



**Local Governing Board Meeting Term 2  
Tuesday 3<sup>rd</sup> December 2024 17:00 – 18:30  
Via Teams**

Name	Position	Initials	Attended	Apologies	Absent
Rebecca Baldwin-Cantello	Co-opted Governor	RBC	✓		
Astrid Forsyth	Co-opted Governor	AF	✓		
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	✓		
Ana Popadic Masters	Parent Governor	APM	✓		
Natasha Sealy	Staff Governor	NS	✓		
Sophie Thompson	Parent Governor	ST	✓		
<b>In attendance</b>					
Laura Binns	Interim Headteacher	LB	✓		
Janet Bremner	Trust Governance Officer	JB	✓		
Becky Clay	Clerk	BC	✓		

**Recording meeting for purpose of minutes, will then be deleted.**

Item	Minutes	Action
<b>1. Welcome &amp; Apologies</b>		
	No apologies received; meeting deemed quorate.	
<b>2. Governance</b>		
	<p>AF proposed by TL to be co-opted member of governing body, unanimously agreed.</p> <p>Welcome to APM &amp; AF. The LGB functions as a team, all in the process of learning how to be better governors, good governance is about asking better and better questions and it is important all governors feel free to ask questions.</p> <p>JB: Introductions. Part of JB's role is to support local governance across the Trust. Governance can present particular challenges for governors who are also parents at the school. Parent governors, although elected by parents, are not parent representatives. They are on the board to ensure a parent perspective is included. It is not appropriate for other parents to raise individual concerns with parent governors, these concerns should be raised with the appropriate member of staff. If dissatisfied with the response, parents should then be directed towards the school's complaints procedure. The complaints procedure is a healthy process and the best way to deal with unresolved issues.</p>	<p><b>AF admitted 17:10</b></p> <p><b>Read article on GHub Parent Governors – contact JB if wish to discuss further</b></p>



	<p>The LGB should consider how it receives feedback from parents; it is useful for governors to understand parent view but this should be done collectively rather than on an individual basis.</p> <p>It is recommended that governors who are parents at the school step away from school WhatsApp groups or, if they choose to stay, ensure that they don't engage when difficult issues are raised on the group.</p> <p><b>Is this common best practice to ask governors not to be part of school WhatsApp groups?</b></p> <p>JB: Not compulsory but recommended as it removes risk. More appropriate channels for governors to receive parental feedback would be parent view, parental surveys, and talking directly with parents at parents' evenings etc.</p>	<p><b>JB left meeting 17:30</b></p>																				
<b>3. Minutes of the last meeting</b>																						
	<p><b>Minutes of the meeting held 8.10.24 were confirmed as an accurate record and signed electronically by the Chair.</b></p> <table border="1" data-bbox="220 725 1369 1108"> <thead> <tr style="background-color: #fff9c4;"> <th data-bbox="220 725 306 786"></th> <th data-bbox="306 725 991 786">Action agreed T1</th> <th data-bbox="991 725 1142 786">Who by</th> <th data-bbox="1142 725 1369 786">Deadline</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 786 306 857">2.2</td> <td data-bbox="306 786 991 857">Consider the Pupil Premium and Inclusion &amp; Diversity named governor role</td> <td data-bbox="991 786 1142 857">ST</td> <td data-bbox="1142 786 1369 857">T2</td> </tr> <tr> <td data-bbox="220 857 306 929">2.4</td> <td data-bbox="306 857 991 929">Check all confirmations on GHub reconfirmed for this academic year</td> <td data-bbox="991 857 1142 929">All</td> <td data-bbox="1142 857 1369 929">T2</td> </tr> <tr> <td data-bbox="220 929 306 1001">2.6</td> <td data-bbox="306 929 991 1001">Complete any necessary governor training – see information sent to all governors by JB</td> <td data-bbox="991 929 1142 1001">All</td> <td data-bbox="1142 929 1369 1001">T2</td> </tr> <tr> <td data-bbox="220 1001 306 1108">2.7</td> <td data-bbox="306 1001 991 1108">Ensure have read following documents shared by JB on GHub: ETAT High Quality Teaching; ETAT Anti Racist Framework; ETAT Strategic Review</td> <td data-bbox="991 1001 1142 1108">All</td> <td data-bbox="1142 1001 1369 1108">T2</td> </tr> </tbody> </table> <p>ST confirmed will take on PP and Inclusion &amp; Diversity named governor roles. Aim for all governors to complete a minimum of 1 or 2 extra courses/ year in addition to mandatory safeguarding training in order to build LGB expertise.</p>		Action agreed T1	Who by	Deadline	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	
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<b>4. Headteacher's Report</b>																						
	<p>To be read and questions submitted in advance of meeting.</p> <p>SP: Reminder LGB concerned with strategy rather than day-to-day minutiae. Also, essential that no individual pupils can be identified from any information given to governors.</p> <p><b>Do we know why three Y4 pupils might be moving school? Do we need to do anything further to support Yr4 class staff etc?</b></p> <p>SP: No one common reason why these children might be leaving.</p> <p><b>Is there any early indication of how the Y6 mock SATS results are looking?</b></p> <p>SP: Y6 teacher has been off sick this week so aren't currently able to give any indications of trends.</p> <p><b>Supportive of responding to parent questions arising from the Behaviour Policy meeting by grouping FAQs. If a parent raises an issue not covered by the FAQs, will this be responded to in good time? How are parental communications responded to and how do you avoid serious concerns being inadvertently ignored?</b></p> <p>SP: Due to the large number of questions received, have been advised to group generic questions and respond to these. Are aiming to send out responses to these by the end of this week. Will invite parents to contact SLT if they feel their specific question hasn't been answered.</p> <p><b>If it is not possible to send out this response by the end of the week, will you let parents know this is underway?</b></p> <p>SP: Yes, but quite confident will be sent out this week.</p>																					

