



THE CHALLENGE ACADEMY TRUST



MEADOWSIDE COMMUNITY PRIMARY SCHOOL & NURSERY

Minutes of the Local Governing Board Meeting (Education Focus) held on Thursday 8th February 2024

Time: 4pm

Venue: School

Chair: Phil Calrow

Clerk: Kerry Moss kerry.moss@entrustclerk.com

Local Governing Board Membership

Name	Category	Term Ends	Attendance
Adrian Burrows (AB)	Co-opted Governor	06.04.2026	Apologies
Phil Calrow (PC)	Chair , Co-opted Governor	12.10.2024	Present
Claire Curtis (CC)	Headteacher (HT)	N/A	Present
Sarah Dixon (SD)	Co-opted Governor	12.10.2026	Present
Jenny Gill (JG)	Vice Chair , Parent Governor	08.07.2025	Present
Nicola Whyte (NW)	Co-opted Governor	06.04.2026	Present
Kerry Woods (KWo)	Staff Governor	12.10.2024	Present
Vacancy x 2	Co-opted Governor		
Vacancy	Parent Governor		

In Attendance

Name	Role
Alan Manuel (AM)	Assistant Head
David Clay (DC)	Assistant Head
Kerry Moss (KM)	Entrust Clerk

Documents Shared Ahead of the Meeting

Confidential Items (Agenda Part 2)
 AGENDA Meadowside Primary LGB 08.02.2024
 For LGB APPROVAL Minutes Park One Meadowside Primary LGB 12.12.2023
 Governor training
 Governors Report SEND
 Item 6a HT Report Part One Spring 2024 MEA
 Item 6b Quality and Education – Standard. Link Gov Mtg. 31.01.2024
 Item 7a Meadowside Community Primary & Nursery School Review – January
 Item 7b Data January 2024
 Item 8 Priority Action Plan 2023-25n Meadowside

The meeting was quorate with more than half of Governors in post present.

The meeting opened at 16:06pm

Signed.....

Date.....

1	<p>Welcome and Introductions The Chair welcomed Governors to the meeting.</p>
2	<p>Apologies and Absence Apologies had been received in advance of the meeting from Adrian Burrows.</p> <p>Gareth Harris is no longer an LGB Board Member, although still showing on the Agenda.</p> <p>Resolved: Governors accepted apologies from Adrian Burrows.</p>
3	<p>Declarations of Interest in Relation to Items on the Agenda</p> <p>Resolved: Governors had no conflicts of interest in relation to items on the agenda.</p>
4	<p>Governing Board Matters</p> <p>a) Membership There were no terms of office due to expire.</p> <p>There are currently three vacancies on the Board for two Co-opted Governors and one Parent Governor. AB had advised he would stay on if necessary.</p> <p>Action: Seek out additional Governors CC</p> <p>It was noted that AB was also Vice Chair. JG had been appointed as the Vice Chair at the last LGB carried out virtually and needed to be amended.</p> <p>Action: Change JG to Vice Chair – KM</p> <p>b) Governor Training Completed</p> <p>c) Register of Business Interests</p> <p>Resolved: Governors confirmed that their register of business interests were up to date on GovernorHub with no new interests to declare.</p> <p>TCAT Board Meeting Chair advised that there was an emergency TCAT Board Meeting this evening regarding consultation around attendance, school admissions and an upcoming school trip. Saint Monica’s have been added to the feeder schools. Broomfields school are going to two classes of 36 pupils each.</p>
5	<p>Minutes of the Local Governing Board (LGB) meeting held on 12th December 2023</p> <p>Resolved: Governors accepted the minutes of the meeting 12.12.2023 as a true and accurate record. These would be uploaded to the school website and made available</p>

Signed.....

Date.....

publicly on request.

