

**MINUTES  
OF THE FULL GOVERNING BODY MEETING  
LOWER PEOVER PRIMARY SCHOOL**

<b>Date</b>	Thursday 23 <sup>rd</sup> May at 4.30pm	
<b>Venue</b>	Lower Peover Primary School	
<b>Attendees</b>	Louise Lawton (LL) Kirsten O'Shea (KOS) (From 4.40pm) Sharon Dean (SD) David Bradley (DB) Hannah Burgoyne (HB) Debbie Rutter (DR) Graham Norbury (GN) Father Murray Aldridge-Collins (FM)(Left 6.10pm) Alun McIntyre (AM) Tim Knowles (TK) (Left 5.15pm) Craig Blain (CB)	Foundation Governor – Chair Foundation Governor – Vice Chair ASIA Head Teacher Staff Governor Parent Governor LA Governor Foundation Governor Incumbent Co-opted Trustee Foundation Governor Parent Governor
<b>Apologies</b>	Peter Longinotti (PL)	Foundation Governor
<b>In attendance</b>	Jo Tinker Jason Haslam (JH) Julie White Chris Penn (CP) (Left 5.55pm) Norman Withenshaw (Left 5.55pm) Sybil Crossman. (Left 5.55pm)	SBM (Finance) Deputy Head Teacher Governance clerk Chester Diocese Director of Education Trustee – Richard Comberbach Trust Trustee – Richard Comberbach Trust

**The three core functions of the governing body (March 2024 new Governance Guide):**

- that the vision, ethos and strategic direction of the school are clearly defined
- that the headteacher performs their responsibilities for the educational performance of the school
- the sound, proper and effective use of the school's financial resources

**Documents sent ahead of the meeting or tabled:**

Minutes of the last meeting 21<sup>st</sup> March 2024

[3 Year Budget Papers](#)

[FGB 23.05.24 Financial Summary Report](#)

[Site Managers report](#)

*'Whatever you do, work at it with all your heart, as working for the Lord' Colossians 3:23*

<b>AGENDA ITEM 1</b>	<b>OPENING PRAYER, WELCOME AND APOLOGIES FOR ABSENCE</b>
<b>Discussion:</b>	LL opened the meeting at 4.34pm and invited all present to introduce themselves. FM then led the meeting in prayer.

<b>AGENDA ITEM 2</b>	<b>ACADEMISATION PRESENTATION</b>
<b>Discussion:</b>	<i>Presentation by Chris Penn from Chester Diocese regarding plans for Chester Diocese Academy Trust tranche 2.</i> SD introduced Chris Penn (CP) to lead the academisation discussion. It was noted that Neil

Dixon from the Diocese had visited the Board previously, but it had been agreed that that was not the right time for the school to consider academisation.

CP set out an overview of the education landscape, where Chester is as a Diocese, and where they are moving to, in order to give some thoughts as to where Lower Peover fits into the overall picture. Key points to note are as follows:

CP referenced the Academies Act 2010, which is formally when Academisation came into the education system. The Diocese determined that it wanted a Diocesan Multi-Academy Trust (MAT) to be part of the system. The Chester Diocese Academy Trust (CDAT) was formed in 2014. Over time the Trust grew organically. Some of the Church schools became single academy trusts but the DfE encouraged schools to move towards MATs where a group of schools would work towards a collaboration, in partnership.

In 2020, around 75% of the 115 schools in the Diocese were still LA maintained schools. Around 25% of the schools were therefore members of a MAT, or an empty MAT. There were some small MATs and a few larger MATs, which were growing, of which CDAT was one.

The DBE determined around 2 years ago that they wanted to be more direct in their thoughts around MATs in the Diocese. There was a concern that if MATs continued to grow as small MAT's, it could result in a fragmentation of the Church Schools within the Diocese. It was noted that the direction of travel remains a move towards all schools being a member of a MAT.

CP noted that the Diocese recognised that instead of working with 9 different Local Authorities, they could work with a MAT such as CDAT. Since the DBE appoints the members to the Trust Board, the DBE has a much closer relationship with the Trust.

In 2022, the DBE put out a position statement that aligned with the White Paper, which had been issued at the time, where the DfE had confirmed its intention for all schools to become academies by 2030. While the DfE has rowed back on this date, the DBE thinks it is the right time to inform their schools that the DBE's preference is for Chester Diocesan schools to join CDAT.

