



Local Governing Board Meeting Term 5
Tuesday 13th May 2025 17:00 – 18:30
In person

Name	Position	Initials	Attended	Apologies	Absent
Rebecca Baldwin-Cantello	Co-opted Governor	RBC	✓		
Laura Binns	Head of School	LB	✓		
Astrid Forsyth	Co-opted Governor	AF		✓	
Roxy Hacker	Staff Governor	RH	✓		
Nina Haigh	Community Governor	NH	✓		
Tim Lewis	Co-opted Governor	TL	✓		
Sarah Philips	Executive Head Teacher	SP	✓		
Ana Popadic Masters	Parent Governor	APM	✓		
Natasha Sealy	Staff Governor	NS	✓		
Sophie Thompson	Parent Governor	ST		✓	
In attendance					
Becky Clay	Clerk	BC	✓		

Item	Minutes				Action
1. Welcome & Apologies					
	Apologies received from AF and ST. Meeting quorate.				
2. Governance					
	1. Vacancy updates: Welcome to RH as new staff governor. Vacancies for 1 x Co-opted governor and 1 x Community governor.				Advertise at Bath Uni & Hub
3. Minutes of the last meeting					
	Minutes of the meeting held 25.03.25 were confirmed as an accurate record and signed electronically by the Chair.				
	2.0	Advertise LGB vacancies at Bath Uni	BC/SP	T5	
	4.0	Advertise staff governor vacancies	BC/SP	T5	
	9.0	Contact BC if have completed additional governor training not recorded on GHub	All	T5	
	10.0	Carry out Doodle poll	BC	T6	
	11.0	Add Safeguarding report to T5 agenda	BC	T5	
	12.0	Publish SATS reader dates to LGB	LB	N/a	
4. Headteacher's Report					
	SP referred to her report. In addition:				

	What is PPA? SP: Planning, preparation and assessment time - this should form 10% of a teacher's timetable. Why do some items on the SDP not have completion dates? SP: This is an ongoing document, updated throughout the year if priorities change. Will be finalised by end of T6 with items annotated green, orange or moved into next year. How does % of persistently absent pupils at MPET compare with national average? SP: 11%, compared with national average of 15.5%. In reality, figure slightly less as children on an agreed reduced timetable show as persistently absent. What actions are taken to deal with persistent absence? SP: Dependent on individual circumstances. SLT meet each term with Attendance & Welfare Office from BANES and look at individual cases. Possible actions include: offering support to parents; sending a letter to parents; threatening a fine; referral to external agencies. Have succeeded in obtaining some funding for 3 children from the LA under the AWSS budget and are using this for either additional tutoring to compensate for time missed or therapeutic intervention. SP: Do governors find the current detailed assessment data provided by the Trust Data and Systems officer helpful or would they prefer a summary? A data summary might help show the broader picture as it is looking at progress within the year rather than comparing this year to last year. Overall governors feel data currently provided is helpful and particularly useful in identifying patterns, although can be problematic as MPET is a one form entry school with some small classes; therefore potentially pupils are identifiable from the data. Training is available for governors on understanding data - improved understanding of data leads to better questions being asked. What will the school's relationship with the Friends of MPET group be? SP: The Friends will be a separate charity which will need to abide by charity regulations and will be responsible for its own organisation but will work in collaboration with MPET. Is the Friends group made up primarily of parents? SP: Yes, but anyone in the local community over the age of 18 can join.	Add data summary to T6 folder
5. Finance Update Term 4 24/25		
	Does the surplus of £52k enable the school to hire more staff? SP: No. MPET is currently in quite a strong financial position but won't necessarily have the same level of EHCP funding in September. Dependent on whether children with an EHCP stay at MPET. LB: Some funding is ring-fenced for buildings/capital expenditure. RBC: Believes Freshford PTA raised money from parent community to pay for an additional TA. Is that a possibility? SP: Would need to raise a substantial sum to cover this and would need advice to ensure comply with employment law.	
6. LGB Parental Survey		
	- Always a likelihood of self-selection bias and more extreme views being expressed when conducting surveys. However, the data still useful to identify any emerging patterns. First survey carried out by LGB so, although useful in itself, provides baseline for future surveys. - LGB should be able to discuss uncomfortable topics within the safety of an atmosphere of trust and teamwork. 41% response rate. Seems low but considered good according to survey research. Aim to increase future response rate. Feed back to parents that the higher the response rate, the more useful the survey.	TL & AM to provide parental feedback on survey - share with SLT 1st