Review of Action Log

All LGB members liked the action log review format

Minute Reference	Action to be taken	By Whom	Completion Date
4b	The Headteacher will consult with TCAT with a view to recruiting a Co-opted Governor from SLT (Senior Leadership Team) at a school within the Trust to replace GH. <i>The HT had been in contact with Hadley to seek a Co-opted Governor but no one had yet come forward. The HT will continue to pursue.</i>	CC	Ongoing
13	Governors will confirm attendance at SEN training with DC. CC advised still not been held but will notify Governors of the date asap.	Governors	Outstanding
3b	Outstanding Skills Audits to be followed up.	Chair	Complete
6	NW to clarify the schools PA rate.	NW	Complete – there was a discrepancy between nursery children included in DfE figure
10	Scorecard and Priority Action Plan has now been aligned and the information therein is accurate.	HT	Complete
11	Governors will complete the Skills Audit before the next meeting 12.12.2023, which will be reviewed to identify the skill set of the LGB and training needs.		Complete

5 Maters Arising/Action Log

Resolved: The Action Log was reviewed and updated – see updated Action Log.

6a Headteacher’s Report

CC confirmed this is a new report for Spring term only, and the Autumn term report was still available on GovernorHub.

Headteacher’s Summary

Inset day took place where the school’s vision statement was discussed. All staff and Governors were invited, and working in groups, shared views and produced several statements with common themes. These will be condensed to produce a final vision statement.

Signed.....

Date.....

CC read the statements to the LGB

Action: KM to type up all statements and email to CC. CC to highlight pertinent points for inclusion in the Final Vision Statement

The Chair asked, “what would this look like to a Year 6 child?” what features would you want to incorporate.

CC advised that the exercise was very much about character traits, and it will give children a strong message which is easy for them to understand.

The Chair asked whether it could it be tailored to specific subjects?

CC confirmed it could.

The new behaviour policy is well established. Staff had received training from the SEMH hub at Oakwood and strategies for those pupils who need additional support are being implemented.

Intensive SLT support during the autumn term had resulted in more settled KS2 class and a more consistent and fairer approach.

There are still areas within the school and its grounds where maintenance needs to be carried out. The decarbonisation project led by TCAT continues to move forward, and the roofing works are in their final stages. 17 windows have been replaced in the main corridor which will assist with the loss of heat. The mound of earth at the front of the school should be returned to its desired state towards the end of spring. The next stage will include moving and installing pipework, to carry out the transition from gas heating. An electricity sub-station has previously been approved to support this migration.

The school’s scorecard information had been summarised to include just the key points in preparation of a visit from TCAT, Andrew Moorcroft and Vikki Briggs.

Admissions

We have welcomed 2 new pupils into KS1 (one in Year 1 and one in Year 2). Nursery numbers (Sunflowers 3–4-year-olds) are healthy with both sessions full of 26 pupils and a small waiting list. The 2-year-old nursery still has some spaces, however, with the changes to funding in April, the school needs to consider what their offer could and should look like.

The local authority shared their concerns around places within specialist and designated provisions with the increased number of Educational Health Care Plans (EHCPs) across Warrington over the next few years. Meadowside have been asked to increase their capacity each year for the next three years and are potentially looking at another two classes. CC raised her concerns that the school do not currently have the right resources in place to accommodate the expansion and modifications and additional resources would need to be in place prior to looking at the expansion. TCAT have also been involved in these discussions.

The Chair asked CC if she felt she had a voice and the full support of TCAT. CC confirmed she did.

SD asked is there sufficient physical space to carry out the expansion.

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Date.....

CC confirmed there was, as Meadowside had previously been considered for expansion, but reiterated, to make it feasible there would have to be changes.

The Chair asked would it involve getting new staff and in term of finance what support would the school get from the LA.

CC confirmed yes, additional staff would be required. The LA has been, and are, still discussing funding as a fairer system needs to be put in place. September is the timeline currently being discussed for funding, but the expansion would be in 3 years' time, with a gradual increase each year.

Further discussion took place surrounding the additional requirements and adaptations required to take place prior to the school expanding.