**Question:** TK noted that the DfE had rowed back on the 2030 deadline for all schools to be in a MAT and asked what the revised deadline was?

**Answer:** CP noted that it had all gone quiet, and there was no deadline set, but it is still the intention that all schools will become academies.

CP noted that the growing challenges for maintained schools, is that funding hasn't kept up with inflation. The resources that existed in the LAs have been shrunk. It was noted that SEND is a challenge across the country.

CP noted that for LP, it is a case of making the decision at the right time, and what is right for the school, and what they want to achieve from that. CP noted that it is often stated that schools don't want to lose their autonomy. The reality is that the LA is the accountable body and if something falls down within the school, the LA steps in. CP believes that autonomy is not lost in a MAT and, in fact, the schools retain much of their character and specialisms but, is also dependent on the Trust the school is in and their ethos and values. CP stated that on joining an academy, a school retains its control but works in in a different way.

In terms of the political landscape, it was noted that the DBE connects to the 41 Dioceses in England. The Chief Education Office, Nigel Genders, has a seat at the table at the DfE therefore the Church does have a voice in this department. There have also been discussions with shadow education ministers as well as current government ministers. CP noted that if there is a change in government, there will not be a reversal of academisation.

**Question:** CB noted that the 2030 date is no longer being imposed and questioned whether without a deadline date to work towards academisation would still go ahead. While there is an intention, without a date as a goal, it is just an idea to academise all schools. The question is how to ascertain the right time. Without a date as a goal, the concern is that there won't be support from the LA/government to academise. CB asked if CP had any perspective as to

when 2030 might move to?

**Answer:** CP noted that the 2030 date is an anomaly and doesn't think there will be a date as it can't be enforced. CP stated that the question for LP is why should they change, what are the benefits to LP as an outstanding school? CP stated that there are many benefits that LP could gain by joining a MAT, as a strong school. CP believes that LP could thrive in a MAT, as there would be a sharing of expertise, which to an extent SD is already doing. CP believes that LP has a lot to offer in joining a MAT, as well as a lot to gain.

**Question:** LL noted that the school's budgets are set by the LA. In a MAT, how is it worked out what proportion of money each school gets?

**Answer:** CP responded that there is a national funding formula. The money comes nationally into the Trust and then to the school. CP noted that it is a question to ask of the Trust. The GAG (General Annual Grant) funding is based around pupil numbers and the school largely determines how it is spent.

CP noted that the structure of a MAT is the members sit at the top as custodians of the Trust. They ensure that the Trust Board is fulfilling its duties. Members usually meet once or twice a year. The Trust Board usually has around 11 Trustees (referred to in CoE trusts as Directors). The directors are responsible for all the schools/academies in the Trust. There is then a Local Governing Board that runs the academy. CP noted that issues such as buildings and maintenance are looked after by the Trust.

**Question:** TK asked if TUPE provisions apply to the terms and conditions for staff and whether the pay and conditions will be the same? And what happens to new staff coming in?

**Answer:** CP confirmed that existing staff will transfer on the same pay and conditions under TUPE provisions. New staff joining may be on different pay and conditions.

CDAT draws from 7 local authorities, all with similar, but not exactly the same terms and conditions. It is therefore important to have uniform terms and conditions for new staff coming in.

**Question:** DR asked whether the pensions and terms and conditions transferred are protected or can they be changed over time?

**Answer:** CP responded that he didn't know the answer.

**Question:** TK expressed a concern that new staff joining could be on less favourable terms and conditions, could this happen?

**Answer:** CP responded that they may or may not but was not able to give a definitive answer.

**Question:** DR asked whether the school would lose a percentage of its budget due to top slice?

**Answer:** CP confirmed there is a top slice which depends on what the school is currently paying. It was noted that on conversion to an academy, schools are generally neither better nor worse off.

SD noted that the schools she was involved with that were joining MATs were growing and thriving and getting involved in lots of activities with other academies in the trust.

There was a discussion around the benefits of being in a MAT such as sharing of knowledge, curriculum etc. SD noted that there is a feeling that if LP doesn't do something, it will be left behind.

