



# BRAUNSTONE FRITH PRIMARY ACADEMY



**Braunstone Frith**  
Primary Academy

## PART 1 NON CONFIDENTIAL MINUTES OF THE MEETING OF THE LOCAL GOVERNING BODY MEETING HELD ON THE 10<sup>th</sup> OCTOBER, 2024 at 4.30pm

### Composition of the Board

NAME	TYPE OF GOVERNOR	END DATE OF OFFICE	DESIGNATED ROLE	IN ATTENDANCE
Izzy Reid-Mackay (IRM)	Community	24.02.2026	Chair/Safeguarding	Y
Naomi Grant (NG)	Head of School	Ongoing	Head of School	Y
Graham Foster (GF)	Community	24.02.2026	Inclusion	Y
Annie Paull (AP)	Community	24.02.2026	SEND/Inclusion (including pupil premium)	N
Amanda Scott (AS)	Community	18.05.2026	Lifelong learning	N
Karen Duggan (KD)	Staff (Teaching)	24.02.2026	Teaching & Learning	Y
Conor Woolman (CW)	Community	25.05.2027	Removing barriers	Y
Lotus Decort (LDC)	Staff	25.02.2028	Early reading and phonics	Y
Damian Thurston (DT)	Community	19.03.2028	Vice Chair, Inclusion, Safeguarding	Y
Amanda Clark (AC)	Parent	16.05.2028		Y
Vacancy	Parent			
<b>In Attendance</b>				
Rebecca Miles (RM)			Governance Professional	Y
Amelia Smith (AS)	Headteacher		Executive Headteacher	N

### NON CONFIDENTIAL

ITEM NO	ITEM
1.	<p><b>WELCOME AND APOLOGIES</b></p> <p>The Chair welcomed all Governors to the meeting.</p> <p>Apologies were received and <b>accepted</b> from AP and AS.</p> <p>AC was welcomed as a new parent governor. AC's term of office was noted as 17.05.2024-16.05.2028.</p>
2.	<p><b>DECLARATIONS OF INTERESTS</b></p> <p>To declare any potential pecuniary interest or conflict of interest between an individual and the governing board as a whole with the business to be discussed during the meeting.</p>

	None were declared in relation to the business to be transacted at the present meeting.
<b>3.</b>	<b>MINUTES OF LAST MEETING</b> The non-confidential minutes of the Governing Board meeting held on 12 <sup>th</sup> September 2024 were <b><u>approved</u></b> .
<b>4.</b>	<b>MATTERS ARISING</b> There were no actions from the previous meeting on 12.09.2024.
<b>5.</b>	<p><b>GOVERNANCE - CONSTITUTION/ MEMBERSHIP</b></p> <p>a. Governors <b><u>noted</u></b> the Constitution and Terms of Reference of Trust Local Governing Bodies and the LiFE Scheme of Delegation which were shared prior to the meeting.</p> <p>b. Governors were reminded to complete the Declaration of Pecuniary Interest and confirmations including Keeping Children Safe in Education (KCSIE) via Governor Hub and Code of Conduct 2024.</p> <p>c. The parent governor vacancy was <b><u>noted</u></b> and it was acknowledged that a parent governor election would be required. Governors were encouraged to attend the parents evening on 15.10.2024 between 3:15-6:45pm to talk to parents and to promote the parent governor role and the current vacancy. It was agreed that governors could talk to parents about ‘happy lunchtimes’.</p> <p>d. It was <b><u>noted</u></b> that there were no terms of office which will cease before the next meeting.</p> <p>e. It was <b><u>noted</u></b> that the School Website and Get Information about School (GIAS) is compliant.</p> <p>f. Governors were reminded to complete the Skills Audit 2024/25 and return it to the Governance Professional. Governors were advised if there were no changes to confirm this with the Governance Professional.</p> <p>g. Governors were reminded of the training requirements for governors for 2024/25. Governors were asked to inform the Governance Professional of any completed training and to send certificates where available.</p> <p>h. It was noted that no governor visits had been undertaken since the last meeting. However, visits were arranged during the meeting.</p> <p>i. The governance action plan 2024/25 was reviewed and progress against the actions was considered as follows:</p> <ul style="list-style-type: none"> <li>• <b>Stakeholder engagement:</b> governors will look to attend the parents evening on 15.10.2024 and governors have arranged to attend assemblies</li> <li>• <b>Succession planning:</b> a second safeguarding governor is in place (DT)</li> </ul> <p>j. In relation to the action from the LGB meeting on 16.05.2024, to establish a governor working party to look at value for money in terms of Special Educational Needs and/or Disabilities (SEND), it was <b><u>agreed</u></b> that this should be put on hold until the Spring term 2025. This will allow further work to be completed in relation to SEND funding. In the meantime, it was <b><u>agreed</u></b> that GF and DT would arrange a visit with KD as part of their responsibilities for inclusion. It was suggested that the visit and working party could consider how SEND funding is being used by considering pupil voice and observations etc. It was <b><u>agreed</u></b> that the working party would include GF, DT, IRM and KD.</p> <p>It was highlighted that additional SEND funding is being received as a result of an increase in applications submitted by the SENDCo. Work is taking place to develop costed provision for every child who has SEND funding to provide a quantifiable amount of support where possible. It was acknowledged that every child will also receive quality first teaching and this is more difficult to quantify.</p>

