

**Local Governing Board Meeting Agenda Term 3
Wednesday 28th January 2025 26 5pm – 6.30 pm
At MPET**

Name	Position	Initials
Rebecca Baldwin-Cantello	Co-opted Governor	RBC
Laura Binns	Head of School	LB
Astrid Forsyth	Community Governor	AF
Roxanne Hacker	Parent Governor	RH
Nina Haigh	Community Governor, Vice-Chair	NH
Tim Lewis	Co-opted Governor, Chair	TL
Ana Masters	Parent Governor	AM
Alison Paul	Staff Governor	AP
Sarah Philips	Executive Head Teacher	SP
Sophie Thompson	Parent Governor	ST
In attendance	Clerk	
Becky Clay	Clerk	BC

Item	Time	Mins	Content	Lead
1.	5.00 – 5.05	5	<p>Welcome</p> <ol style="list-style-type: none"> Apologies BC, ST, RH Pecuniary Interest Register No interests declared. 	Chair
2.	5.05 – 5.20	15	<p>Governance</p> <ol style="list-style-type: none"> Note new trustees appointed. Details here. A reminder to governors, we are LGB and sit directly under the trustees. Confirm all confirmations and mandatory training completed. Action: Becky to check this. Plans for filling governor vacancies, as appropriate. <ol style="list-style-type: none"> Co-opted/Community. Becky to ask Janet if this can happen or has happened – advertising on eteach. Feedback from SEND network meeting RBC: This is the second one that’s happened. All SEND governors across Trust met. Shared generally how things are going and changes in Trustees. In depth conversation about MPET – lead trustee keen to know how it was going as highest level of SEND. Keen to support in any way they can. RBC shared about Trust supporting with resource for the school. Asked about Resource Base and implications with the school – explained it’s with the council. They wondered about staff absence and how it would be covered, playtimes and shared play spaces. 	<p>Clerk/ Chair</p> <p>SEND Governor Chair Chair</p>

			<p>5. LGB Assurance Framework – on hold whilst Trust Board rework</p> <p>6. Note minutes from Chairs Forum, linked here.</p>	
3.	5.20 – 5.45	25	<p>Headteachers Report</p> <ol style="list-style-type: none"> 1. School Evaluation Framework 2. SDP update 3. Risk Register <p>LB and SP meeting regularly with BANES attendance officer and meeting with parents and following up. They will support and come and meet with parents as well.</p> <p>SP: Doing a lot of work around the curriculum and progression and what it looks like now we are in second year of all through school. We are standardising things – clear plans and staff know where to find it.</p> <p>AP: Subject coordinators have had time on subjects and have expertise to share.</p> <p>SP: We are tightening things up as we are now a bigger school.</p> <p>TL: Important as governors we recognise this is a significant difference in understanding the context of the school compared to other schools.</p> <p>AM: Children both made reference to science learning and could make connections with each other.</p> <p>SP: The curriculum builds on prior learning and we make reference to it with the children.</p> <p>TL: How were the assessments do you only focus on vulnerable pupils?</p> <p>SP: Explained about meeting with teachers for meetings.</p> <p>TL: Sorry misunderstood, thought it was children.</p> <p>SP: We talk about SEND, PP, EAL and not making expected progress and any others and what the possible barriers are. We make notes and actions for class teacher and SLT. Then hold meetings again after easter to review.</p> <p>LB: Also in PPM, also consider vulnerable learners who are making good progress and extending to next steps in their learning.</p> <p>TL: Good to think about this as was raised in parent survey.</p> <p>TL: How is new phonics scheme going?</p> <p>SP: Going well – gone straight into using it in R, 1 and 2 start of this term following training.</p> <p>AP: Using upstairs with a small group of children in interventions, particularly EAL children – engaging well and enjoying it.</p>	Head

			<p>SP: Everything on one website – all resources available and easy to access. Previous scheme was more complex and met needs at time but now due to changes over time.</p> <p>AM asked about approach across years?</p> <p>SP explained about the approach being across the school and referred to – predominantly taught in R, 1, 2 but then resources across school – familiarity and consistency, reducing cognitive load.</p> <p>AF: Are parents happy?</p> <p>SP: Seem to be – 15-20 parents turned up to first session. Seemed pleased and this is clear.</p> <p>TL: Ofsted inspectors might ask who is the DSL/DDSL? Designated Safeguarding Lead/Designated Safeguarding Lead. Laura is DSL, Sarah and Tash are DDSLs, CPOMS is used for records.</p> <p>RB: Behaviour – have you noticed any improvements since bringing in the new curriculum?</p> <p>SP: Definitely in terms of consistency and routines around school.</p> <p>LB: We’ve noticed a reduction in number of internal seclusions this term so far compared to previous terms.</p> <p>RB asked what is internal seclusion?</p> <p>LB explained policy – poster and behaviours referenced.</p> <p>Discussed RB. LB explained RB supports children to integrate into mainstream where they can, not specialist/special school.</p> <p>TL: Important we make community aware of this and that we are not a special school.</p> <p>SP: Looking at SEF. Once done, we will share it. Read through and look at areas specific to your governor role. Action: Becky to add SEF to agenda for Term 5.</p>	
4.	5.45– 5.55	10	<p>Safeguarding Review requirements of section 3 of ETAT Safeguarding audit - Recognising and responding to child protection</p> <p>TL: The point is for all governors to be aware of what safeguarding questions we get asked.</p> <p>RB: Wondered about community – could the Friends be involved in this and bring people together?</p> <p>SP: Don’t think we necessarily need specific things because we have people coming together for the children.</p>	Chair/Head