	<p><b>Four LSAs leaving in one term seems concerning. Do we understand the reasons behind this?</b>  SP: Leaving for various reasons, e.g. moving to a role closer to home. Still recruiting to fill these roles; the national picture is that it is challenging to recruit support staff.</p> <p><b>The executive HT role was initially discussed with CEO as a temporary arrangement. Is there anything else that has changed as result of this becoming permanent?</b>  SP: HR department is looking at what this means for leadership structure in both schools; should be able to provide more information at T3 meeting.</p> <p><b>Would SN, CEO, be willing to meet with MPET LGB again if we have further questions on this?</b>  SP: Very likely.</p> <p>Chair: LGB functions as a team. Its role is to ask difficult questions but also to encourage and enable staff, particularly the senior leadership team to flourish. Recognise this has been a difficult few weeks and how hard SLT have been working.</p> <p><b>Following the recent parent meeting on the Relationship and Behaviour Policy, quite a few parents seem keen to come in and support or be part of a Friends group but are not sure how to do this or what is most valuable to the school. RBC is happy to chorale this if helpful.</b>  SP: Direct parents to office staff who can gauge the commitment parents wish to make. There are occasions when one-off visits are useful but children really appreciate regular adult support.</p>	
<b>5. Finance Update Term 2 24/25</b>		
	<p>SP: Finances are currently healthy. SEND funding fluctuates as pupils might move out of area but other children might start to receive funding. Have had to use a lot of supply staff due to staff absence. This is expensive and will impact when budgets are reviewed at Easter.</p> <p><b>What does the permanent post of executive head mean in terms of staffing?</b>  SP: This is not finalised yet</p> <p><b>If the cost of supply is extrapolated over the year, is this cheaper or more expensive than having a staff member teacher on board?</b>  SP: More expensive to use supply staff due to agency fees but have to use supply to cover short term sickness. Are using long-term supply to cover a teaching vacancy where have been unable to recruit. Have recently succeeded in recruiting for this post but the teacher cannot start until Term 5. Also, germs spread easily when working with young children which means staff get sick.</p> <p>Noted that a Trust Board Committee has the main responsibility for scrutinising and reviewing school budgets for the financial year but the LGB also have responsibility for reviewing the budget throughout the year and asking appropriate questions.</p>	
<b>6. Confirmation of Pay Panel 24/25</b>		
	<p>SP confirmed that this took place and recommendations passed to Claire Mills, HR director. Thank you to those governors who sat on this panel.</p>	
<b>7. Approval of Pupil Premium Strategy Statement</b>		
	<p>To be finalised by deadline of end December and shared with SR as PP named governor. Families with limited finances can apply for Pupil Premium. MPET receive additional funding for each child identified as Pupil Premium and are legally obliged to produce an annual report to show how this funding is used. At MPET the majority is spent on providing additional staff in the classroom, although a small amount is reserved to subsidise school trips for PP children.</p>	<b>SP to finalise</b>
<b>8. School Development Plan</b>		
	<p>Not discussed.</p>	

