



Local Governing Board Meeting Term 3
Tuesday 11th Feb 2025 17:00 – 18:30
In person at MPET

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	Staff Governor	CL		√	
Sarah Philips	Executive Head Teacher	SP	√		
Ana Popadic Masters	Parent Governor	APM	√		
Natasha Sealy	Staff Governor	NS		√	
Sophie Thompson	Parent Governor	ST	√		
In attendance					
Laura Binns	Head of School	LB	√		
Becky Clay	Clerk	BC	√		

Item	Minutes	Action																
1. Welcome & Apologies																		
	Apologies received from CL and NS; meeting deemed quorate. Congratulations to LB on her permanent appointment as Head of School.																	
2. Governance																		
	<ol style="list-style-type: none"> Vacancy updates: 1 x Co-opted governor and 1 x Community governor. Governor Information stored on GHub: need dob, address and contact number. Can set privacy so only admins can see this information. New training platform National Governance Association: now being used instead of National College. Gives access to wide range of training. Send training certificates to BC and record on GHub. 	Interested parties contact TL																
3. Minutes of the last meeting																		
	Minutes of the meeting held 3.12.24 were confirmed as an accurate record and signed electronically by the Chair.	Assurance Framework T4 agenda . Check poster with JB																
	<table border="1"> <thead> <tr> <th></th> <th>Action agreed T2</th> <th>Who by</th> <th>Deadline</th> </tr> </thead> <tbody> <tr> <td>2.0</td> <td>Read article on GHub Parent Governors– contact JB if wish to discuss further</td> <td>All</td> <td>T3</td> </tr> <tr> <td>7.0</td> <td>Finalise PP strategy statement and share with SR</td> <td>SP</td> <td>T3</td> </tr> <tr> <td>9.0</td> <td>Governor Assurance Framework – all governors to review</td> <td>All</td> <td>T3</td> </tr> </tbody> </table>			Action agreed T2	Who by	Deadline	2.0	Read article on GHub Parent Governors– contact JB if wish to discuss further	All	T3	7.0	Finalise PP strategy statement and share with SR	SP	T3	9.0	Governor Assurance Framework – all governors to review	All	T3
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	11.0	Display poster of LGB within school	BC	T3	. Explain role of
	11.0	Add date of March parents' evening to Ghub	BC	T3	LGB via
		<p>What is the purpose of displaying a poster of governors? Will this encourage parents to approach governors?</p> <p>TL: Good governance should be transparent. Not seeking to dissuade parents from approaching governors but to be clear what is within governors' remit and point parents in direction of proper processes.</p>			Dojo . LGB presence parents' eve 31 st Mar
4. Headteacher's Report					
		<p>Reminder to post questions on report in advance.</p> <p>What actions are SLT taking to ensure that all staff are using the Behaviour Policy consistently and how are staff being supported in doing this?</p> <p>LB: Have revisited use of language and scripts in staff meetings; have broken down what the different stages of the behaviour policy look like at staff level and at what point to involve SLT. One member of SLT always on call to support with behaviour. Continue to work with external providers such as Brighter Futures, who are a very experienced. Using their expertise for Continual Professional Development of staff, as well as consultancy work for individual children.</p> <p>SP: In response to feedback, have sought to increase communication with parents, using Dojo and email to communicate behavioural incidents to parents during the school day.</p> <p>Have tweaks to Behaviour Policy, following on from challenges last term, brought positive outcomes?</p> <p>LB: Still some difficult challenges & individual children who need more support. However, the graduated approach of the Behaviour Policy gives staff a more secure evidence base to show what steps have been taken to support a child.</p> <p>In addition to 5 children moving on for various reasons, 4 children have changed schools. Is there a trend showing here and why are leaver rates so much higher than previously? Coupled with staff leaver rates, do you have any concerns? It is useful for governors to understand any potential trends so that they are informed and able to fight inaccuracies.</p> <p>SP: Children have left for a variety of reasons, e.g. parental choice, behaviour issues, staff changes. Also pupil numbers are higher than previously, therefore pupil movement will also be higher. SLT are monitoring for any identifiable trends. Also important to look at reasons why some children have joined MPET.</p> <p>Staff have also left for various reasons. For some the role has not been right for them. The LSA role can be challenging and is no longer the traditional teaching assistant role. In response to this, have amended the LSA advert wording. All schools currently finding it difficult to recruit LSAs.</p> <p>LB: All staff who have left have been sad to leave the team; no concerns about staff turnover at the moment.</p> <p>Do staff leavers have a formal exit interview and has this highlighted any trends?</p> <p>SP: Yes, exit interviews are carried out by HR who share any relevant information with SLT. No concerns have been raised which SLT weren't already aware of.</p> <p>It would be useful to hear more about the BANES education inclusion visit, is there a report of their findings?</p> <p>SP: These are visits by professionals who give recommendations. MPET records where these have been actioned.</p>			

How is it planned to rectify the one 'red' concern, access to the roof, listed in the Health and Safety report?

SP: This has been addressed and the roof is now padlocked.

Where did the idea of the new learning mentor role originate and how will this roll be shared across the school?

LB: Originated from the high level of social and mental health needs specified in some children's EHCPs. The Learning Mentor works with specific children in their learning environment in the morning and carries out interventions in the afternoon.

SP: Role was first introduced at Parklands, last year. Following very positive feedback it has been rolled out across the Trust. In the future would also like to have an SEMH mentor to help children regulate.

Is the Learning Mentor role full time?