*Note – TK left the meeting at 5.14pm.*

CP set out the plans for the new MAT. CDAT has grown over the years and now has nearly 20 schools in the trust. LP is a voluntary aided school and the governing body has a majority or foundation governors. In order to protect the governance, the CofE agreed a memorandum of understanding with the DfE in 2016 whereby VA schools would go into a MAT on majority articles. Each MAT has articles of association and within that it clearly defines that the governing structure mirrors that of a governing body. That means the

majority of the board are appointed by the DBE in the same way as foundation governors are appointed. The effect of this is to safeguard the distinctiveness of schools in the trust. CP noted that the MAT would not be exclusive for Church schools and other schools may be able to join.

CP noted that it was recognised that not all schools would be able to join CDAT. The DBE determined that it wanted to set up a separate MAT, with agreement from the DfE, and agreement with CDAT. The new MAT will be slightly different, although the 2 trusts will mirror each other and be very similar in many aspects. Both MATs will work closely together but will have 2 different boards therefore, there may be differences in how the trusts are run.

A distinctive difference of the second trust is that it will have a distinct geographical footprint. CDAT covers the whole of the Diocese with hubs of schools across the county. The new trust (to be called Chester Diocesan Learning Trust "CDLT") will have a footprint on the west side of Cheshire and will be made up of schools in Wirral and CWAC.

CP noted that there are 5 strong schools that have committed to be founding members of the trust. A trust establishment grant has been received and members have been identified who are appointed by the DBE. The members will then appoint the directors.

CP stated that LP has 3 choices:

1. The rural church schools academy trust which has 3 schools, but it is felt that LP doesn't fit into this trust.
2. CDAT
3. CDLT

It was noted that while CDLT is a new MAT being set up and there may be issues along the way, the DBE does have the blueprint of CDAT to assist it in forming the new MAT. Sue Noakes is leading on setting up CDLT and will be the CEO in its early stage.

CP noted that 5 founding schools have been identified. 3 are in CWAC and 2 are in the Northwich area and it was noted that they are all very strong schools. CP noted that a number of schools in CDAT have joined as a result of an academy order and have improved as a result. It was noted that a lot can be learned from schools which are on an upward improvement trajectory.

There was a discussion around the benefits of academies where staff and prospective leaders are benefitting from collaboration with other schools in the MAT.

**Question:** KOS asked if there were any examples of opportunities for children by being in a MAT.

**Answer:** CP responded that there are opportunities for sports, music festivals, art competitions, ethos groups coming together. A coordinated approach can benefit smaller schools. Children can be brought together from different demographics where ordinarily they may never meet.

**Question:** LL noted that LP have their own governor accounts which generate an income and asked how that would work in a trust?

**Answer:** CP noted he wasn't sure. He stated that the EFSA oversees all the finances and there are clear financial regulations. It was noted that the 10% which has to be paid as a VA school no longer exists as an academy.

In terms of land CP noted that when a school converts to an academy, the land stays with the site trustees. There is a Church Supplemental Funding Agreement (CSFA) which covers this aspect. As long as the school retains its religious designation and character and continues to be a Church school, the situation stays as it is.

If a Church school joined another trust and over time, the religious character of the trust was removed, the CSFA has the power to intervene and could reclaim the land back. It is a safeguard put in by the Church to ensure that Church schools remain as Church schools.

**Question:** AM asked whether the Trust would lease the land to the school?  
**Answer:** CP wasn't sure but set out different possible scenarios.

**Question:** CB noted that if the foundation of the school is maintained, then the children will benefit. CB asked what is the largest area of challenge or the largest area of consideration that the school needs to make in considering a transition?  
**Answer:** CP noted that the 2 options of MATs to join are Diocesan Trusts which gives a safeguard to Church schools. It was noted that it could be worth making connections with Heads, senior leaders, business managers or governors in schools already operating within CDAT.

**Question:** FM asked whether there is a cost to a school like LP going into a trust, what are the challenges and how is that worked out on entering a trust to ensure the school doesn't suffer?  
**Answer:** CP responded that he was struggling to find challenges. Some of the challenge is in maintaining communications and having clear succession planning. It was noted that one challenge is, as a trust grows, in maintaining the intimacy of working in a smaller group.

