



**Local Governing Board Meeting Term 1
Tuesday 8th October 2024 17:00 – 18:30
In person at MPET**

Name	Position	Initials	Attended	Apologies	Absent
Rebecca Baldwin-Cantello	Co-opted Governor	RBC	√		
Nina Haigh	Community Governor	NH	√		
Tim Lewis	Co-opted Governor	TL	√		
Charlie Long	Co-opted Governor	CL	√		
Candy Madath	Staff Governor	CM	√		
Sarah Philips	Head Teacher	SP	√		
Natasha Sealy	Staff Governor	NS	√		
Sophie Thompson	Parent Governor	ST	√		
In attendance					
Laura Binns	Acting Headteacher	LB	√		
Becky Clay	Clerk	BC	√		
Astrid Forsyth	Potential Community Governor	AF	√ (from 17:30)		

The meeting began at 17:10

Item	Minutes	Action
1. Welcome & Apologies		
	No apologies received; meeting deemed quorate.	
2. Governance		
	<p>Thank you to staff governors on LGB, LGB here to value & support you as well as challenge if needed.</p> <ol style="list-style-type: none"> Vacancy update: 2 nominations for the Parent Governor role; candidate from Bath Uni interested in Community Governor role; 1 further vacancy for Co-opted Governor. Additional parent interested in joining LGB who did not submit application for Parent Governor role. Need to consider balance on the board & avoid over- representation of one category. Chair, vice-chair & named governor roles: All happy to continue at present. ST to consider PP & Inclusion & Diversity named governor role. Approval Code of Conduct – unchanged from last year so no need to re-approve. Confirmations on GHub - please all reconfirm as soon as possible. Parent Governor drop-in session: Thurs 14th Nov, 08:50 – 9:20am. Governor training: JB has sent links to suitable training on GHub. Safeguarding training needs to be completed every 2 years and recorded on GHub. Ideally complete some additional governor training at least once/year, particularly if have named governor role. ETAT documents shared with LGB via GHub– please take time to read through these 	<p>ST confirm if adopting PP & I&D roles</p> <p>Reconfirm all confirmati on GHub</p> <p>Complete necessary training</p>



	<p>LB: Suggest PP & SEND governor could do joint learning walk together.</p> <p>TL: Encourage governors to visit school 3 times/year. Governor role is more rewarding the better you know the school. Complete the Trust governor visit form post visit; provides evidence of governor monitoring for Ofsted.</p> <p>Astrid joined the meeting at 17:30.</p>	<p>Ensure read docs shared by JB on GHub</p>	
<p>3. Minutes of the last meeting</p>			
<p>Minutes of the meeting held 4.7.24 were confirmed as an accurate record and signed electronically by the Chair.</p>			
	<p>Action agreed T6</p>	<p>Who by</p>	<p>Deadline</p>
2.0	Parent governor election	SP/LB/BC	T1
2.0	Review chair and vice-chair appointments	TL	T1
2.0	Write short promotional piece for LGB	TL	T1
2.0	Invite AP to LGB when assessment data on agenda	SP	
3.0	Governor/parent drop-in sessions	TL/SP/LB	T1
4.0	Add questions on Head's report to GHub prior to meeting	All	T1
4.0	Add Chair's Forum minutes to following LGB meeting folder	BC	T1
5.0	Add finance training link to GHub	BC	T1
7.0	Follow up with Lee problems with governor emails	BC	T1
7.0	Use GHub as much as possible to share LGB info rather than email	BC	T1
<p>Still some problems with MPET email accounts. Suggestion to download Microsoft Authenticator App on separate device from phone as it can struggle to recognise more than 1 account.</p>			
<p>4. Headteacher's Report</p>			
<p>Reminder to submit questions in advance. The report now has a standard Trust format with several areas reported on by the Trust data analyst.</p>			
<p>With SLT already stretched (Sarah part time here and part time at Redlands), how realistic is it for SLT to hold subject specific leads? Understanding the number of ECTs and training teachers, is there a plan to equip others to step up in this area next year perhaps?</p>			
<p>SP: Not realistic in the long-term but possible as a short-term measure. Currently have English & Maths lead and NS as EYFS lead. An ECT 2 teacher is shadowing Eng lead & hopefully will lead in future years. Always tight in a small school & not possible to have separate leads for all subjects but particularly tight this year due to ECTs.</p> <p>LB: Able to draw expertise and share practice across the Trust.</p>			
<p>Safeguarding and Behaviour - mentions behaviours of new R cohort. Is this more challenging than previous years? Is there more we can do as a school (or Trust) to support MPET staff in managing difficult behaviours?</p>			
<p>The new R cohort have different needs & different support needed. Have carried out baseline assessments as early as possible so interventions needed can be started.</p>			

LB: Consistent with the national picture; the biggest problem is listening skills & attention span. Aware many of this cohort born during lockdown so had no interaction with other adults apart from parents. This has impacted S&L development.

Was good information on the Reception children received from their respective Pre-schools?

LB: BANES have put in extra support & training for nurseries where staff are not sufficiently aware of children's needs. Also, school staff continue to challenge those nurseries when visiting.

Has this led to increased stress on staff?

