



Litherland High School
Minutes of the Local Governing Body Meeting (Autumn Term 2)
Held on Wednesday November 9th at 5:00pm
Venue: Litherland High School, Sterrix Lane, Litherland, Liverpool L21 0DB

<u>Present:</u> Alison Bennett (Staff Governor) Laura McGunigle (Trust Governor, Chair of Governors) Ian Mitchell (Trust Governor) Carmel Murphey (Staff Governor) Colin Skidmore (Parent Governor) David Yates (Principal)	<u>Apologies:</u> Ronnie Cowen (Trust Governor)	<u>Non-attenders:</u> Adele Brown (Parent Gov.) Karen Lynskey (Trust Gov.) Tracey McKeating (Trust Gov.)
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Items	Discussion	Action	Who	When	Impact/ Outcome
1. Welcome, introductions & apologies	<p>The meeting was opened by the Chair and governors welcomed.</p> <p>Apologies were received from Ronnie Cowen.</p> <p>It was noted that Adele Brown, Karen Lynskey and Tracey McKeating were absent from the meeting and did not send apologies.</p> <p>RESOLVED: Governors resolved to accept the apologies received and noted.</p>				

<p>2. Declaration of Business and Pecuniary Interests</p>	<p>There were no changes to the Record of Pecuniary Interests displayed on the school website.</p> <p>There were no conflicts of interest, pecuniary or otherwise, in relation to the meeting.</p>				
<p>3. Staff Presentations</p>	<p>The following presentations were given to the LGB in relation to the risk report:</p> <p>Curriculum (Kelly McAnally) Key points:</p> <ul style="list-style-type: none"> - All subjects use curriculum journeys which take pupils through their time at LHS. - Curriculum planners help the staff and students to identify what learning has been planned. - They are a live document and are updated as and when required. - They are colour coded which helps to identify learning and revision. - The process was implemented at the beginning of lockdown. - The planners acknowledge that not every student is at the same level however they allow the school to support students to be the best they can be. - The planners provide an Inclusive approach across every subject for children with SEND. - There is a QA schedule followed with documentation to evidence the impact. <p><i>Q) The document refers to a peer review report and recommendations on curriculum, what does this mean?</i> <i>A)The LHS Curriculum journey commenced in 2020. The school knows the strong subjects that are ticking all the boxes, however there are also some that need additional support. The Middle Leaders work together to share knowledge and help to address those areas that need improvement in other subjects.</i></p>	<p>1. DY to undertake a review of the impact of the master classes during the first 9 weeks and send to governors</p> <p>2. Attendance to be added to LGB 3 agenda</p>	<p>DY</p> <p>Clerk</p>	<p>By 23rd Nov</p>	