**Question:** FM asked if CP has seen a school going into a trust that has suffered as a result?  
**Answer:** CP responded that he has but it wasn't with CDAT. CP set out a situation where 2 church schools had joined a trust and due to poor financial management, the trust was broken up and the schools allocated to different trusts.

**Question:** FM expressed concern that if the trust is using LP staff to help other schools around the trust, would LP pupils suffer. He noted that SD had commented that she came back from visiting other schools enthused and with new ideas but was still concerned about the cost of what LP does well.  
**Answer:** It was agreed that schools can get into difficulty quickly but the trust can also act as a safety net. There is a balance to be found in helping other schools without being at the detriment of their own school.

**Question:** GN asked if LP would have less control as part of a MAT.  
**Answer:** CP responded that there is a perception that a school has lots of control and autonomy. It was commented though that if there is an issue with a school, then the LA will put in lots of support, so it really depends on each school.  
 CP stressed that the DBE trusts maintain the identity of the school. He also stressed the strengths that exist in LP could be built on and developed and could be of huge benefit to the trust. In addition, being in a trust enables schools to connect with other inspirational and innovative leaders and work collaboratively.

**Question:** CB noted that there is a challenge in managing expectations of parents due to the change and noted that the board needs to know what to expect in terms of challenge and how to manage the process.  
**Answer:** It was noted but CP's experience is that parents want a good connection with the school, and this is what needs to be maintained. It was noted that nothing is really very different on conversion. Over time, things might be different, but the day to day feel in the school won't feel any different immediately.  
 CP noted that there will be a consultation and CP's experience is that very few parents attend or respond to the consultation and put the decision in the hands of the board of governors.

The governors thanked CP for his presentation and time. CP left the meeting at 5.55pm.

It was noted that the discussion around academisation feels different from the previous occasions it has been discussed. SD commented that she had observed a passion from LP staff following CP's recent presentation and discussions. It was noted that having a smaller geographical footprint was more attractive than the original CDAT. SD noted that most of her ASIA schools have now converted to academies and all the Heads speak highly of the opportunities for staff and children.

	<p>DB commented that there is an excitement and positivity from staff when they are able to collaborate with staff at other schools and share ideas. SD noted that if the opportunity of academisation is not taken up, there is a possibility of losing good staff as they could go and be a leader, Deputy or Head elsewhere. Under an academy structure, staff, who have been developed, can share their expertise within the MAT.</p> <p>SD suggested that governors consider what they had heard, possibly meet with other governors in MATs and discuss at the next meeting.</p> <p>It was agreed that the new CDLT would be the best MAT for LP to join. It would maintain the theological basis for the school.</p> <p><b>Question:</b> Have we missed the boat to become one of the CDLT founding schools? <b>Answer:</b> SD responded yes as the original expression of interest had not been deemed to have been received in time. SD noted though that if governors agreed at this meeting to join CDLT then there is a possibility that LP could be part of the founding group.</p> <p><b>Question:</b> Is there a disadvantage in waiting and not being part of the founding group? <b>Answer:</b> SD believed that there is a disadvantage but noted it was for the governing body to decide.</p> <p>It was commented that if the school is serious about academisation, then you would want to be in the founding group. <b>Question:</b> CB asked if LP was in the founding group, would they have a high level of control over the other schools? <b>Answer:</b> It was noted that this would not be the case, but the school would have the opportunity to set the basis of the MAT.</p> <p>It was noted that there has been a shift from the perception that schools join academies because they have been given an academy order or a Requires Improvement Ofsted inspection. The difference with CDLT is they have approached schools which are outstanding and strong across the Diocese.</p> <p>LL moved to take a vote to agree whether Lower Peover should join CDLT at this meeting.</p> <p>Note: Norman Withenshaw and Sybil Crossman left the meeting at 6.00pm.</p> <p>It was agreed to take a vote with the governors present to feed back to Chris Penn that they would like to join CDLT as a founding member school.</p> <p>Note: FM left the meeting at 6.10pm.</p>
<b>RESOLVED</b>	<b>It was resolved by unanimous vote by all governors present to apply to join Chester Diocese Learning Trust as a founding member school.</b>

<b>AGENDA ITEM 3</b>	<b>DECLARATIONS OF INTEREST</b>
<b>Discussion:</b>	There were no new declarations of interest noted.