SP: Yes,

Please would you expand on the assessment data which has been shared, in particular looking at Y2 and Y6 attainment data, to understand where MPET is now and looking ahead to SATS.

LB: The trajectory for children who achieved Good Level of Development in Reception is that they should meet the expected standard in Year 6. Important to consider each child individually to see if there are areas where they are not meeting this standard and how to support in these areas. Have produced a Venn diagram to show current levels of each Y6 child in each area. Running early morning maths groups and an after-school booster group for some children. There will be further mock SATS in week 3 of Term 4 and will reassess after these.

When are SATS taken?

LB: May. Current Y6 has quite a high level of need. It is a small cohort so every child counts as quite a high percentage.

SR: Y2 SATS are optional - It is the school's decision whether to take these.

Has MPET decided not to take Y2 SATS?

SP: Yes. Use NFER papers in Y2 internally across the Trust but the results are not published to parents. NFER are a company who produce assessments at the end of each big term.

Are Y6 given homework?

LB: Yes, partly to prepare them for secondary school. Y6 class teacher will signpost to relevant websites or provide extra resources if parents request additional work on top of this.

Is the target of 75% reaching the expected level realistic?

LB: This is an aspirational target; there is a wide range of need in the current Y6.

What is the 75% target based on? Is this based on what you would expect from a child's Level of Development in Reception class or on national averages?

SP: Decided in consultation with the Trusts' Director of School Improvement, based on national averages of schools with similar levels of SEND.

LB: Pupils need to score 100 or above on a scaled score to meet the expected standard. Lowest scaled score mark is 80. All current Y6 are working towards this as a minimum.

What is the maximum score?

LB: 120 on the scaled score.

5. Finance Update Term 2 24/25

No significant changes and no questions

6. MPET Admissions Policy 26/27

	Voted unanimously in favour to adopt this	
7.	New Suspension and Exclusion Policy	
	<p>No significant changes but the wording has been clarified in places to align with DfE guidance.</p> <p>Where Headteacher is specified, who would this refer to in practice? SP: Legally SP but can be LB in SP's absence.</p> <p>Under section 5.3 of the policy there is list of areas which the LGB is responsible for. In practice, does this mean the SLT carry out these functions and the LGB is responsible for SLT? SP: Where information has to be provided to the Secretary of State and LA, this is down through the school census. Elsewhere, the LGB is responsible for making sure HT follows the relevant policies. In the event of an exclusion, JB will take a lead.</p> <p>Does the HT need to inform the LGB of exclusions? In the policy it talks about a representation meeting. SP: If a child has a certain number of exclusions within a term, this would be shared with LGB. Parents would be invited to a panel which would include LGB members. Any permanent exclusion panel would ideally include 3 LGB members. Any exclusions are contained within the report produced each term for governors by Nicki Crossley.</p> <p>The policy specifies occasions where HT would communicate an exclusion to the LGB without delay but normally the data provided within the termly reports is sufficient.</p> <p>The policy states parents can request a SEND expert to attend an independent review panel. Has this ever happened? SP: Have not witnessed this first hand but know of occasions where this has happened.</p> <p>Will this policy be on the school website? SP: Yes, JB will add this.</p>	
8.	Safeguarding	
	TL currently Chair and Safeguarding Lead Governor. Would prefer to handover Safeguarding role, since this is one of the larger named governor roles. The role requires producing 2 reports/year, a termly meeting with HT and taking part in some training.	Contact TL re. SF role
9.	Governing Training Feedback	
	<p>All governors have been sent a link to NGA which provides free online training. Recommended when completing training to note down maximum of 2/3 concrete points to share with the LGB.</p> <p>ET Trust have set up SEN governor network; RBC attended the first meeting, found it useful to meet with other SEN governors and share what happening in individual schools.</p> <p>There can be a link between SEN and behaviour but there is no specific reference to this within the Behaviour Policy? LB: Policy refers to reasonable adjustments. These will be different for each child and written into a child's individual behaviour plan. Can anonymise a plan to show RBC at next visit.</p>	Print training report T4 LGB
10.	Additional Matters	
	Parental surveys have been carried out by MPET but not by LGB. Useful for LGB to do this, with input from SLT. Best done on a regular basis to build up data and avoid data being skewed. Short pulse surveys (e.g. 1 question) often most successful. Suggested use Ofsted parental questions but divide these up over shorter surveys during the course of the year.	Staff well-being T4 agenda AM: draft survey

Date of Term 4 meeting: Tues 25th March 5-6.30pm via Teams

The meeting ended at 18.30

Minutes agreed to be a true and accurate record of MPET LGB Meeting, Tuesday 11th February 2025

Signed

Date:

	Actions agreed T3	Who by	Update
2.1	Governor recruitment	All	T4
3.0	Add Assurance Framework to T4 agenda	BC	T4
3.0	Check LGB poster with JB & display within MPET	BC	asap
3.0	Paragraph explaining role of LGB on Class Dojo – in conjunction with JB & TL	BC/LB	T4
3.0	Governor presence at parents' evening Mon 31 st March	All	T4
8.0	Contact TL if interested in Safeguarding named Governor role	Any	T4
9.0	Print training records for T4 LGB	BC	T4
10.0	Add staff well-being to T4 agenda	BC	T4
10.0	Draft parental survey for LGB T4	AM	T4

	Decisions Taken
3:0	Minutes T2 LGB 03.12.24 approved
3.0	MPET Admissions Policy 26/27 adopted