



**Litherland High School**  
**Minutes of the Local Governing Body Meeting (Autumn Term 1)**  
**Held on Tuesday September 21<sup>st</sup> at 5:00pm**  
**Venue: Litherland High School, Sterrix Lane, Litherland, Liverpool L21 0DB**

<b>Present:</b> Alison Bennett (Staff Governor) Adele Brown (Parent Governor) Ronnie Cowen (Trust Governor) Laura McGunigle (Trust Governor, Chair of Governors) Carmel Murphey (Staff Governor) Colin Skidmore (Parent Governor) David Yates (Principal)		<b>Apologies:</b> Karen Lynskey (Trust Governor) Tracey McKeating (Trust Governor) Ian Mitchell (Trust Governor)		<b>Non attenders:</b>	
				Clerk:	Becki Dale
<b>Items</b>	<b>Discussion</b>	<b>Action</b>	<b>Who</b>	<b>When</b>	<b>Impact/ Outcome</b>
<b>1. Welcome, introductions &amp; apologies</b>	<p>The meeting was opened by the Chair and governors welcomed.</p> <p>Apologies were received from Karen Lynskey, Tracey McKeating and Ian Mitchell.</p> <p>The LGB discussed the 2021/22 Governor attendance record, and it was noted that KL and TM had missed several meetings in a row. It was agreed</p>	<p>1. Contact the Trust clerk to discuss the non-attendance process</p>	Clerk	ASAP	<p>Completed. In the first instance the LGB clerk will contact the governors to check that</p>

	<p>that the clerk would speak to the Trust clerk to seek advice on the next steps.</p> <p><b>RESOLVED:</b> Governors resolved to accept the apologies noted above.</p>				they will be present at the next meeting.
<b>2. Declaration of Business and Pecuniary Interests</b>	<p>The record of interests was circulated to governors in advance of the meeting. The record has been updated with the declarations of the new members of the LGB.</p> <ul style="list-style-type: none"> <li>• LMcG declared that she is the sister of the Chair of the Trust Board.</li> <li>• LMcG declared that she is the sister of the Sole Proprietor of Satis Education.</li> <li>• LMcG declared that she is the Director of Satis Education.</li> </ul> <p>The Declaration of Interest form was uploaded to GovernorHub in advance of the meeting and governors were asked to complete the form and return to the school office.</p> <p>Governors were asked to ensure that declarations were up to date on GovernorHub for continuity.</p> <p>There were no conflicts of interest, pecuniary or otherwise, in relation to the meeting.</p>	<p>1. Ensure that the Dol form is completed and returned to the school office.</p> <p>2. Ensure that Dol are updated on GovHub profile.</p>	ALL	ASAP (Urgent)	<p>Updated Record of interest provided to the Trust Clerk.</p> <p>Several members of the LGB still need to update GovHub.</p>
<b>3. Election of the Chair and Vice Chair</b>	<p>LMcG was appointed by the Trust Board to stand as Chair of Governors for a further 2-year term of office, subject to LGB approval.</p> <p><b>RESOLVED:</b> Governors resolved to approve LMcG for the role of Chair of Governors, with an end date of 20.09.2024.</p> <p>Mr Mitchell was the outgoing Vice Chair, but was not present at the meeting. Mr Mitchell had not expressed an interest in standing for Vice Chair for a further term of office prior to the meeting.</p>	1. Confirm the appointments with the Trust Clerk.	Clerk	ASAP	Completed.