<b>AGENDA ITEM 4</b>	<b>DECLARATION OF ANY OTHER BUSINESS</b>
<b>Discussion:</b>	Year 5 was noted to discuss.

<b>AGENDA ITEM 5</b>	<b>PART ONE MINUTES OF THE LAST MEETING 21 MARCH 2024</b>
<b>Discussion:</b>	The minutes from the meeting on 21 <sup>st</sup> March 2024 were received and approved by HB and seconded by DB. <a href="#">Part 1 Minutes 21.3.24</a>
<b>RESOLVED</b>	That the minutes from the meeting on 21 <sup>st</sup> March 2024 be accepted as a true and accurate record of the meeting.

<b>AGENDA ITEM 6</b>	<b>MATTERS ARISING</b>
<b>Discussion:</b>	Matters arising from the previous meeting were discussed: <ul style="list-style-type: none"> <li>- <i>Update on car park</i> SD noted that there was no update on the car park. Paul Burrows had come out and reported that there was nothing they could do. SD suggested that governors write a letter to Cassidy &amp; Ashton.</li> <li>- <i>Impact of Governors' discussions from previous meetings and any outcomes to report.</i> There was nothing more to raise.</li> </ul>
<b>Action:</b>	LL to write a letter to Cassidy & Ashton regarding the car park.

<b>AGENDA ITEM 7</b>	<b>BOARD GOVERNANCE</b>
	<ul style="list-style-type: none"> <li>• Governor Training required/attended: CB has completed the SIAMs training, Being a Governor of a Church School training, Prevent training. JT noted that CB has not completed the safeguarding training. CB will complete.</li> <li>• Governor visits attended since the last meeting: TK visited Year 4 to give a talk on the Mayans. DR has been to see David and will write up her report. HB has met with JH.</li> <li>• JW drew governors attention to the updated <a href="#">Governor handbook</a> Changes include: <ul style="list-style-type: none"> <li>○ Introductions of 'musts' (mandatory) and 'shoulds' (best practice)</li> <li>○ Withdrawal of DfE statutory policies list – slimmed down version now in place.</li> <li>○ Signpost resources for link governors.</li> <li>○ DfE link to the Chartered Governance Institute's 'Competency Framework for Governance Professionals' replaces the DfE's Competency Framework.</li> <li>○ Publish clerk's contact details on website.</li> <li>○ A governor should complete cyber security training.</li> <li>○ All governors to read Part 2 of KCSiE.</li> <li>○ School visits to be in line with SIP priorities.</li> <li>○ Maintained school governors don't need right to work checks.</li> <li>○ Confirmation that if there are co-heads, there is only one vote between them, not one each.</li> <li>○ Board must listen to the clerk's advice.</li> </ul> </li> </ul>

<b>AGENDA ITEM 8</b>	<b>SBM'S REPORT/FINANCE &amp; BUDGET UPDATE (Standing Item)</b>
<b>Discussion</b>	<i>Approve budget 23-24 and financial forecast.</i> It was noted that the budget and financial forecast had been approved. SD noted that HB had sent some questions around the budget. <b>Question:</b> HB noted that the mainstream high needs top up funding drops considerably in 26-

	<p>27?</p> <p><b>Answer:</b> JT responded that this is correct and as a result of children leaving that have EHCPs. 2 are leaving this summer and 2 in the current Year 4.</p> <p><b>Question:</b> Other income drops approximately £160k next year.</p> <p><b>Answer:</b> This is partly due to a reduction in ASIA work but also numbers on roll falling. It was noted that the numbers on roll are continually changing.</p> <p><b>Question:</b> It was noted that expenditure for employees increased significantly.</p> <p><b>Answer:</b> JT confirmed that this is due to staff payroll with rising staff costs and an increase in teachers' pensions. The money coming in from the LA isn't covering the teachers' pension contributions.</p> <p><i>s106 Funding</i></p> <p>SD confirmed that the form has been signed to agree the work.</p> <p>AM noted that he has a good contact who works with listed buildings.</p> <p>The work on the toilets to be carried out this summer has gone out to tender.</p>
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AGENDA ITEM 9	PREMISES UPDATE (Standing Item)
<b>Discussion:</b>	<p>JT noted that an application has been received for a caretaker/cleaner. He has met with Andy and it is hoped he will be able to start in 3 weeks. He will do 4 hours a day cleaning and maintenance as required.</p> <p>The site manager's report uploaded to GovernorHub was received <a href="#">Site Manager's report</a>.</p>