Attendance

The welfare co-ordinator and a member of the office team have continued to work closely around attendance. Detailed tracking for all groups raises the profile for target groups and individuals. Strategies from recent EBSA training are being implemented and challenge around school holidays continues. The school shows have an improving trend for attendance and CC was resolute that the school are doing all they can to improve it further.

Safeguarding

There was only 1 referral into Children's social care, however since writing the report there have been 3 other incidents. Child protection was 0 but is now 6.

The Chair asked, is there any thought or work around the PSHE curriculum information.

CC advised there is new DFE guidance relating to gender identity and there is a Safeguarding Policy currently in the process of being finalised by TCAT.

CC also advised that she has asked a PCSO to come into the school to discuss behaviour in the community with KS2 children.

JG asked how do you communicate with the parent with regards to what is and isn't age appropriate?

CC replied that some areas have to be covered as part of the curriculum, prior to this parent are asked if they would like to come into school to discuss. CC added that communication with parents is key. The school had their LA Safeguarding review last week, and offered to share this with the LGB at the next meeting on 14th March 2024.

Action: share the LA Safeguarding Review CC

SEN

CC highlighted the key points from the Headteacher's report.

Finance and Premises

The budget will be revised at the next meeting.

Action: Budget Review as an Agenda Item at LGB meeting 14th March 2024 CC/KM

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Health and Safety

The health and safety practices had been reviewed to ensure they are in line with other schools. TCAT are supporting the school where necessary with the handover for the site team.

Staffing Information

As displayed in meeting pack.

Performance Management

A full support staff review had been carried out this term where previous targets had been looked at and new targets set for TA's. In addition this would continue on a cyclical basis to involve all teachers.

CPD

CPD is planned in line with the school's Priority Action Plan (PAP). Structured staff meetings have taken place, and additional specific training is planned to support specific roles. Staff meeting time is carefully planned to ensure the whole school's priority areas are addressed. The introduction of The National College has provided a platform for staff to access additional CPD themselves.

CC had asked a member of the office team to look at all CPD training available and to track all the training carried out by staff and offered to share the information with the Committee at the next meeting.

This term the school has facilitated some subject specific training – science, art and geography.

NW advise that she had carried out trauma training and asked if this would be rolled out to all the schools as it was very beneficial and suggested perhaps a twilight session between the hours of 4-5.30pm

CC replied this may be possible, but the school were looking at a bigger piece of work regarding this. AM advised that all staff had done this training approximately 18 months ago, however if it was available as a twilight session, then it is something that can be looked at

Parental Engagement

CC felt that communication channels between parents and staff were good and that the additional processes which had been put in place by the school (coffee mornings, newsletters, and the parent learning course) had all helped. An incident had recently occurred in the school grounds which required communicating with several parents following the incident. The feedback of the school's handling of the issue was positive, but a clear presence of school staff in the grounds will continue.

Note from KM Entrust Clerk: Parental Engagement is also evidenced in the IQM report.

Well-being and Workforce Review

Information and services from TCAT have been shared with staff.

Future Proofing

IT infrastructure needs evaluating and upgrading. Staff have managed with the current facilities available in the school, but there are issues and Gaps. Staff had been passed a

