

Minutes of LGC Meeting – Stogursey C of E Primary and Preschool

Date/time:	Thursday 19 th January 2023 at 6.00 pm
Location:	In school
Chairperson:	Bernie Maskell
Minute taker:	Kelly Broome (via meeting recording)
Present:	Teresa Miller (TM) - Co-Chair/MAT-appointed Governor Bernie Maskell (BM) - Co-Chair/Parent Governor Gary Tucker (GT) - Headteacher Caroline Hawkes (CH) – Vice-Chair/Foundation Governor Stephen Campbell (SC) - Foundation Governor Suzanne Powell (SP) – Foundation Governor Jodie Burghes (JB) – Parent Governor Louise Day (LD) - Staff Governor Cath Macadam (CMac) - Trustee from the Quantock Education Trust Liz Moorsom (LM) - in process of becoming Foundation Governor
Apologies:	Anthony Chetland (AC) - Foundation Governor (received after meeting had commenced) Kara Frampton (Clerk)
Attachments (and available on SharePoint):	Draft minutes of LGC meeting on 17 th November 2022 Draft matters arising report

Record of actions:

Item	Topic and Description	Person(s) responsible	By when?
4.	<ul style="list-style-type: none"> BM to set up meeting to support SC & SP access QET email accounts and SharePoint Circulate The Key Ofsted checklist for governors with minutes 	BM TM	ASAP
5.	KF to delete the action in Section 11 and then upload minutes from 17 th November 22 onto school website.	KF	Done
5.	Confidential minutes to be filed appropriately	GT	Done
6.	Timetable of learning review drop ins to be sent to LGC members New leadership responsibilities to be an Agenda item 23/02/2023	LD BM/TM	ASAP 16/02/23
7.	Collate a list of days of the week when governors are generally not available to meet with Ofsted. KF to collate. Circulate Prompt Sheet and The Key Ofsted checklist with minutes	KF TM	ASAP Prompt sheet circulated 27/01
8.	<ul style="list-style-type: none"> In-depth update from Finance/WAC WP for next LGC Governors to let BM know if they are available to complete Geography/History reviews Ensure Suzanne’s name is displayed on the staff notice board for health and safety. 	WAC WP All GT	ASAP
9.	Stogursey Admissions Policy to be amended to reflect dates and the correct process for governors approving admissions.	TM/GT	ASAP done

10.	GT to clarify with CG what needs to be reviewed at each LGC meeting with regards to the Risk Register.	GT	ASAP
13.	Link to 'SEND in a Nutshell' to be sent out with minutes, plus copy	KF	ASAP Done 27/01
14.	Complete your skills audit and return to KF	GT, LD, CH, SC, BM, TM	ASAP

Record of meeting:

Meeting started at 6.00pm. SC opened with a prayer.

Item	Topic and Description
1	<p><u>Welcome, apologies and confirmation of quorum</u> BM welcomed all present to meeting. BM welcomed SP as a full Governor to the meeting, as well as CMac from Quantock Education Trust. BM also welcomed Liz Moorsom who is in the process of becoming a Foundation Governor. BM reported that no apologies were received but that AC was not present. BM confirmed that the meeting was quorate.</p>
2	<p><u>Matters of urgency not on the agenda</u> None declared.</p>
3	<p><u>Declaration of Interest</u> SP will need to complete a new Declaration of Interest form. SP confirmed she has already done this.</p>
4	<p><u>Draft matters arising report</u> <i>(Circulated with the agenda)</i> BM went through the actions that weren't marked as complete. GT to circulate new SDP to Governors – Complete BM/TM to arrange a survey/virtual meeting for Governors to discuss headteacher report's contents – Not yet complete but GT will give an update on the HTR process going forward. Will confirm if this action still stands at the end of the meeting – BM proposed this action is closed and a new action raised if required. GT to update the School Risk Register and circulate to Governors - Complete LD to send recent Health and Safety report to Governors - Complete TM to circulate 'The Key' summary documents to Governors – Not yet complete but in hand and will be available with the minutes of this meeting. BM to copy Governors Visit Policy into Ofsted Preparation folder - Complete BM to set up meeting with SC and AC to support with accessing SharePoint – Will be completed before next LGC meeting Governors to review Pupil Premium one-page summary at next LGC meeting – GT to brief with HTR and any paperwork will follow with the minutes. Action closed as covered during the meeting. BM to attach Finance spreadsheet to the WACP report - Complete TH to ask the Trust regarding report from Malcolm Reeves – Report now received.</p>
5	<p><u>Draft minutes of meeting 17th November 2022 for approval:</u> <i>(Circulated with the agenda)</i> Minutes reviewed page by page. Page 4. Estates Manager GT confirmed there is still a vacancy for this position. Page 6. BM asked Do we need an action here at the end of Section 11? It used to be deleted before the minutes uploaded to the website. It was agreed to adopt and sign the minutes as a true record. BM signed. Action: KF to delete the action in Section 11 and then upload minutes onto school website. LD proposed. CH seconded. Confidential minutes from the last minutes. LM and CMac were asked to leave the room whilst these minutes were reviewed.</p>