			<p>NH: Standing up for values – all welcome e.g. refugees, immigrants.</p> <p>SP: We do talk in this way with the children and that everyone’s welcome here and address this.</p> <p>TL: Wondered about parents being invited in to celebrate awards so they could see the differences.</p> <p>AF: We had that in my kids’ school – achievement assembly.</p>	
5.	5.55 – 6.05	15	<p>Named governor reporting (agree a schedule) Action: Becky to set a schedule – maximum of 2 meetings a year for each named governor.</p>	
6.	6.05 - 6.15	10	<p>Finance Management accounts – November 2025</p> <p>TL: If we have a surplus, does it come back to us or go to the trust? SP: Stays with us and likewise debts stay with us too. Some classes aren’t full and we are funding teacher, LSAs, bills etc with GAG funding. AM: Is there any way of promo as only 21 children. SP: Places already applied for now. It’s a national picture of falling birth rates. Some schools are closing classes or closing.</p>	Head
7.	6.15 – 6.20	5	<p>Policies Trust policies to adopt 1. School Admissions policy 2027-2028</p> <p>Trust Policies to note 2. AI Policy</p> <p>AM: Are there any concrete resources/tools that the school are using? SP: We are accessing a teacher one with tools. AP: It generates resources such as images and vocabulary resources for tasks. AM: Is that for teacher workload? SP/AP: Yes. AM: And for children? SP: Not yet. TL: Wondered about teaching children about AI and the environmental impact. SP: This is part of computing curriculum around deep fakes for examples. AP: And also that a computer can’t get everything right – gave example of Georgian food search engine search in history. RB: AI is biased to the person who enters. Is there any consideration for images for example generating diversity? SP: This is part of practice. TL: Is it worth feeding back to trust about this and environmental impact in relation to the trust. RB: includes hair colour, skin colour, texture, cultural references. SP: This is all considered by staff as part of their practice.</p> <p>3. Suspensions and Exclusions Policy – no changes</p>	Chair

2.	6.20 - 6.25	5	Minutes of the meeting <ul style="list-style-type: none"> Accuracy <p>Actions</p> <p>Carry over T3 actions related to BC</p> <p>T4 parent survey to go out in week with parents' evenings WC 23.3.26</p> <p>Parents' evenings governor presence 15:30 – 18:00 23.3.26 and 23.3.26</p>	Chair
3.	6.25– 6.30	5	Additional Matters To be agreed with Head & Chair ahead of the meeting TL: Survey on learning and development went out in October. Talked about it briefly last time. AM has written feedback to parents from governors. On governor hub. We don't have time to fully discuss it now. 2 key things – add in steps that we are doing or are about to introduced. SLT to fill in bullet points including future. It's ok to repeat some things. RB: Communication has stepped up in last couple of terms. SP: Lots going on just need to put a few sentences together. TL: All governors to read it and feedback if any big things are missing to myself and BC by end of this week.	Chair
4.		0	Confirm date & time of next meeting: 16th March 17:00 via Teams	Chair

Item	Document name	Author	Date	Date Circulated
3.0	Head's Report & supporting documents	Head		
4.0	ETAT Safeguarding Audit template	NSPCC	2025	
6.0	Management accounts	LE	November 2025	
7.1	School Admissions policy 2027-2028			
7.2	AI Policy	TB	December 2025	
7.3	Suspensions and Exclusions Policy	TB	December 2025	
8.1	Minutes LGB T2			

	Actions agreed T2	Who by	Deadline
2.2	Produce schedule of named governor visits	BC	T3
2.3	Contact colleagues re governor vacancies	RBC	T3
2.3	Liaise with JB possibility of using Eteach to advertise governor vacancies	SP	T3
2.6	Add LGB Assurance Framework to T3 agenda – on hold	BC	T3
5.0	Liaise on questions for LGB relating to cybersecurity	RBC/TL	T3
8.0	Possibility of setting up language club	AF/BC	T3
8.0	Re-open parent skills survey	BC	T3
8.0	Continued discussion of parent survey results		T3
9.0	Find alternative date for T4 and T6 meeting	BC	T3