<p><b>6.</b></p>	<p><b>SCHOOL EVALUATION FRAMEWORK (SEF)</b></p> <p>A presentation of updates was provided at the meeting. Governors were advised that the SEF is in the process of being updated and will include:</p> <ul style="list-style-type: none"> <li>• Contextual information- the number of children in receipt of Pupil Premium (PP) is 51.2% (51.8% last year)</li> <li>• Ofsted and actions taken since the inspection- i.e. peer reviews, up-dates to the School Improvement Plan (SIP).</li> <li>• Embedding practice- building on last year.</li> <li>• Grading- the school was graded 2 in all areas. Discussions are taking place with the Senior Leadership Team (SLT) about how to achieve elements of 1.</li> </ul>
<p><b>7.</b></p> <p><b>a.</b></p> <p><b>b.</b></p>	<p><b>QUALITY OF TEACHING AND LEARNING</b></p> <p>Plans are in place for the SLT to monitor the quality of teaching and learning and the LGB have a view about where strengths and weaknesses are.</p> <p><b>Termly Planner-</b> the termly planner was shared with governors prior to the meeting. It was highlighted that everything is clearly mapped out and linked to the SIP. The teacher day in January 2025 will be used to plan ahead for the next term.</p> <p><b>Strategic Planning Wheel (SPW) Baseline-</b> the baseline evaluation of the SPW was shared with governors prior to the meeting. It was highlighted that this seeks to provide a clear picture of where the school currently is and where it is going.</p> <p><i>Q (Governor): The baseline document mentions that ‘behaviour will be stronger’, what will we see to know behaviour is ‘stronger’?</i></p> <p><i>A (Head of School): We would expect you to see consistency in the use of de-escalation approaches across the school.</i></p> <p><i>Q (Governor): In relation to attendance, there is a statement which states ‘parents will respond better to ‘Janes approach’,’ what does this mean?</i></p> <p><i>A (Head of School): The new Attendance Officer is more visible and more personable and provides a relational approach with families.</i></p> <p>Governors were informed that Ofsted had suggested the school needs to look at assessment for learning. In response to this, a peer review took place in June 2024 to obtain a baseline. Another peer review took place at the start of October 2024 and it was confirmed that all actions for Autumn 1 had been completed.</p> <p>Feedback from the most recent review was provided to governors. It was highlighted that the feedback had been very positive feedback and it was felt this is down to everything being joined up.</p> <p>It was recognised that strategies need more embedding (i.e. cold calling, show me boards, shoulder surfing- a feedback technique). Further support around teacher judgement is needed- i.e. being able to determine whether they should use a different approach. Greater use of the ‘we do’ approach is needed and embedding the modelling of scaffolds so children know how to utilise support to help them. It was also recognised that the calculation methods shared with children should not be too wide ranging, so children are clear on which to use.</p>