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	<p>GT asked that the term Outstanding was not used when giving feedback as Ofsted terms are not used for observations. The word 'Outstanding' to be removed and replaced with 'positive'.</p> <p>Confidential minutes were collected and BM confirmed he had all copies back.</p> <p>It was agreed to adopt and sign the minutes as a true record. BM signed. Action: Minutes to be filed confidentially. TM proposed. JB seconded.</p>
6	<p><u>Headteacher's Report</u> <i>(Circulated with the agenda)</i> <i>Please also see confidential minutes for answers to confidential questions.</i></p> <p><u>Questions (from BM, TM and JB)</u></p> <ul style="list-style-type: none"> • <i>Is the comparison data now from last year, has it been now updated, post pandemic?</i> Yes. • <i>Glossary?</i> Always try to limit the number of terms, especially for new governors. GT acknowledged that there needs to be a glossary. The SDP contains a glossary, adding one to the HTR would increase workload. It was suggested that a standard 1-page glossary with educational terms could be used across the Trust or added to the agenda each time. GT explained the following terms: CLA – Children Looked After, EAL - English as an Additional Language. <p><u>Safeguarding – LD</u></p> <ul style="list-style-type: none"> • <i>Behaviour/Safeguarding incidents, are these numbers in line with historic levels?</i> Historically there are more cases. Whilst there are fewer cases, some were more serious but have all been handled according to the 'Stepping up and stepping down' process, ie following the correct procedures. Finding out what agencies outside of school were needed, those cases have been closed and filed. Overall, there have been fewer cases but of a slightly different style. • <i>My Concern, the online safeguarding and reporting software, continues to run effectively. However, no new concerns have been raised so far this term.</i> <p><u>Staffing</u></p> <ul style="list-style-type: none"> • <i>When is maternity leave starting?</i> Maternity leave for both the HT at Spaxton and a TA at Stogursey starts on 20th February 2023. We are currently in the process of recruiting for a TA. • <i>How close are we to filling this position?</i> This has gone out to advert, no applicants at the moment. If the position cannot be filled, we will contact an agency or change things at the school to accommodate the 3 days a week within the current staffing structure. It shouldn't impact lunch supervision but may impact TA support in KS2. This will provide a challenge when trying to focus on Year 6 and improving outcomes. <p><u>Attendance</u></p> <ul style="list-style-type: none"> • <i>What makes up a majority of absences? Is it lateness or missing days of school?</i> Missing days of school. • <i>Years 4 & 5 have a higher persistent absence than others, I know this might be skewed by cohort size but is a reason for this, siblings across the years, etc.</i> Year 5 are our low cohort year. On the action plan, the DFE now require us to have seven strands or seven groups of children across the school: 1. Everyone, 2. Persistent absent, 3. Those who are at risk of slipping into that category, 95% or below. 4. Low cohort – Year 5 is our lowest cohort year and Year 4 is a close second, PA is impacted by siblings as well. There a pattern of parents not getting their children to school and not fulfilling their legal obligations. We can only go so far with support and actually going to get them from their houses. It's the parents' legal responsibility to ensure education for their children. The action plan has shown that the school has done everything it can to get the children into school.