Agenda Item 10 moved to Part 2

AGENDA ITEM 11	ATTENDANCE UPDATE
<b>Discussion:</b>	<p>Attendance up to 22<sup>nd</sup> May was 95.5%. Unauthorised absence was 0.9%.</p> <p>It was noted that attendance will be affected by a child in EYFS who has had a lot of time off and is a member of the travelling community. Before a child reaches 5, their attendance is not recorded for the attendance figures but this pupil has just turned 5 therefore her absences will affect attendance figures. It was noted that governors need to be aware of this should attendance be raised during an Ofsted inspection.</p> <p>It was also noted that there is a child in Year 5, who the school have worked hard with and managed to help them obtain social housing in Barnton. He will now be leaving, as he has a place at Barnton Primary School, which will be helpful for the child as they have a Resource Provision which he does need. His attendance was down to 60-70%.</p> <p><b>Question:</b> HB asked how the school supports children in the travelling community?</p> <p><b>Answer:</b> SD confirmed that they give them books and writing work. They tend to have tutors on site. It was noted that pupils are generally taken out of school by Year 6 and then homeschooled.</p>

AGENDA ITEM 12	CONSIDERATION OF STRATEGY 2024/25
<b>Discussion</b>	<p><i>Advice for item:</i></p> <ul style="list-style-type: none"> <li>• <i>To review the school's priorities for this academic year and if they were achieved. To consider how this informs the strategic work of the board in 2024-25.</i></li> <li>• <i>To review the vision and values of the school and ensure these are shared with all stakeholders.</i></li> <li>• <i>Subject leader reports/updates from Spring 2024</i></li> </ul>



SD noted that the SIP has been prepared but proposed presenting this at the next meeting.

**Subject leader reports:**

It was agreed to cover the subject leader reports at the next meeting. Questions that had been asked by governors prior to the meeting were answered as follows:

**Science – KOS questions:**

**Question:** What proportion of lessons include practical enquiry?

**Answer:** JH confirmed that it is topic dependant. There is a drive towards problem solving in all areas.

**Question:** Do teachers have access to all the resources they need to deliver quality science experiences?

**Answer:** JH confirmed that the school spends a lot of money on resources. They are currently in the process of devising topic related resource lists and will review at the beginning of next year.

**Question:** Are there opportunities being looked into for participating in national events e.g. British Science week? Other examples of classes/children where they have met people who have science related careers? Have you noticed any issue with unconscious bias?

**Answer:** JH confirmed that during science week, all work was based around smashing stereotypes. Each class looked at a range of different scientists and different fields and the current careers available to them in the wider world. This work has been added to the 'science capital'. An e-mail was sent last week inviting parents working in the field of science, engineering or technology to come in to speak to the children.

**Question:** Do boys and girls achieve age related expectations?

**Answer:** JH confirmed that below for boys is 9%, 72% expected and 16% above. For girls, it is 15% below, 67% at expected and 18% above. It was noted that 2% have not been assessed in science, one is a boy who is being taught off site and the other is a new boy in Year 4.

**Question:** How are teacher assessment judgements in science attainment made at the end of each year?

**Answer:** JH confirmed that this is an area that has been worked on this year. There are ongoing formative assessments and mini quizzes, end of topic assessments, TAPS assessments and Flash Back Fridays.

There are also practical assessments in the form of TAPS which are investigative style pieces of work.

**History - HB questions**

**Question:** HB asked about end of year assessments for history. Are the assessments at the end of each topic or at the end of the year?

**Answer:** It was confirmed that the assessments are at the end of each topic.

**Phonics – TK questions**

**Question:** There seems to be an implication in the phonics report that the TA's need to be more efficiently used with pupils, is that correct?

**Answer:** It was confirmed that this is not. DB stated in his report that they need to **continue** using the TAs effectively, that is they need to keep doing what they are doing.