	• For future surveys ask parents to fill in a separate survey for each child they have in the school to give clearer results. Survey results: • 77% agree or strongly agree that their child is happy in school • 66% agree or strongly agree that their child feels safe in school. • 55% disagree or strongly disagree that school makes sure its pupils are well behaved. Parents who disagree on good behaviour management mostly have children in Years 2, 3 and 5, although all years are represented. Behaviour management is a key topic in additional comments. • 54% state their child has not been bullied. • 22% disagree or strongly disagree that bullying has been well dealt with. Aim to reduce this number and have a zero-bullying tolerance. Survey comments mainly focused on concerns: conflict; communication and engagement; pupil and teacher retention. LB: Helpful to aid parents widen their understanding of what bullying means - repeated action rather than a one-off unkind incident. Suggested develop parental understanding of bullying through: newsletters; behaviour sessions; odd-sock days; anti-bullying week; add definition of bullying to future surveys. However, although one off unkind incidents might not be classified as bullying, these are still disrespectful behaviours which impact the victim. What language is used in these situations? LB: These incidents are tracked and have consequences for the perpetrator, such as a contract. Physical assault would lead to internal exclusion or suspension. However, unable to share the consequences for the perpetrator with the victim's parents, though parents often want to know what these consequences have been. Governors understand the Importance of unpicking the reasons behind the perpetrator's behaviour and implementing a support plan for them. However, this can give the impression that the perpetrator receives more support than the victim. Even a restorative approach which calls for the victim to be part of the process of restoration can be difficult for a child to understand. SP: Have aimed to improve communication with victim's parents to reassure them that their child feels safe but it takes time for this perception to shift. LB: There has been quite a lot of new children at MPET so have to revisit the behaviour policy frequently with pupils and parents. Plan to introduce a behaviour curriculum. What has been done and what can be done to address communication concerns? SP: Have sought to increase communication between home and school and increase the number of positive messages sent home. MPET started as a very small school and were able to communicate extensively with parents. As the school has grown it is not possible to sustain this level. Difficult to navigate and ensure parents still feel heard. Are there any creative ideas around trust building which the school can implement? Trust can be hard to build up again so concerning to see a dip in trust. LB: Have recently run more events for parents. Aware had been less of these. Aiming to make school more accessible. LBG noted that positive communication is very important and the Friends group will help with this. How are you addressing comments concerning school trips and enrichment? LB: MPET has signed up to BANES affordable school scheme which suggests one trip/class/year.	
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	A very strong positive reflected in the survey is that parents of children with SEN feel they receive good support. This can have the side effect that other parents feel their children are impacted by the way MPET caters for SEN. SP: A lot of behavioural concerns mentioned are around things SLT are aware of. Some of this might concern children with SEN or children who are waiting for referrals. However, wrong to target behaviour reports at children with SEN. Also note SLT have sought external support on behaviour issues and had recent consultancy session with Brighter Futures. LB: Supporting staff to ensure behaviour policy is consistently applied. LGB thanked SLT for engaging with this survey. Understand the parental views that have emerged from the survey are not new to SLT. Revisit in T6 to see how things are going. This was a governor survey so governor responsibility to feedback to parents. Parents likely to want summary and agreed actions with school.	RBC left the meeting 18:04
7. Safeguarding		
	Safeguarding Governor meets with head approximately once per term and completes an audit in Terms 2 and 5. Safeguarding is an area of strength at MPET but can never be complacent regarding safeguarding. From Sept 25 the Trust requires safeguarding to be an agenda item at each LGB meeting with a different focus question each term to prompt a 5-minute discussion in order to raise the profile of safeguarding as everyone's responsibility.	
8. Staff Well-being		
	Discussed at T4 meeting. Staff well-being survey being carried out centrally by Trust. LGB will revisit when results of survey have been shared with SLT.	
9. Governor Training		
	Focus for T6 meeting. Aim for all governors to look at online training available through NGA. Sign up individually for training but ensure as a group have wide skill base and plug current knowledge gaps.	Add to T6 agenda
10. Additional Matters		
	A school communication was sent out today concerning online safety and this has prompted a lot of discussion on parent groups. Suggest run a parent education session. AM knows an organisation who run excellent parental sessions. TL's wife also runs sessions at her school. A big thank you to NS, stepping down as staff governor after 7 years of service	AM share link

Date of Term 6 meeting: Tues 8th July 5-6.30pm via Teams

The meeting ended at 18.30

Minutes agreed to be a true and accurate record of MPET LGB Meeting, Tuesday 13th May 2025

Signed

Date:

	Actions agreed T5	Who by	Update
2.0	Advertise governor vacancies via Hub & Bath Uni	BC	T6
4.0	Add data summary to T6 meeting folder	SP	T6
6.0	TL & AM to provide parental feedback on survey - share this with SLT prior to sending to parents	TL/AM	T6

9.0	Add governor training to T6 agenda	BC	T6
10.0	Share internet safety contact with SLT	AM	T6

	Decisions Taken		
3:0	Minutes T4 LGB 23.03.25 approved		