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	<ul style="list-style-type: none"> • <i>Is it right that they're pupil premium?</i> How do you interpret attendance data? Out of all the people premium in that particular year, 60%, that might be just 1-3 children. The school is putting the subsidies in place from Pupil Premium to allow them to attend breakfast club etc. • <i>When is the behaviour policy due for review?</i> The policy is due for review now. GT does not anticipate any changes to the behaviour policy. We have a group of Trauma-informed practitioners, Karen Payne, Felicity French, and Laura Barnwell who are putting on a presentation for new staff here and for Spaxton staff in 2 weeks. This will be the first-time support staff have led training for teachers. <p><u>Quality of Education – Supporting Narrative</u></p> <ul style="list-style-type: none"> • <i>How is the data being moderated differently now and in the past?</i> GT has streamlined the process. In the past, GT, teacher and SENCo would look at all English and Maths for every child. This was not an efficient use of time and left actions outstanding as a result. GT was advised by Marc Rowland after his Pupil Premium review that this was not effective, and instead focus on one thing to spend the Pupil Premium funding on that will be impactful for everyone regardless of their circumstances. Funding is spent on coaching of teachers. Writing moderation occurs regularly across both schools (Spaxton & Stogursey). Moderation across the Quantock Groups of schools will be restarting (stopped because of Covid). GT has also held one-to-one with teachers looking at the evidence. E.g. - How have you arrived at that judgement? Where is the evidence for it? Looking generally as a class rather than at individuals and spotting patterns and making sure that the data is accurate. • <i>What's the definition of children in need?</i> 'Child in need' is the level below involvement with social services – monitoring with parent giving consent. With social services involvement, the parent doesn't have any right to withdraw their child/ren because of the safeguarding concerns. • <i>Do we get many instances of parents not giving consent?</i> Yes, around attendance. In that instance I take it as an anonymous case to Team Around the School. Once we're satisfied that we've supported them as best as we can, then it goes to county to decide whether they're going to prosecute or not. This is the only time GT can think of where a parent hasn't given consent. If a parent didn't give consent over a safeguarding concern, it would raise more alarm bells about why they weren't concerned about the safety of their child. • <i>School context data, national average data?</i> This is about SEN EHCPs education. National figures are not accurate. This information can be disregarded. • <i>At the next LGC meeting, could you give us an update on new leadership responsibilities?</i> Yes. <p>ACTION: New leadership responsibilities to be an Agenda item for 23 February</p> <p><u>Pupil Premium</u></p> <ul style="list-style-type: none"> • Pupil Premium spending was sent out with the review in advance of the meeting. GT asked if everyone got copy of it. GT presented a poster that is displayed around the school which shows Pupil Premium spending at a glance. Where the triangle is wider at the bottom it affects more children and is more impactful. Whereas the top is for fewer children. The National tutoring programme is not used as much now. Focus on the things that will have the biggest impact for the greatest number of children. Weekly coaching for teachers with GT rather than singling children out. <p><u>General thoughts from CH</u></p> <ul style="list-style-type: none"> • <i>I'd wondered what the process is prior to this, how disadvantage is defined? How are the disadvantaged pupils identified and then targeted?</i> There are different ways to identify PP <ul style="list-style-type: none"> ○ free school meals in the last 6 years. ○ Children whose parents come from the armed forces. If they're still in the armed forces, they get service premium.