	<p>Mr Cowen was nominated for the role of Vice Chair, subject to Trust approval.</p> <p><b>RESOLVED:</b> Governors resolved to appoint Mr Cowen as Vice Chair subject to the approval of the Trust Board.</p>				
<p><b>4. Staff Presentations</b></p>	<p>Colin Wilson (Assistant Vice Principal – Behaviour) and Kelly McAnally (Vice Principal SMSC) were invited to present to governors.</p> <p>KM presented on SMSC and provided an overview on how Character Education contributes to this.</p> <ul style="list-style-type: none"> <li>• There are 11 areas that the school delivers on, and at the centre of this are the Core values (APPLE): - <ul style="list-style-type: none"> <li>Aspiration</li> <li>Potential</li> <li>Passion</li> <li>Liva Family</li> <li>Enrich</li> </ul> </li> <li>• SMSC is distributed throughout the school in several ways: <ul style="list-style-type: none"> <li>- Pastoral</li> <li>- E-Safety</li> <li>- British Values</li> <li>- RE &amp; PHSE</li> <li>- PREVENT</li> <li>- Health</li> </ul> </li> <li>• Students are taught to focus on their Curriculum journey, Career journey and how to Prepare for the future</li> <li>• There is an audit of SMSC taking place in October, specifically on how the department embeds it within the curriculum.</li> <li>• Staff CPD is offered to build on ethos of values.</li> </ul>				

