise on the agenda)
a)	Since the last meeting, a foundation governor and Director application had been submitted to the Diocese of Hereford Educational Trust (DHET). They were due to consider it at their meeting on 13th March.
b)	Stakeholder questionnaire reports had been formalised and communicated back to parents via School News and the summary had been written. A copy was in the Ofsted Ready folder.
c)	RL, Safeguarding Lead, was booked onto the Shropshire safeguarding training on 25th January. This would also maintain the local area safeguarding requirements and he had been added to their mailing list.
6.	Headteacher's Report
a)	The report was received: <ul style="list-style-type: none"> i) The school year was approaching mid-point and there was good progress being made. ii) The Year 3 cohort was still seeing the ill effects of the restricted pandemic learning. There were also additional needs in this group. iii) The subject leaders had contributed to the SDP subject areas, which had proved useful. iv) A verbal update on the cyber-attack was given, and the investigation was ongoing. Staff had been provided with an update, request to be vigilant and signposted to advice. v) The School Improvement table summarised the continuing strengths eg reading across the school, and areas of focus. vi) The detailed reading catch-up programmes were seeing an impact. The change to the new phonics programme had been successful. Spelling and grammar was progressing, but some groups remained targeted. Writing was imaginative, but former learning needed to be embedded. PSHE was strong in the school, and a link governor visit would be carried out before Easter. vii) A wellbeing action was to engage a pupil voice group however, overall, the questionnaire had seen positive responses.



	<p>Q1. Could parents be approached to share ideas on how to learn spellings and support other homework? This idea was well received, and ideas would be pooled.</p> <p>viii) Closing the gaps interventions in Year 3 included Every Child Counts training for teachers and TAs. There was also focused maths training for support staff.</p> <p>ix) Years 1 and 2 maths was being imbedded, and work continued on securing basic strategies understanding. Cognitive overload should be avoided, especially as it was more effective to revisit previous learning. Times tables learning during the course of the year was being reviewed. The software and new touchscreen laptops, with times tables characters, was supporting this learning. There was a new Year 4 national assessment.</p> <p>x) Feedback on the geography programme and access to maps had been good. The curriculum maps in history had been revised to correlate better to the topics and applying newly learnt skills.</p> <p>xi) Science was a strength. The next step was exploring the extent of scientific enquiry. Music, RE and PE were also strengths.</p> <p>xii) The majority of subject tracking was now electronic and used easily by staff.</p> <p>xiii) Subject and assessment vocabulary was developing, and evidence of DT evaluation was being seen in books.</p> <p>xiv) All had completed E-safety training, and the School Council were looking at this with their peers.</p> <p>Q2. Were the science links still in place with Lacon? The STEM links were tighter and effective.</p> <p>Q3. Had the L3 sport programmes been used? Netball had been chosen initially, and transport had proved more cost effective. Separately, the swimming gala had been provisionally booked.</p> <p>xv) The French teacher interviews were this week. There had been no applications for the TA post.</p> <p>Q4. When did French lessons start? It was a requirement in KS2. Parents had fed back that they would like the children to learn younger, however there were other curriculum demands and capacity issues.</p> <p>xvi) The EYFS provision was very secure. The outdoor learning was a significant enhancement and staff were confident in using the space. Children with low language skills in the nursery were progressing very well.</p> <p>xvii) Behaviour and attitudes saw a consistent approach. Issues eg anxiety and attachment difficulties, were better managed and dealt with effectively. It was agreed to forward the ACES/emotion training to governors.</p> <p>xviii) SIAMS remained a priority and would be carried over to the next SDP. An inspection was not expected this year.</p> <p>xix) The SEF Executive Summary was a useful tool for governors in preparation for Ofsted.</p> <p>xx) In the staff questionnaire, 100% of staff agreed that the school was considerate of wellbeing. There were tools in place to support staff, and the team was considered strong.</p> <p>xxi) Two thirds of the PP children were progressing at expected and the gaps were closing. It was noted that there had been an increase in the volume of work relating to Early Help and safeguarding passed to schools.</p> <p>xxii) The Governor SEF had been drafted. Actions included 360° reviews and raising the profile of governors.</p> <p>xxiii) The Rea class was facing a class size of 31 children next year and this would need to be managed due to statutory limits.</p> <p>xxiv) Attendance was good overall. Persistent absence was higher than previously, including many Free School Meal children, but the reasons were known for each child and monitored. SEN and EHCP children were not presenting an attendance concern.</p> <p>Q5. Was this pandemic related? There was a feeling that families were more cautious. Those taking holidays were now approaching fines, and these absences were unauthorised.</p>
<p>7. a)</p>	<p>Staffing and recruitment The recruitment for the TA and SENCo posts had been covered earlier in the meeting.</p>
<p>8. a)</p>	<p>Governance The Skills Audit analysis was received. The only area identified as not as well represented was strategy related. The skills audit would be reviewed in a year.</p>



9.	School day proposal
a)	There had been one response from the consultation concerning parking and dropping off times. It was agreed to implement the change in times from the summer term, and to monitor.
10.	Governor activity and monitoring school performance
a)	There were no monitoring reports to consider, however the maths and PSHE visits were due, and the English and EYFS visits would be carried out over the next term. Safeguarding visits were at least termly.
11.	Feedback from Director
a)	The Board of Directors were due to meet this week.
12.	Policies
a)	The Trust Pay Policy was currently under consultation and would be considered by Directors this week.
b)	There were currently no local policies due for review.
13.	Actions taken by Chair or Vice-chair
a)	There had been no actions taken or correspondence received since the last meeting.
14.	AOB
a)	There was no AOB.
15.	Date of next meetings
a)	The date of the next meeting on Tuesday 14th March 2023, 4.00pm, in school was noted.

The meeting closed at 5.41pm.



Signed:

Date: 14/3/2023