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	<ul style="list-style-type: none"> • The pupil premium strategy is available on the website which sets out how we intend to spend the funds. • How are they targeted? From the data meeting, we looked at a handful of children. The starting point was SEND pupils. Data shows pupil premium children do outperform non-pupil premium children in this school. • What do we mean by disadvantage? At Stogursey, it's a wide group of pupils including Pupil Premium and those with SEND. Malcolm Reeves' tracker is used for SEND. Lisa is in the process of devising her own, using it on a weekly basis to narrow focus on SEND pupils. • Sexey's have got an equity tracker that GT is very interested in for tracking children in receipt of pupil premium and their results. It would be good to do, to see what their experience of school is and also looking at enriching activities – What would you like to see, what would benefit you? GT will be looking to work with Sexey's to introduce this Equity Tracker at Stogursey. • We are using the EEF (Education Endowment Foundation) DIY evaluation tool to evaluate how effective the spend is. GT has created his own tool and completed this retrospectively to hold a dispassionate review, i.e., Are we wasting this money? Is it having a difference? It shows clearly where the money has gone, that it is making a difference, we're getting rising outcomes. Year 6 is being a bit skewed due to new joiners. • The children are making great progress in reading, but are not closing the gap. The focus is turning on to attainment now. We want those children who are vulnerable to achieve the highest they can, looking at ambition. There are improvements to be made: Priority readers - looking at what we can provide for those children who didn't pass phonics, and their Year 2 retake to ensure they don't leave primary school being unable to read. • How do we know that the intervention or the programme you're using is effective with those children? Would not implement something without testing, using recommended programmes. In the past we haven't evaluated early and by doing this it gives us the opportunity to act quickly if programmes are not working. • GT has a tracker on his office wall to monitor children's progress. Interventions are monitored every month. Lisa is developing her own system with Malcolm Reeve to check progress on a weekly basis. • Make use of benchmarking programme all the way through the school. Standard procedure for new joiners' mid-year. The school is very inclusive and would not turn away any child. • Is there an important relationship in reading tutoring and hearing reading? A TA is doing an hour per day to take certain children out to do the reading recovery programme. This will provide continuity for the children. Between 1 and 1:30pm every day, the school now has 'Enhancement Time' when there's no curriculum teaching across the school. This allows time for personal things such as Nessie, Reading and Maths. CW also assists FF with reading comprehension. This will be reviewed when Easter data is available and if it's not working, it will be changed. • Clothing subsidy changed and put it into early years for Triscombe class. An example of what this might be used for is Lego rather than Duplo for pre-school; and then R, Y1 & Y2 should be handling connects and Lego Technics, for their fine motor skills. This shows a progression in the curriculum and the importance of Lego and constructions. • Building in a daily nursery rhyme session. Research shows that leaving preschool being able to recite 8 nursery rhymes is an indicator of academic success. The curriculum for the end of reception will now have 12 nursery rhymes. • Capacity - What is the school's approach to increase in capacity in the right place? This is referring to on roll capacity. The school is currently on 65 which can increase to 90 (PAN). • 10% increase in pupil numbers over the last 12 months, which should sustain 3 classes. The forecast for pupil numbers was 54. • Reception, Y1&2 class is small which will track through the school. This is a national demographic issue rather than local.