9.	<b>Governance Assurance Framework</b>	
	Please be aware of this document (saved in 2425 folder on GHub) and add any missing information in terms of what you are doing as a governor or any questions. The Framework provides an assurance to the Trust that the LGB is fulfilling its function.	All
10.	<b>Safeguarding</b>	
	<p>1. Safeguarding Policy approval. Awaiting the necessary updates from BANES. If these are not received by the end of term 2 will update MPET current policy to reflect KCSIE updates and share at T3 LGB.</p> <p>2. Safeguarding audit Term 2. Two audits completed annually by Safeguarding governor, one in T2 and one in T5. T2 is largely concerned with compliance. MPET is strong on this. No concerns raised, supported by the outcome of the recent external Safeguarding audit.</p>	
11.	<b>Follow up from Parent/Governor drop-in session</b>	
	<p><b>Was this worthwhile, should the LGB do this again and what was learned from this?</b> SP: Well attended by approx. 30 parents. Thank you to the governors who attended. Consensus this was useful and should be held twice/year; once as a drop-in session in October and once in a slightly different format during Term 3 parents' evenings where governors could be available to chat to parents on an individual basis.</p> <p><b>The idea of a school disco raised at the drop-in session was actioned very quickly. Is it possible to hold some sort of international market to reflect the high demographic of ethnic minorities at MPET?</b> SP: Are planning to hold a meeting with any parents who are interested in being part of a Friends group in January, as staff have limited capacity to run these types of additional events. This would be the forum to discuss these ideas. LB: Will feedback at this meeting on the disco with the hope that this could be a future fundraising event.</p>	<p>Display LGB poster in school – BC Add T3 date to GHub calendar - BC</p>
12.	<b>Follow-up on Behaviour Policy meeting</b>	
	<p>Also discussed under agenda item 4. SP: Communication was one of the major themes to emerge. Had introduced behaviour slips following negative feedback from some parents concerning conversations about their child's behaviour with the class teacher at the end of the day, when this might be overheard by other parents. However, other parents have said that they dislike receiving behaviour slips. Trialling messaging individual parents via ClassDojo or a phone call home instead, but not a long-term solution as it is time intensive and not always possible. Have asked parents to feedback to class teacher if they dislike behaviour slips to try and find alternatives for these parents. LB: Sometimes day too busy to be able to communicate with parent until after school. By this point, child might already have related their version of events and parent already posted on WhatsApp group etc. Trying to send holding messages to parents if haven't been able to communicate within the day but it is unrealistic to respond to all incidents within this time frame. NS: The welfare of the child is at the heart of everything we do. This takes first priority within the day and unpicking incidents can take a lot of time.</p> <p><b>Is there a simple flowchart showing the communication process?</b> SP: Have shared this and it is displayed in the office. Will share this again with parents. LB: Are also planning to include Behaviour Policy in the information given to new parents.</p>	

	Useful for governors to be familiar with these processes so that they can refer to them if approached by parents. In the event of a follow up parental meeting on behaviour, it would be helpful to give an example incident and how this is dealt with and communicated as some parents have not had experience of any behaviour issues relating to their child and don't necessarily understand the process.	
<b>13.</b>	<b>AI</b>	
	<b>To what extent is AI being used by staff at MPET and is a policy being developed?</b> SP: There is currently no policy as this is in the exploratory stage. At the recent Trust-wide inset day there was a webinar training session on TeachMate AI, exploring how to use this resource. The aim is to cut down on teacher preparation time, but the message was reinforced that although AI will do 80% of the legwork, the staff member will still need to put in a quality 20% to ensure good results.	
<b>14.</b>	<b>AOB</b>	
	Feedback from an MPET governor who had recently sat on a Suspension & Exclusion panel for another school within the Trust. A valuable experience but a significant time commitment; preliminary training lasting 3.5 hours in addition to meeting preparation and the meetings themselves. The training can be done online in bite-size chunks; it is recommended all governors undertake this in preparation in case they are asked to sit on a panel. Governors cannot sit on a panel if they could be biased, e.g. if they have some connection to the family, a child in the same class etc.  Thank you to Candy who is leaving MPET at the end of term; this is her last meeting as staff governor.	

**Date of Term 3 meeting: Tues 11<sup>th</sup> Feb 5-6.30pm in person at MPET**

**The meeting ended at 18.30**

**Minutes agreed to be a true and accurate record of MPET LGB Meeting, Tuesday 3rd December 2024**

**Signed**

**Date:**

	<b>Actions agreed T2</b>	<b>Who by</b>	<b>Update</b>
<b>2.0</b>	<b>Read article on GHub Parent Governors– contact JB if wish to discuss further</b>	<b>All</b>	<b>T3</b>
<b>7.0</b>	<b>Finalise PP strategy statement and share with SR</b>	<b>SP</b>	<b>T3</b>
<b>9.0</b>	<b>Governor Assurance Framework – all governors to review</b>	<b>All</b>	<b>T3</b>
<b>11.0</b>	<b>Display poster of LGB within school</b>	<b>BC</b>	<b>T3</b>
<b>11.0</b>	<b>Add date of March parents' evening to Ghub</b>	<b>BC</b>	<b>T3</b>

	<b>Decisions Taken</b>
<b>2.1</b>	<b>Appointment of AF, Co-opted Governor</b>

**3.0**

**Minutes T1 LGB 08.10.24 approved**