**Question:** How do you get the pupils to continue their reading at home?

**Answer:** The school has bought an electronic home reading app which logs all reading done at home and is checked weekly on Mondays by TAs in school. Any families falling behind are contacted by either the class teacher or the school office and reminded of the expectation. The average reads per week at home has increased from 3.6 to 4.8. Any children not reading at home are added to reading sheets and read 3 times a week at school to ensure they don't fall behind.

	<p><b>Maths – LL questions</b>  <b>Question:</b> Is there any particular reason that year 3 and 5 are three weeks behind the rest of the school in their coverage of the Maths' topics for the spring term, and will this have an impact on the completion of the summer term's topics?  <b>Answer:</b> SD read out Mrs Leach's response: There are a lot of commitments taking up space on the timetable such as Northwich Sings, Mini Medics, Chester Cathedral workshops etc. There was a lot of recapping of Year 2 work required to ensure children understood the topics. JH has been involved in working to rearrange lessons to fit in more maths sessions where possible. It was confirmed that they should be back on track next half term.</p>
<b>Action:</b>	JW to include the SIP on the agenda for the July meeting.

<b>AGENDA ITEM 13</b>	<b>CYBER SECURITY</b>
<b>Discussion:</b>	<p><i>Advice for item:</i>  The governing board is responsible for monitoring the precautions the school has in place and whether it is safe from a potential cyber attack – how do you monitor whether the systems are effective and how often do staff receive training in cyber security?  Action: to confirm which governors have completed or will complete cyber security (a <b>must</b> in the new Governance Guide)</p> <p>SD confirmed that the school has backup systems in place and has reviewed the system security in liaison with the school's technician.  It was noted that DR has completed cyber security training and KOS has completed training through her work.</p>

<b>AGENDA ITEM 14</b>	<b>POLICIES AND PROCEDURES</b>
<b>Discussion:</b>	There were no policies for review.

<b>AGENDA ITEM 15</b>	<b>TRUSTEE REPORT (standing item)</b>
<b>Discussion</b>	<p>AM presented the Trustees' Report. Preparations are well underway for the purchase of books and Bibles. A Heritage Lottery Fund application is in progress to refurbish two old buildings.  AM looked at the fence alongside the KS2 playground and the School House after the last meeting, but it was noted that it was going to be too expensive to replace at the moment. It was agreed that it needs to be budgeted for in the future.</p>

<b>AGENDA ITEM 16</b>	<b>SCHOOL VISION (standing item)</b>
<b>Discussion:</b>	SD reported that the School Vision has been finalised and the faith and Ethos Committee have been working on the posters to go up around school. SD will be working with the Ethos group after half term and will present to governors at the July meeting.

<b>AGENDA ITEM 17</b>	<b>CELEBRATIONS AND SUCCESSES</b>
<b>Discussion:</b>	<p>The following items were noted:</p> <ul style="list-style-type: none"> <li>- The appointment of the new caretaker.</li> <li>- Mini medics has been a big success for Year 5. The 6 week programme is around</li> </ul>

	<p>mental health and physical activity. This will be booked again for next year's Year 5's.</p> <ul style="list-style-type: none"> <li>- SD noted a celebration around the potential/expected teacher assessments. The provisional results were noted as follows: EYFS – Good Level Development – 85%</li> </ul> <p><b>KS1</b> Reading – expected 81.4%; greater depth 29.6% Writing - expected 70.3%, greater depth 7.4% Maths – expected 85.1%, greater depth 18.5%</p> <p><b>KS2</b> Reading – expected 89.7%, greater depth 55.2% Writing – expected 93.2%, greater depth 31% Maths – expected 96%, greater depth 44.8% SPAG – expected 93.2%, greater depth 55% It is anticipated that the actual results will be higher than noted above.</p>
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<b>AGENDA ITEM 18</b>	<b>Any Other Business &amp; Items for next summer term meeting</b>
<b>Discussion:</b>	There was no other Part 1 business.

<b>AGENDA ITEM 19</b>	<b>DATE OF NEXT MEETING</b>
	Thursday 18 <sup>th</sup> July 2024 @4:30pm JW to circulate draft meeting dates for 2024-25. – attached here - <a href="#">Proposed 24-25 meeting dates</a>