	<p>Governors held a discussion on staff wellbeing and how the SMSC Lead is helping to support with this; There is a noticeboard in staff room with details of discounts, vouchers etc to save money (food, days out, gifts etc).</p> <ul style="list-style-type: none"> <li>• Spiritual / social / moral and cultural values. There is a holistic approach to link these areas in with SMSC / Mental Health / Careers.</li> <li>• The school has Wellbeing Ambassadors trained via the Hub of Hope.</li> </ul> <p>It was noted that staff are eager to develop and have to date requested training for subjects on which they are unsure how to approach with their forms i.e. LBTQ+</p> <p><i>Q) How well do you think that the students could repeat the Core values? A) Probably not very well currently as the term is only weeks in and APPLE was only launched 2 weeks ago. There have been assemblies and presentations to students on how the values fit in to the curriculum. The seed has been planted so will now need to be nurtured to allow it to grow. The impact is more likely to be seen in those in Y7 and Y8.</i></p> <p><i>Q) Careers are a priority for Y9-11, what about Y7 &amp; Y8? A) Careers are covered for those cohorts too. For Y7 &amp; Y8 it is built into PHSE lessons. They undertake a different version of the careers guidance, but this is still based upon the Gatsby Benchmarks. Compass+ is also utilised. Careers are built into everything undertaken, for example if a rewards trip to Alton Towers takes place staff will include discussions around the roles of the staff.</i></p> <p><i>Q) Is it possible that some children may miss out on rewards trips due to various reasons? How many have never been on a rewards trip by the end of Y11?</i></p>				
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	<p><i>A) The school is now pushing the use of Compass+ to help benchmark, track and manage the school's career programme as historically it has been difficult to fully evidence how many students have possibly missed out on similar experiences. Compass+ will enable the school to provide information on what trips have been attended and when. As part of the enrichment goals all students have an entitlement to everything. If children are unable to "go out" then the experiences will be "brought in" (for example external guest speakers or VR trips to places). Talks are opened to the whole school and students sign up if they are interested in attending. i.e. the recent Alumni talk.</i></p> <p><i>Q) Have you opened the talks up to the whole trust to utilise the staff?</i>  <i>A) Not yet, but the school will investigate this when the time is right.</i></p> <p>Governors noted that it would be interesting to see the Compass+ statistics in 12 months' time to measure the success.</p> <ul style="list-style-type: none"> <li>• The PE Department is working with the Sports Trust, Everton in the Community and Four Clubs One Goal (relating to knife crime).</li> <li>• Students complete the Liva mile before PE lessons as a way of motivating all children to get moving.</li> <li>• The SHINE Project (community-based weight management programme) identified that Y7 children in the locality showed had the highest rate of obesity in England and there are many children who do no physical activity at all.</li> </ul> <p>A governor noted that staff need to ensure that their own welfare is also being looked after as well as looking after that of the children.</p> <p>Governors formally thanked KM for her informative presentation and hard work.</p>				
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	<p>Colin Wilson delivered a presentation on Behaviour.</p> <ul style="list-style-type: none"> <li>• The school currently has a S1 – S4 system: S1 &amp; S2 are warnings. S3 is a 15-minute detention issued by the teacher S4 is removal from lesson so that children can reflect on their behaviour. It is very rare that they return to the classroom during the lesson. The children also receive a 30 min detention after school.</li> <li>• There are boards on display in each lesson – Red for S1-4 System, Green for PIPS (Positive points). All student behaviours are recorded on ClassCharts and both parents and students can review their behaviour each day.</li> <li>• The school has a Student Charter (Code of Conduct) and students had an input into the expectations. The Charter also displayed in classrooms.</li> <li>• There is a behaviour tariff in place to ensure consistent sanctions throughout the school. There will be a push on student sanctions this year – incorrect uniform, lack of equipment etc. This will be applied at both AM and PM registration.</li> <li>• A behaviour correction flowchart was introduced to staff on INSET day, along with a range of strategies for staff to ensure ownership of student behaviour rather than relying on the SLT to manage.</li> <li>• With the S3 detentions and removals from lessons, the data has already identified that there is a positive change in student behaviour and attitude to learning.</li> </ul> <p><i>Q) Will governors be able to see the success of the strategies implemented for last year's Y7 demonstrated this year in Y8?</i>  <i>A) Yes, the school is already seeing an improvement despite only being 3 weeks into the new academic year.</i></p>				