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6b	<p>survey to complete regarding IT. TCAT are providing support through their IT Manager. A cost analysis will be carried out and dependent on the outcome, will determine whether the project is done in phases over a period, or in one go.</p> <p>The Chair asked does the school currently have Teaching Assistants that can be trained up.</p> <p>CC confirmed the school has those facilities in place.</p> <p>Link Governor Reports</p> <p>Appear to be happy with the communication channels and overall, the results are pleasing.</p> <p>Reading in Year 1 and Year 3 needs improvement. Flooded reading has been introduced to Year 1 to close the Gap. Year 6 is some way off, and further analysis is being carried out see where issues may lie, and what measures can be implemented to improve the results.</p> <p>Writing is still a priority and progress has been made with Year 1 and Year 2 with both years being very close to target. Year 5 and Year 6 are still a way off. The “Talk for Writing” model is continuing to be utilised across the school and has been effective in KS1.</p> <p>Maths remains a strong subject with FFT benchmarks mostly being met. AM is confident the gaps will close by utilising the times table fluency. In Y6 the pupils are not there yet, however the paper sat was an end of year paper so some of the questions will not have been covered in class yet.</p> <p>Spelling, grammar, and punctuation are strong and good results have been seen across the school.</p> <p>EYFS. Nursery had got started well with the focus being on the prime areas and building the foundations of growth and development.</p> <p>Reception is continuing with the development of fine motor skills, speech, language, and phonics to close gaps.</p> <ol style="list-style-type: none"> 1. This was focused on how gaps in learning will be identified, and what support will be offered to staff and children to help close the gaps. Further information will be provided following the question and analysis which has currently started. 2. Were the results expected? The results were what we were expecting. 3. Do the results mean any changes to the school improvement plan. AM explained that there were no big surprises with the results. A question level analysis and full ranking list of children is to take place to give staff a better insight into the results and understand why some children are progressing better than others, and what interventions may benefit those children. The benefits of interventions are always being monitored and reviewed. <p>JG wanted to assure the LGB that once the question and answer assessment and the full ranking list of the children had been completed, this would give insight into the <i>individual</i> needs of the children and the improvement areas.</p> <p>The Chair asked if there were any figures available regarding the Multiplication table check?</p>
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AM replied that currently there are not. However, the children have started the fluency times table, and are spending more time on multiplication using tools such as TT Rock Stars and Number Sense, coupled with focus and consistency. Staff have been using novel ways to make multiplication more engaging for the pupils. Many schools in the trust are using Number Sense and meet as a maths' hub to share best practice.

The Chair asked in terms of Year 6 data – is there an average for Arithmetic?

AM replied the school are striving to get as high a mark and have implemented SATS boosters.

The Chair asked if more information could be shared at the next meeting?

AM shared figures from the SATS, which were 57% passing, with 7% getting GD and 23% not being where they need to be.

The Chair asked, with regards to writing, there has been timely progress with KeyS1, had there been any further progress regarding fluency of handwriting.

AM responded that handwriting is that straight forward. The school is looking at various means whereby handwriting could be implemented as part of everyday learning.

CC continued that writing is complex as the children need to understand various elements such as, ideas for the content; the grammatical structure; handwriting, and then speech and language.

Talk for Writing is utilised across the school, and whilst the results are not showing currently, next term the deployment of teaching assistants will be allocated to this area.

The Chair asked if Little Wandle, is helping with the pace across the school.

CC confirmed in reception the pupils have finished phase 3 (letters and sounds) and was much faster. There are children with gaps, however following the end of half year assessments, the school will re-cover phase 3 and introduce phase 4. The school have seen a great deal of progress in the reception class.

Year 1, didn't start as a whole class, but they have retained the phonics they were taught previously so the assessments are strong. The weakness comes from learning prior to this, so the impact isn't as prominent. As a school we are happy with the model

Year 2 are using the Little Wandle model for spelling which is going well.

AM continued that the school is also looking at the number facts fluency for KS1. This will be implemented straight after the holiday in Year 2 and as it is 15 minutes at the start of every lesson will be monitored carefully. There are also animations which the school have invested in, which I compliment the curriculum.

Writing and grammar scores are improving. Year 6 have been trialling Pathways, which other