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	<ul style="list-style-type: none"> • Parent learner questionnaires level of engagement action outcomes? This was distributed a couple of meetings ago. The Trust control this centrally now, which GT really appreciates. This will be run frequently by the trust. • Do we have the Ability to influence the questions? Yes, we can add any questions we would like to. Please do send any questions you want to suggest to GT who can then pass them to Kelly Broome, Executive PA to tailor the questionnaire for us. • Staff Absence – Plan in place for Inset day, coaching and emotional resilience. • Persistent Absence rate, 4% is an aspirational target. A realistic target would be 10%. Last year, the rate was 11%. Previously we were at around 15% for persistent absence. • Behaviour incidents, child on child abuse, I understand behaviours being taken out. of the Headteacher’s report as its generally a school strength and that any significant emerging or ongoing concerns will continue to be reported as appropriate to governance or safeguarding lead governor. – This is a standing item on the agenda for a safeguarding update. • Lots of strengths, good things happening. How good are we sharing our key successes with audiences across our platform? Claire Beaumont-Wraith, QET Marketing lead has taken over marketing alongside Carlie, Office Manager. Training is being given to teachers so they can record what is going on in class. Celebration assembly on a Friday has been opened up. Good to focus on the positives rather than concentrating on the negatives. • What are the learning review drop-ins, which governors are invited to? BM will pick up on this around the curriculum working party. Visits to be arranged around Maths and Science. Next week GT is looking at Geography. <p>Action: Timetables to be provided to LGC – LD</p> <ul style="list-style-type: none"> • As part of the Ofsted preparation, because small schools can influence the deep dive, GT is going to suggest humanities (History/Geography) for the strength. A governors’ perspective on this would be very useful. The area for developing will be music. Governors welcome to come into an assembly, and singing practice on a Tuesday, 9 o'clock. • What’s a book look? It’s a book scrutiny: take books from class and look through them to check if the actions from the previous check have been carried out. It is then rag-rated and followed up with conversations with teachers. <p>GT thanked the committee for their questions.</p> <p>BM checked if there were any further questions for GT on the HTR.</p>
7	<p><u>Ofsted Preparations</u></p> <ul style="list-style-type: none"> • RAG Checklist has been produced based on the ‘What we should do as Governors’ and ‘Evidencing as Governors’ on The Key. Progress is being made turning Reds and Ambers into Green. There are no reds at the moment and the ambers are mainly where the evidence is not yet available. • Looking towards the end of February to ensure all items are Green on the checklist • Available on SharePoint • Challenge headteacher on curriculum – suggested list of questions available which can be documented to show challenge from the governors is happening. • Monitoring visits also provide challenge along with reviewing the heads report. • Aide memoire (prompt sheet) put together for Ofsted call with governors, based on crib sheet from Haygrove, SSE and The Key governor questions. This is a work in progress and available on SharePoint. It will be circulated with the minutes. A good go-to document that can be updated when required. GT to be notified when this document is complete so it can be passed to Trustees. <p>Actions:</p> <ul style="list-style-type: none"> • Circulate Checklist to governors with minutes • Circulate Prompt Sheet with the minutes

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	<ul style="list-style-type: none"> • Collate a list of days of the week when governors are generally not available to meet with Ofsted. KF to collate.
8	<p><u>Working Parties</u></p> <ul style="list-style-type: none"> • 2 working parties – Wrap Around Care and Finance Working Party and Gap and Curriculum Working Party. • No update since last LGC for the Wrap around care and finance working party due to availability and waiting for month one and two budget reports. Plan on holding a working party in the very near future to get an understanding of budget spending and a more in-depth update will be available at the next LGC. <p>Action: In-depth update from Finance/WAC WP for next LGC</p> <ul style="list-style-type: none"> • One group will look at Grants available for wrap around care, this doesn't need to include GT and the second will look at the finances of the school, including GT. • The headline is the expected Deficit in this year's budget is decreasing. • Is the wrap around care secured for the next year? 2-year grant was secured, we are approaching the end of the second year so further funding will be required, however there is a small surplus to help with this. There may be enough funding to continue for another year. Currently looking at what grants are available to secure further funding. The aspiration is to make wrap around care self-funding. As it is such an important part of the school's offer, it is essential the school does everything it can to keep it running. • Can we use money from the school budget? Yes, pupil premium funding can be used. Sports funding and holiday funding is also available. • Food grants are also available to support the community network. Food has been donated in the past from Fair Share. Fairfield Trust grant can be applied for again after the 2 years has finished. • Stogursey Community Network is also open to being approached again. • Pupil premium numbers were at 34% and are now currently at 16%. This will have an impact on funding available. GT will need to make difficult decisions in the coming years over what PP funding is used for. This will be a challenge in the years ahead. • Is there any increase to in-year funding due to the increase in pupil numbers? No, it is based on October census data. • GAG funding for next year is expected to increase by £36,000 due to increased pupil numbers. This will help with pay rises, energy bills, etc. <p><u>Curriculum/GAP Working Party</u></p> <ul style="list-style-type: none"> • Gap and Curriculum working party met last Thursday. • Visits for this term were agreed. Data meeting, in the diary already. Science will also be reviewed. Louise has already provided the days each class does science so these visits can be booked in for each class. Individual governors signed up for science monitoring visits. • It was suggested that governors who haven't done a visit before, partner up with one that has done a visit. • BM would like some volunteers to complete wider curriculum reviews, Geography and History (History is not being taught this term). • GT suggested Art would also be a good lesson to review, this is normally taught on a Friday afternoon so governors could come in to review and stay for assembly. • Action: Governors to let BM know if they are available to complete Geography/Art reviews • Pupil voice could be completed at the same time. • This term, the budget and health and safety visits are required, Governors to let BM know if you would like to assist with this. • Action: Ensure Suzanne's name is displayed on the staff notice board for health and safety. • SSE Health and Safety training is being held in March if any other governors would like to complete this.