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	<p>Q) Do you teach a 2-year or a 3-year curriculum? A) A 3-year curriculum</p> <p>Q) Are the classes all mixed ability? A) Students are placed into sets for Maths, English and Science, but otherwise yes.</p> <p>Q) How many students are repeatedly removed from class? A) There are probably 20 “repeat offenders”. It is currently averaging to around 3 students per day.</p> <p>Q) When are behaviours updated on ClassCharts? A) They are added as soon as the incident happens. Everything is monitored.</p> <p>Q) What are the consequences for learners who constantly misbehave? A) The school has an amazing pastoral team who work with the child and family to unpick any issues. The Heads of Year also provide support. Children are sanctioned with the following steps: -</p> <ul style="list-style-type: none"> <li>- A Tutor Monitoring programme,</li> <li>- A Behaviour Modification programme (8 week – external services to assist with behaviour).</li> <li>- An SLT Behaviour report (4 weeks)</li> <li>- A Governor Behaviour panel is implemented as a last resort if there are no changes in behaviour, or if something serious happens.</li> </ul> <p>There are also home visits for children who are non-attenders and Educational Welfare support also provided i.e. home visits.</p> <p>Q) What is being done for those children who sit in the middle, the ones who do not cause trouble nor are they at the top of the class?</p>				
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	<p>A) <i>The school has introduced a rewards system based on the PIPs.</i></p> <p>Q) <i>How do you know that the points are awarded fairly? How can we motivate students to behave better?</i></p> <p>A) <i>The Pastoral team look to find the hook for every child to motivate them. The current Head Boy and Girl are going to look at the rewards plan to see how it can be updated to benefit all children. The Principal noted that the school has historically had to focus on improving the negative behaviour, however now that it has improved the focus can be on rewarding the positive behaviour.</i></p> <p>Q) <i>How does the school monitor which staff are giving out the rewards and which aren't to check consistency across the board?</i></p> <p>A) <i>All behaviours are logged on ClassCharts. This provides reports on the behaviours logged and by whom. Subject leader will raise this initially with their faculty.</i></p> <p>A governor remarked that it was important for all staff to ensure that PIPs are logged each day so that parents can view them.</p> <p>Q) <i>Do parents know how to have the conversations with their children around daily behaviour?</i></p> <p>A) <i>It is very much dependant on the parents however the school provides supports to enable them to do this (i.e. the Facebook Live sessions). There is often a correlation between the parents who do not challenge behaviour in schools and the children who are not behaving.</i></p> <p>Q) <i>IS the cost of the reward trip at the end of term paid for those in receipt of Pupil Premium if they are eligible to attend?</i></p> <p>A) <i>Yes, it is heavily subsidised for them. The price is updated on Parent Gateway for when the cost needs to be paid.</i></p>				
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	<p>Bullying: The School has a School-based police officer and has also enlisted the support of Everton in the Community. The Pastoral team also do an amazing job in providing support to all involved and will mentor them.</p> <p><i>Q) 4 incidents are 4 too many, especially given 2 are for racism and 2 are for homophobic incidents. What is being done to address this?</i> <i>A) One child was placed on a managed move and has now left, the second has improved their behaviour however should a further incident arise then further sanctions will be implemented. Regarding the homophobia, the two children were dealt with at the time and have now left the school (1 managed move, 1 home educated). The child who was bullied also now moved out of the area (unrelated to the incident) . The Principal is trying hard to change the culture in the school to promote inclusivity.</i></p> <p>CW confirmed that the Safeguarding team get involved in the monitoring and support of the victim as well as working with the bullies to address behaviour, and the staff are now stepping in much sooner to address bullying / poor behaviour rather than reaching the point where a student needs to be excluded; It is important to educate the bully on what is wrong with the behaviour.</p> <p>Governors formally thanked CW for his presentation and hard work</p>				
<p><b>5. Governor Membership Update</b></p>	<p>This was covered under items 1 and 3.</p>				
<p><b>6. Minutes from previous meeting</b></p>	<p>It was noted that Laura McGunigle’s surname was spelled incorrectly on the draft minutes. This will be corrected by the Clerk.</p> <p><b>RESOLVED:</b> Governors resolved to approve the non-confidential minutes from the meeting held on the 6<sup>th</sup> July 2022 as a true record of events.</p>				