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	<p>schools in the Trust are using, however the model needs to be adapted to match the children’s skill set.</p> <p>AC added that it is important to get the oral model for the text right first.</p> <p>AM continued that the writing lead had been supporting Year1 and Year5 and spending time doing medium term planning with the staff.</p> <p>Some staff will require the Talk For Writing training.</p> <p>Reading strengths are good. We can see modelling using Your Turn, My Turn, retrieval work is good and vocabulary is strong. Lexia is having a good impact in the children’s reading skills, especially in Year 4 and Year 5. Areas for development: ensure all staff are trained up on the Talk For Reading process and consider the SEN adaption.</p> <p>Our Geography lead has been going around the classes, observing, and giving thorough feedback to the staff. Other subject leaders are also following this model.</p> <p>A Science review took place in December, and there were lots of strengths, including Developing Experts scheme, and questions within the classroom. Observations made by TCAT were, misconceptions which needs to be on the medium-term planning and making explicit links to careers and giving the children role models to aspire to.</p> <p>The Chair mentioned a free website “plan science” and offered to provide information if it was required.</p>
<p>7</p>	<p>Education Update</p> <p>a) IQM Review Report</p> <p>Performance over the last 3 years was reviewed, followed by looking at steps moving forward. The report reflects on what a good job the school and staff are doing. The report had been shared with the staff, which had a positive impact.</p> <p>The Chair referred to a paragraph within the review, which showed the head in a glowing light.</p> <p>CC stated the were some excellent key quotes and provided examples</p> <p>“Meadowside is an extraordinary school and rightly deserves the title of Inclusion Quality Mark Flagship School.”</p> <p>“The school has responded to the challenge of improving attendance with great drive, imagination and commitment.”</p> <p>CC stated that she felt inclusion is particularly important to the school, and asked the LGB if they would like to continue with the project. CC expressed that she felt the presence of such a positive review, was beneficial to the school and staff.</p> <p>AM continued, that Meadowside is a “Flagship” school and to continue will cost</p>

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Date.....

£3,250 over 3 years. It also gives the school the opportunity to liaise with other Flagship schools in the area, where good practices can be shared.

The Chair congratulated the team,

Resolved: the LGB agreed they were happy to continue with the project.

b) Whole school data (DC)

Demographically we have more boys than girls, which is the national average. SEND absences tend to be higher.

The school currently have 32.1% SEN registered across the school, compared to the national average of 16%. Absences for SEN is 5.7% compared to the National average of 6.3%.

Unauthorised absence rate is higher than national, due to the school's stringent process with regards to providing evidence for absences. The school has a couple of higher needs cohorts, being Year 4 and Year 1, Year 5 is the focus. Across the school the numbers are stable.

In the higher needs' cohort, we are seeing a lot more children with mental health needs.

NW asked did the figures include DP?

DC responded that they don't, and these are reported separately.

Year 1 has the most prevalent need in speech, language, and special education, 11 children in reception are on the DSL register and it can take longer to ascertain whether moderate learning difficulties may be a long-term need.

During 2021/22, speech, language and special education had been consistent. SEMH had a sizeable increase, again due to the school's improvement of processes in identifying and reporting these instances.

NW asked if the school uses referrals through orthoptist service?

DC stated that the school do not.

NW offered that this service was good at assessing, processing, and understanding verbal reasoning and she had previously used the service.

The Chair asked if the school had the capacity to manage all the SALT plans that come back.

DC stated the school had identified last year that the staff were unaware of what they were targeting. A designated person had been appointed to take ownership of this from Year3 through to Year 6, and she was doing an amazing job.

NW stated her concerns regarding the transition of pupils from primary school to high school.

Signed.....

Date.....

DC and CC agreed the transition is difficult, however, Meadowside are much more accomplished now in supporting the children through this phase.

KM mentioned that Padgate run a club on a Saturday morning for children in Year 4 to Year 6, which focused on easing the transition of pupils to high school.

CC advised she would look into this.

Action: look at the Saturday Superstar sessions CC

DC advised that the process for assessing SEN pupils is difficult to look at for attainment, and that individual targets, and monitoring are required for each child. Green represents the children who the staff believe will achieve their targets by the end of the year, and blue is for 80% achieving target. There are some pupils who are not achieving in any subjects, however some of these pupils made incredible progress in Year 2, and have fallen back a little in Year 3, but by comparison to where they were in Year 1, they have made timely progress. These pupils are the main for the school.

Within DP there are only two girls, and the rest are boys.