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	<ul style="list-style-type: none"> Standard SEND and Safeguarding visits will also take place. What about well-being? There is no well-being visit planned. There are results from the Trust staff surveys available Next Term (Summer) we will focus on Early Years and Religious Studies. Next Curriculum/GAP WP will be held towards the end of this term, looking at what has been achieved this term and what we will do next term. To be quorate the CGAPWP will need 3 governors to be present including one of the Co-Chairs BM checked if there were any further questions or comments.
9	<p>Policy updates (Circulated in advance of meeting)</p> <ul style="list-style-type: none"> Admissions Policy – This is in 2 parts, the Trust policy which has been out to public consultation and will be published in March on the QET website. The second part is Stogursey’s policy. The admissions dates for 2024/25 were not available from Somerset County Council when the draft policy was sent to the LGC. The critical dates that will be added to the policy are 15th January 2024 and 17th April 2024. Apart from adding these dates, are there comments about the policy? Page 6 states we have an admissions committee which we don’t have. Process is that GT meets with new parents and then puts it forward for 3 governors to approve. The policy needs to be amended to reflect this. Action: Stogursey Admissions Policy to be amended to reflect dates and the correct process for governors approving admissions. Stogursey and Spaxton’s policies are slightly different in the Oversubscription criteria. Stogursey’s currently says children with an EHCP will be accepted, then goes on to say the following criteria will apply: 1. Children looked after, 2 children with EHCP. This is a repetition/contradiction and it was agreed that this should be removed/reworded. The Trust and each individual school have separate policies to allow for variances in the way admissions are dealt with and so individual schools can maintain ownership of their own criteria. For example, Sexey’s school takes boarding into account. It is good for parents to be able to access the school’s policy on the school website rather than having to go and look for the Trust policy. It was proposed to accept the policy with the changes mentioned above. GT proposed, CH seconded that the process is adopted. <p>ACTION: Make changes as agreed to school’s Admission Policy</p>
10	<p>School Risk Register (Circulated in advance of meeting)</p> <ul style="list-style-type: none"> Several points were raised in advance of the meeting which GT made appropriate amendments and recirculated the amended version. BM mentioned that the risk around low pupil numbers is higher in Stogursey that it would be in other school due to small school size. Nuclear risk added to the risk register and iodine tablets available onsite, whereas the other schools in the Trust are further away and would have time for these to be distributed. Risk register to be ratified, TM proposed, JB seconded. BM confirmed there were no further questions. Action: GT will clarify with CG what needs to be reviewed at each LGC meeting
11	<p>Safeguarding</p> <ul style="list-style-type: none"> BM was thanked for completing the Single Central Record (SCR) check with GT last term. The first part is about the SCR and the second is other questions you can ask about safeguarding. While the check brought up lots of things that needed doing it should be noted that this was mostly due to a shift of systems and data where some data was missed out whilst transferring from one system to another.