<b>7. Matters Arising not included on the Agenda</b>	There were no matters arising from the minutes.				
<b>8. Correspondence to the Chair of Governors / Chair's Actions</b>	The chair had not received any correspondence since the last meeting.  There had been no chairs actions since the last meeting.				
<b>9. Principal's Report Performance Dashboard</b>	<p>The updated Principal's Report and Performance Dashboard were circulated to governors in advance of the meeting.</p> <p>The Executive Principal informed governors that following the Trust's review of school governance, the focus for the Autumn Term 1 LGB Meeting would be a Contributory Risk Deep Dive* to cover:</p> <ul style="list-style-type: none"> <li>• Do leadership processes create a culture of achievement</li> <li>• Are school systems effective in engaging parents in their children's learning</li> <li>• Do behaviour systems result in a school that is calm, respectful &amp; considerate</li> </ul> <p>The Risk report was presented to governors, with focus on the following areas:</p> <p><u>A1: The school's leadership processes, and practice fail to drive a culture of achievement.</u></p> <p>This was identified as a low risk. Governors were happy that this had been covered in the presentation given by KM</p> <p><u>A7: The school's systems are not effective in engaging parents in their children's learning</u></p> <p>The Principal presented the school vision to governors.</p>				

	<p><i>Q) Is LHS near to the top 20% of schools nationally presently? A) Not across the board, the 20% is an aspirational target.</i></p> <p>The Quality Assurance calendars have now been embedded within the staff timetables and Middle Leader meetings are scheduled to take place.</p> <p>The Principal and governors agreed that: A1 is strong A7 is very strong B4 is strong.</p> <p><i>Q) Where did the Head of Maths teach previously? A) At a school in Cheshire, which has very good outcomes.</i></p> <p><i>Q) Is he leading the maths team and are you are line managing him? A) Yes, he is the new Head of Maths and an Assistant Principal.</i></p> <p><i>Q) Is there a high percentage of girls with SEND? A) Yes</i></p> <p><i>Q) The data shows that triple science is low but combined science is high. Is this correct? A) Yes. Only 14 students chose to take triple science out of 110. More should have chosen triple science as they could have achieved better results.</i></p>				
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	<p>The Chair of Governors requested for an update on science and maths to be provided at the next LGB meeting.</p> <p><i>*CS &amp; CM withdrew from the meeting at 19:11</i></p> <p><i>Q) What happened to the former head of maths?</i>  <i>A) They left to take a position elsewhere.</i></p> <p><i>Q) Will the new Head of Maths shadow the Head of English to observe what they are doing?</i>  <i>A) Yes.</i></p> <p><i>Q) How does the maths paper 2 compare to that of other schools?</i>  <i>A) [The Principal] does not have access to this information , however noted that there are only 9 marks different between paper 1 and paper 2 results within LHS.</i></p> <p>Governors held an in-depth discussion on the changes that are planned for the Maths department along with how to engage children to study for exams.</p> <p><i>Q) Do the key actions link into the SDP?</i>  <i>A) Yes</i></p> <p><i>Q) Are there individual action plans for each department as well as an overall vision?</i>  <i>A) Yes</i></p>				
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	<p>The School Values are:</p> <ul style="list-style-type: none"> <li>Aspiration</li> <li>Potential</li> <li>Passion</li> <li>Liva Family</li> <li>Enrich</li> </ul> <p>The Trust are undertaking reviews of the school. This is being led by the Executive Principal of The Heath School/The Prescott School. DY is attending.</p> <p><i>Q) Do we have an agreed recharge fee for LMPS?</i>  <i>A) No.</i></p> <p><i>Q) What is the communication between the LHS and LMPS?</i>  <i>A) There is good communication with a central operations manager.</i></p> <p><u>B4. Behaviour systems do not result in a school that is calm, respectful and considerate</u>  This was identified as a low risk.  Governors were happy that this had been covered in the presentation given by CW</p> <p>Governors agreed that the risks had been rated correctly.</p> <p><b>RESOLVED:</b> Governors resolved to accept the Principal's report and performance dashboard.</p>				
<p><b>10. School Improvement Plan (SIP)</b></p>	<p>This was circulated to governors in advance of the meeting.</p>	<p>1. Read the updated SIP and forward any questions to DY via email in advance of the next LGB meeting</p>	<p>ALL</p>	<p>ASAP</p>	

<b>11. School Evaluation Form (SEF)</b>	This was circulated to governors in advance of the meeting.	1. Read the updated SEF and forward any questions to DY via email in advance of the next LGB meeting	ALL	ASAP	
<b>12. Policy Update</b>	<ul style="list-style-type: none"> <li>KCSIE – Governors to read P1 &amp; P2 and complete declaration on GovernorHub</li> <li>Safeguarding Policy 2022/23 – approved.</li> </ul> <p><b>RESOLVED:</b> Governors present confirmed that they had read KCSIE P1 &amp; P2</p> <p><b>RESOLVED:</b> Governors resolved to approve the Safeguarding policy for 2022/23</p>	1. Governors to update KCSIE declaration on GovernorHub as per the clerk’s pinned post.	ALL	ASAP	
<b>13. Governor Visits and Training</b>	There were no items to report since the last LGB meeting				
<b>14. Governor Impact Statement</b>	<p>During the meeting, governors present:</p> <ul style="list-style-type: none"> <li>- Appointed LM as Chair of Governors</li> <li>- Elected RC as Vice Chair</li> <li>- Provided an LGB Membership update</li> <li>- Approved the minutes from the LGB meeting held on 06/07/2022</li> <li>- Received and discussed the SMSC presentation</li> <li>- Received and discussed the Behaviours presentation</li> <li>- Received, discussed and accepted the Exec. Principal’s report and dashboard update.</li> <li>- Approved the Safeguarding Policy for 2022/23</li> <li>- Confirmed that KCSIE 2022 P1 &amp; P2 had been read and understood</li> </ul>				
<b>15. Date and time of the next meeting</b>	The next PFPS LGB meeting will take place on Wednesday 9 <sup>th</sup> November 2022 at 3:30pm	1. Check availability for 9/11/2022	LM	ASAP	

Meeting closed at 8:15pm

These minutes are approved as a true record of the meeting

Signed: .....  
 Laura McGunigle (Chair of Governors)

Date:.....

Chair’s initials to record approval of minutes: .....

Date: [insert Date]