c.	<p><i>Q (Governor): How consistently were the strategies being used when the peer review took place?</i>  <i>A (Head of School): the strategies are being used in all lessons but less experienced teachers are not using the strategies as assessment tools. More experienced teachers in each phase are giving examples of what they have done and invited colleagues to observe their lessons to provide examples of good practice and support through a peer support model.</i></p> <p><b>Staffing Updates</b> –see part 2 confidential minutes.</p>
8.	<p><b>ANNUAL REPORT SEND</b>  The annual SEND report (September 2024) was shared with governors prior to the meeting. Questions from governors were welcomed.</p> <p><i>Q (Governor): How many children are waiting for specialist placements? And what are the financial implications when children are waiting, for the other children across the school?</i>  <i>A (SENDCo): There are around 6 children waiting for specialist placements. Generally, it is children who are in Key Stage 1 and the rainbow room is being utilised (which was initially set up for Early Years Foundation Stage (EYFS) pupils), because some children are unable to access mainstream classes. However, this means EYFS pupils are unable to use the room in the way intended. Additionally, this creates an issue because the Local Authority state that the school is meeting need for these children and then they are not prioritised for specialist placements despite it being named in their Education Health and Care Plan (EHCP).</i></p> <p><i>Q (Governor): Are the families concerned engaging with Special Educational Needs and Disabilities Information Advice Support Service (SENDIASS)?</i>  <i>A (SENDCo): Yes, the school is supporting parents to liaise with SENDIASS and letters have been sent to outline the support available.</i></p> <p><i>Q (Governor): What progress has been made with the Special Educational Needs Assessment (SENA) team to provide specialist support for the children concerned?</i>  <i>A (SENDCo): When applications are sent to SENA, we are now outlining what children require and how much it will cost to provide that. One child has been waiting over 2 years for a specialist placement.</i></p> <p><i>Q (Governor): Do you promote ‘NHS right to choose’ to parents? Where parents can arrange to have a private assessment funded by the NHS if they are waiting for an assessment for a long time.</i>  <i>A (SENDCo): It was acknowledged that this is not promoted currently but it was <b>agreed</b> that this information would be shared with families going forward.</i></p> <p>It was highlighted that page 4 of the SEND report needs to be updated to reflect the SENDCOs current working hours.</p>
9.	<p><b>SAFEGUARDING</b>  See part 2 confidential minutes.</p>
10.	<p><b>ASSET REGISTER</b>  In relation to the annual review and update assurance of the LGB register, governors were advised that the MAT is working on developing a MAT wide asset register and this would be shared once available.</p>