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	<ul style="list-style-type: none"> • The Ofsted flowchart diagram says that it when it comes to the inspection process, the SCR check will be run by Julie North who has a who runs the centralised system for all the Trust schools. • The second part, additional questions, gives focus and allows follow up on those points. • LD confirmed that all actions in the SCR are complete. • LD had a safeguarding quiz for governors to complete which was handed around to the LGC members. Governors were asked to complete the first 5 questions during the meeting. • BM confirmed there were no further questions on Safeguarding.
12	<p><u>Church Distinctiveness</u></p> <ul style="list-style-type: none"> • Collective Worship has been handed over to LD. GT will do Spaxton’s collective worship whilst Headteacher is on Maternity leave, starting 20th February. • Windows, Mirrors, Doors approach working well. • Rev Nicky isn’t able to attend for the next three weeks, we have requested someone else attends in her place and are waiting to hear back from her. • Year 6s are stepping in magnificently with collective worship and GT hopes to replicate this at Spaxton. • NIt is important for families that RE isn’t just Christian teaching but is broader, although predominantly Christian teaching, following the Diocese of Oxford. • RE will be in the schedule of visits for the summer term. • It would be useful for SC to join GT on learning walks in the summer term for RE lessons. • Stephen commented that he has been impressed with the incremental and gradual focus that there has been, given that this is a church school and has a distinctiveness about it. Values and Vision has been developed and incorporated into the curriculum. Pupil involvement in helping themselves and others to develop an understanding of their knowledge. This in itself is distinctive. • Smart School Council has been on hold since Beth left, and the leadership capacity in the school is stretched in supporting two ECTs. It may be possible for Catherine to lead once she has completed her NQT year.
13	<p><u>SEND</u></p> <ul style="list-style-type: none"> • SEND audit report received from Malcolm Reeve which included ‘SEND in a Nutshell’ (presented to Governors on big screen). • Identifies categories of educational needs that the children have. • This has been compared to the national average. • The figures were talked through with the governors. • High quality teaching for all children – 6 points have been identified • Using scaffolding (support for pupils in class) e.g. sheets to help how they record in their books. This is based on Rosenshine principles <p>Action: A link to ‘SEND in a Nutshell’, and a copy of it will be sent out with the minutes</p>
14	<p><u>Governance Update</u></p> <ul style="list-style-type: none"> • LM’s Foundation governor application is currently awaiting endorsement from Rev Nicky and the PCC before it can go to the diocese. • Link Governors: we have had offers from SP to join BM for Health and Safety, and JB to join the Finance Wrap around care group. • CH to keep up with Early Years. • In the past a governor has gone into classrooms, once a month to talk to the pupils. This then fed into Stogursey News as a report. This could be used going forward for the governor subject visits to feed back to the LGC and make a feature in the Stogursey News using a rolling rota of governors. • Skills audits have been sent out by KF. <p>Action: Please make sure you have completed yours and return to KF</p>

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	<ul style="list-style-type: none"> • TM announced she is stepping down as a Governor at the end of the academic year. BM will therefore be looking for a co-chair. Please think about if you would like to be considered for this role. • TM is reaching the end of her four-year appointment as a MAT-appointed governor so will need to be replaced. TM will have been a governor for 10 years in total. • Will need to look at succession planning for SEND and Safeguarding.
15	<p><u>Trust Updates</u></p> <ul style="list-style-type: none"> • The Trust update was circulated in advance of the meeting. • CMac asked if there were any questions. • Chairs' meeting was postponed as a result of Sexey's Ofsted inspection.
16	<p><u>Upcoming School Events</u></p> <ul style="list-style-type: none"> • Celebration assemblies on Fridays, governors welcome (2:45pm for 3pm start) • Easter service on the last day of term, 31st March, 2pm at the Church.
17	<p><u>Date and Time of next meeting</u></p> <p>As agreed by governors in a consultation prior to the meeting, meetings in the future will start at the earlier time of 5.45pm.</p> <p>Dates of the next meetings are:</p> <ul style="list-style-type: none"> • Thursday 23rd February 2023 – First week back after half term • Thursday 4th May 2023 • Thursday 22nd June 2023

Meeting closed at 8.05pm

Agreed and signed as a true record

Signed: BM signed original document and filed on school premises