In EAL, DP is high. Attendance again is excellent at 4.4 %

KS2 data is pleasing. In maths some areas have not yet been covered so there is not a concern that pupils will not achieve.

Foxwood have been over to Meadowside and have offered for our staff to go over and spend a day each a Foxwood.

DC talked through the learning plans and development areas. Staff precision teacher training had been carried out in staff meeting time.

KW advised the training consisted of using sounds which pupils may struggle with, over ten-minute sessions, involving game play to make learning more engaging. The training and information had been cascaded down to other staff within the school.

The school have been working very closely with SEM's and had some valuable feedback. It is expected that Foxwood will not be able to take any more pupils, meaning there will be an increase with children's needs in mainstream schools. Next year Meadowside is expecting to be impacted by DP in the Reception class, and assessment and tracking systems are already in place.

KM asked DC if his report could be uploaded to GovernorHub so the LGB and she could access it.

Action: upload his report to GovernorHub DC

c) Monitoring

CC informed the LGB that last year the focus had been on working on the Curriculum. The next step is to encourage subject leaders to be more empowered. There are already some positive examples of leadership being demonstrated. Action plans have been completed but further work is still required to establish if the TCAT foundation

Signed.....

Date.....

	<p>hubs for specific subjects are sufficient for the needs of Meadowside, or whether it needs to be more bespoke. The curriculum is in place, but the decision has been made to postpone the hubs, until further work can be carried out.</p> <p>d) Curriculum Update The curriculum is in place.</p>
8	<p>Priority Action Plan CC advised that she had rag-rated the PAP she had complied at the start of the year to highlight show where the school is up to. Amber denoted positives, and the strategies implemented are working.</p> <p>Padgate had been in touch to see if Meadowside needed any support and had suggested some of our pupils visit Padgate for some of their lessons. There has already been engagement with one pupil. At half term, the school need to look at the transitions though nursery, to reception and then reception to Year1.</p>
9	<p>Progress on Governing Board Objectives Chair confirmed that all the skills audits had been completed. Recruitment would be the next big item to discuss</p>
10	<p>Policies CC advised she had nothing to share presently. The risk assessment which was a legal requirement had now been uploaded onto the website. The other topic TCAT were looking at is internet safety and filter monitoring, however, this had not been approved yet and once it had been CC advised she would bring to the next meeting to share with the LGB.</p> <p>Action: new approved policies to be shared CC</p>
11	<p>Reflection There were no members who wished to reflect on the meeting.</p>
12	<p>Any Other Business None.</p>
13	<p>Any Other Business None.</p>
14	<p>Date and time of next meetings</p> <ul style="list-style-type: none"> • Thursday 14th of March 2024, 16:00 in school • Thursday 16th of May 2024, 16:00 in school • Thursday 18th of June 2024, 16:00 in school
15	<p>Confidential Items DC, AM and KM left the meeting at 17.40.</p> <p>Confidential item discussions are captured within Part Two Confidential minutes.</p>

The meeting closed at 17:40pm.

Signed.....

Date.....

Action Log

Minute Reference	Action to be taken	By Whom	Completion Date
2	Apologies and Absence Remove GH as a Board Member	KM	Complete
4a)	Governing Board Matters Membership Change JG to Vice Chair Look for replacement Governors	KM CC	Complete Ongoing
6a)	Headteachers Summary Type all handwritten statements and email to Headteacher HT to review and highlight pertinent points for inclusion the Final Vision statement Safeguarding HT to provide Local Authority Safeguarding Review Finance and Premises Agenda Item at the next meeting on 14 th March 2024. CPD HT to share data following training tracking exercise.	KM CC CC CC/ KM CC	Complete On-going 14 th March 14 th March 14 th March
7b)	Whole School Data Look into the Saturday Superstar sessions at Padgate. Upload SEN Report to Governorhub	CC DC	ASAP ASAP
10)	Policies Share any new approved policies with LGB	CC	On-going

Signed.....

Date.....