SP: Has been hard for staff. Across the school staff are seeing children struggling with their emotions. There is strong SEND provision at MPET but children also face many external factors. One of the biggest challenges is that some pupils regularly do not have their fundamental needs met and these needs must be met before a child can flourish.

LB: MPET has a high number of children with an EHCP. They are often easily distracted and will copy behaviour. Staff's most important job is to keep children safe. It can be very challenging if all staff are caught up supporting children with higher needs.,

LGB noted the staff team are very caring and want to do the best for children but it is easy to feel frustrated if staff feel not able to do enough due to the level of need.

Compared with other schools, do SLT feel they are receiving all the support available? Does BANES have interim solutions and is the most helpful solution more staff in classrooms?

LB: B&NES SENCOS have offered support in nurseries to ensure children with high needs came with additional support funding. This has enabled MPET to fund an additional adult during the morning. Also, this provides the nursery with additional funding during Term 6 to meet with the school for handover. However, there is nothing available if a child hasn't been identified as having additional needs, although sometimes BANES have made nurseries backdate & complete paperwork.

Will the situation gradually improve as children become more embedded in school?

SP: This is a national problem with no quick fix. It will be interesting to see if the new government prioritise mental health in schools. It is impossible to meet the high standards of Y6 SATS when also closing gaps in areas such as social skills etc. MPET prioritise making children feel safe & happy, not just attainment.

Is it practical to have volunteers trained in soft Thrive?

SP: Only with the right parents who have the capacity to commit to completing the training course & volunteering weekly in school.

Are you concerned that attainment levels are below national levels, or are these levels similar to schools in the surrounding area?

SP: MPET has a high level of SEND and quite transient EAL pupils. The level would be similar to schools with a similar demographic. PP children are likely to have the biggest gap in Maslow's needs. They will have their own targets which might be a year or so below their year group. Therefore, even if they are progressing well on their targets, they will not reach targets for year group.

LB: Suggest that SEND/PP governors visit later in the year to see how a child's progress is measured and, if they are not progressing, what measures are put in place to address this.

Are the demographics of other local schools quite different to MPET?

SP: St Martin's is quite similar but Combe Down is quite different.

	<p>Noted would be good for Assessment Lead to attend LGB when this fits with assessment data results to strengthen the LGBs understanding of the data.</p> <p>Staff governors were invited to share a positive from their role at MPET this year:</p> <ul style="list-style-type: none"> • Majority of children are happy to be in school and have good relationships with staff. • First year there is a full complement of classes from Reception through to Y6. 	
5.	Finance Update Term 1 24/25	
	No questions or comments.	
6.	School Development Plan	
	<p>This is currently in draft format on GHub and is likely to be finalised by October half term. If amendments are made the latest version will be uploaded to GHub. SP referred to the plan and will refer to this again in future meetings.</p> <p>Within the ETAT School Improvement Internal Audit Report Mar 24, there was a direct comment concerning MPET having “ongoing” recorded for the timescale of some actions on the SDP. Can “ongoing” be a helpful expectation in some instances and how is success in meeting targets measured? These are points the LGB could consider further.</p>	
7.	Safeguarding Report	
	<p>The Trust requires a standardised safeguarding report to be submitted towards the end of Term 2 and Term 5. TL will carry out safeguarding visits before these reports are due.</p> <p>SP: MPET due to have an independent safeguarding audit this week, organised by the Trust. LB: The auditor will look at the Single Central Record, interview focus groups of children and interview various members of staff including SP&LB. The report should be completed by 25th Oct and will be shared with LGB</p>	
8.	Governor Feedback from Training Sessions	
	None at this time.	
9.	Additional Matters	
	<p>The martial arts group from the Hub have twice carried out assemblies in school and sent home publicity material offering all MPET children a free trial. Is the school aware that at the free trial they dress the children in martial arts kit and tell them they can keep this kit if the parents pay £69/month subscription fee? This is expensive and potentially clashes with MPET’s inclusive ethos. Another governor confirmed the classes were expensive and parents were subjected to a hard sell once the children were there for the free trial. Does MPET need a policy on what the school allows when allowing external agencies in to promote their activities?</p> <p>SP: Suggest parents feed back these concerns to the leaders of the Martial Arts class. When the school sends out publicity flyers on behalf of 3rd party organisations we trust parental judgement.</p> <p>Is there an update on whether the Trust will be part of the smart phone free pledge?</p> <p>SP: Believe Somerdale school is pursuing this and the central team are working on a Trust policy.</p> <p>Noted this could be discussed at a future LGB if helpful to the school.</p>	

Date of Term 2 meeting: Tues 3rd December 5pm via Teams

The meeting ended at 18.30

Minutes agreed to be a true and accurate record of MPET LGB Meeting, Tuesday 8th October 2024

Signed

Date:

	Actions agreed T1	Who by	Update
2.2	Consider the Pupil Premium and Inclusion & Diversity named governor role	ST	T2
2.4	Check all confirmations on GHub reconfirmed for this academic year	All	T2
2.6	Complete any necessary governor training – see information sent to all governors by JB	All	T2
2.7	Ensure have read following documents shared by JB on GHub: ETAT High Quality Teaching; ETAT Anti Racist Framework; ETAT Strategic Review	All	T2

	Decisions Taken
	Appointment of Chair; Vice-chair & named governor roles confirmed
3.0	Minutes T6 LGB 04.07.24 approved