<p>11.</p>	<p><b>WELLBEING</b></p> <p>Governors were made aware that the following interventions are in place to support staff wellbeing:</p> <ul style="list-style-type: none"> <li>• Half-termly staff breakfasts</li> <li>• Monday after school exercise class delivered by a Teaching Assistant on a voluntary basis.</li> <li>• A staff survey has been completed and another one will be sent next term.</li> <li>• Long-service awards are given to staff to show appreciation. Staff receive an extra day off when they have worked at the school for 20 years.</li> <li>• Open-door policy.</li> <li>• Phase leadership- staff are never far away from someone who can help them.</li> <li>• Staff absence- it is recognised that staff absence impacts the morale and wellbeing of other staff.</li> </ul>
<p>12.</p>	<p><b>RISK REGISTER</b></p> <p>The risk register was shared prior to the meeting. Up-dates included:</p> <ul style="list-style-type: none"> <li>- Site security</li> <li>- The resignation of the ECT</li> <li>- Teaching and learning</li> </ul> <p>Governors were assured that any risks identified have mitigations in place.</p>
<p>13.</p>	<p><b>POLICY APPROVAL</b></p> <p>Governors reviewed the following school based policies which were shared prior to the meeting:</p> <ol style="list-style-type: none"> <li>a. <b>Swimming Policy</b>- it was highlighted that incorrect names had been included and it was <u>agreed</u> this would be updated. Governors <u>approved</u> the swimming policy 2024 on the basis of the changes outlined being made.</li> <li>b. <b>Managing Continence</b>- Governors <u>approved</u> the Managing continence policy 2024.</li> <li>c. <b>Educational Visits</b>- Governors <u>approved</u> the Educational visits policy 2024.</li> <li>d. <b>EYFS Policy</b>- Governors <u>approved</u> the EYFS policy 2024.</li> <li>e. <b>Education of Looked After Children (LAC)</b>- it was raised that governors don't review the schools work with LAC currently and a governor LAC role has not been allocated as suggested in the policy. Following discussion, it was <u>agreed</u> that the LAC governor role would sit within the safeguarding role.</li> <li>f. <b>Physical Intervention Policy</b>- Governors <u>approved</u> the Physical Intervention policy 2024.</li> <li>g. <b>Private Fostering Policy</b>- Governors <u>approved</u> the Private Fostering policy 2024.</li> <li>h. <b>Online Safety Policy</b> Governors <u>approved</u> the Online Safety policy 2024.</li> <li>i. <b>Religious Education (RE) Policy</b> Governors <u>approved</u> the RE policy 2024.</li> <li>j. <b>Induction Policy</b> Governors <u>approved</u> the Induction policy 2024.</li> <li>k. <b>Behaviour policy</b>- Governors requested a request to extend the review date of the Behaviour Policy to the December LGB meeting. A governor raised that KCSIE states that staff need to have read the behaviour policy.</li> </ol> <p><i>Q (Governor): In meeting the requirements of KCSIE, have staff read the current behaviour policy with a view that they will read the updated policy when it is ready?</i></p> <p><i>A (Head of School): Staff know what the procedures are through the instructional handbook rather than necessarily knowing policies. We also had the 'power up plan' in place last year (2023/24) which supported staff with their knowledge of behaviour procedures. Behaviour procedures are covered with new staff through their induction.</i></p>

	<p>A discussion took place around whether the absence of an up-to-date behaviour policy, could be an issue if a suspension/exclusion panel is needed and what is happening in practice is not consistent with current policy. It was <b>agreed</b> that the behaviour policy could be kept fairly generic and specificity could be provided through guidance for staff which sits alongside it.</p> <p>Governors <b>noted</b> the following policies approved by the LiFE MAT Trust Board:</p> <ul style="list-style-type: none"> <li>l. LiFE MAT Exclusion &amp; Suspension policy</li> <li>m. LiFE MAT Children with health needs who are unable to attend school</li> </ul> <p>In response to a governor question, it was confirmed that there had been no suspensions to date.</p>
<p><b>14.</b></p>	<p><b>DATE &amp; TIME OF THE NEXT MEETING</b></p> <p>Governors noted the time and date of the next meeting 2024/25.</p> <ul style="list-style-type: none"> <li>● Tuesday 10th December 2024 at 4:30pm</li> <li>● Tuesday 11<sup>th</sup> February 2025 at 4:30pm</li> <li>● Thursday 3<sup>rd</sup> April 2025 at 4:30pm</li> <li>● Thursday 15<sup>th</sup> May 2025 at 4:30pm</li> <li>● Tuesday 1<sup>st</sup> July 2025 at 4:30pm</li> </ul> <ul style="list-style-type: none"> <li>● 20<sup>th</sup> November 2024- peer review (with a focus on assessment for learning)- governors were asked to attend if they are available.</li> </ul> <p><b>Future agenda items:</b></p> <ul style="list-style-type: none"> <li>● 10.12.2024- Behaviour policy</li> <li>● 03.04.2025- Establish SEND working party</li> </ul>
<p><b>15.</b></p>	<p><b>AOB</b></p> <p>It was <b>noted</b> that all documents had been provided by the school to enable them to be uploaded to GovernorHub ahead of the meeting. This had helped governors prepare effectively for the meeting.</p>

The meeting ended at 17:41.