	<p>The Principal noted that there is a requirement nationally for all children to undertake the EBacc, however LHS has a different approach due to the needs of the students. For example for students who wish to choose all art subjects, they have the opportunity to undertake an additional humanities subject on a Tuesday afternoon to allow them to do the EBacc.</p> <p><i>Q) With regards to the lessons on Tuesday afternoon, what do other students do during this time?</i></p> <p><i>A) The school offers additional subjects – some students undertake Triple Science; others undertake 1 additional lesson of English and Maths (they need the additional support).</i></p> <ul style="list-style-type: none"> - Every child is offered the opportunity to take Triple Science however it is not always suitable due to their academic prowess. The Principal acknowledged that there is some disparity, however the school ensures that the students are happy with their options. <p>The CoG wished to explore this further to understand how it works and asked the Principal to provide a bigger picture about complimentary education at the next LGB meeting in January.</p> <p>It was noted that the target for AP is zero.</p> <p>Health & Safety – Alison Burns</p> <ul style="list-style-type: none"> - A Campus-wide fire drill was held recently with all staff and students from both LHS and LMPS evacuating the school at the same time. A walk through with the primary was undertaken beforehand and the school made changes to the drill procedure following this. Another drill will be held later in the year. - The Emergency lockdown procedure has now been written, including a social story for those children with SEND so that they understand the reason behind the lockdown drill. - The school is fully compliant on all aspects of H&S - The school complies with all aspects of H&S legislation. 				
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	<ul style="list-style-type: none"> - The school complies with GDPR / Data Protection, and a recent audit was carried out by the trust. Feedback has been received and actioned. <p><i>Q) Is there a register that gives the LGB reassurance that the school is compliant, and everything is in place?</i></p> <p><i>A) Yes, there is a system in place where all checks and service records are logged (EVRI).</i></p> <p><i>Q) On slide 1 you mentioned that a report of concern for a H&S issue goes to one of 3 people. How do people decide who to refer to?</i></p> <p><i>A) Nothing defined; however, it tends to be whoever is found first. Staff generally go to [the Principal] who then speaks to ether of the other 2 staff members. The changes within the site team across the 2 schools will address this once a point of contact has been appointed.</i></p> <p>Attendance – Carmel Murphy</p> <ul style="list-style-type: none"> - The school has a strong pastoral team who have positive relationships with families. The pastoral team remain with the same cohort as they move through the school. - The team undertake home visits where necessary to address any problems with attendance. - The Pastoral team hold weekly attendance team meetings including the Education Welfare Officer. - The attendance data is circulated each week and the lists of PA students is sent out to all staff. - The school runs half-termly attendance clinics for students. - Attendance support plans are implemented where necessary to support the student and their family. - An attendance reward system has been introduced throughout the school. - The Attendance Policy is currently being updated to reflect the changes. 				
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	<p><i>Q) Is there a trust-wide attendance policy?</i> <i>A) No. The Trust uses the model policy from The Key. This one is very similar, but more is applicable to Sefton schools.</i></p> <p>The Pastoral Team have identified that In Y8 the boys have a higher attendance record than the girls, and so the school is looking at ways in which this can be addressed, for example changing the times that the girls toilets are available, Period Poverty assemblies and additional mental health support.</p> <p><i>Q) Have you identified a pattern with the girls' attendance?</i> <i>A) Yes, there is a pattern however there were also several holidays taken in term time that affected the numbers.</i></p> <p><i>Q)Have you identified that [the girls] avoid specific lessons?</i> <i>A) Options lessons take place Tues – Thurs. Attendance does not change on a Monday or Friday; therefore this doesn't appear to be the case.</i></p> <p>The attendance data is drilled down on an individual basis and trends are identified where applicable.</p> <p>Parents are invited into school to attend the attendance clinics.</p> <p><i>Q) Does the school provide sanitary products for the girls?</i> <i>A) Yes, and Period Poverty run assemblies. The school also provides sanitary products for those girls who may not have access to them at home.</i></p> <p>Many of the students who are currently showing as PA (persistent absence) have a great attendance record historically however they have taken holiday in term time and because this is the first term of the year this has significantly impacted their attendance record. Therefore, the Principal is confident that this will improve going forward and already seen a decrease in PA since returning after half term. The school will also</p>				
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	<p>signpost to more professional services if required to enable additional support to students and families.</p> <p>It was noted that 4 children are now educated in the Alternative Provision and their attendance record has improved.</p> <p><i>Q) These pupils ate all girls. Are there any identifiable concerns?</i> <i>A) It is because of their situations at home</i></p> <p><i>Q) Is there any stigma for the additional support available?</i> <i>A) There is such a wide raft of support available for students at the school that it isn't obvious why people are attending appointments. It's very rare that the children refuse any support offered.</i></p> <p><i>Q) Is there a fund available from the Trust to provide items to students who are affected by poverty?</i> <i>A) There is not a fund allocated specifically, however, the school will provide items where possible to support the child's education, for example school bags or writing equipment for teachers to hand out each day.</i></p> <p>RESOLVED: Governors resolved to accept the reports and information presented on Curriculum and Attendance.</p>				
<p>4. Governor Membership Update</p>	<p>There had not been any changes to the membership since the last meeting.</p>				
<p>5. Minutes from previous meeting</p>	<p>Amendment required to the Governor Impact Statement – RC was appointed as Vice Chair, not CS.</p> <p>RESOLVED: Governors resolved to approve the non-confidential minutes from the meeting held on 21st September 2022 as a true record of events.</p>				

6. Matters Arising not included on the Agenda	There were no matters arising from the minutes.			
7. Correspondence to the Chair of Governors / Chair's Actions	The chair had not received any correspondence since the last meeting. There had been no chairs actions since the last meeting.			
8. Principal's Report Performance Dashboard	<p>The updated Principal's Report and Performance Dashboard were circulated to governors in advance of the meeting.</p> <p>The Principal provided an overview of the Performance dashboard.</p> <p><u>A2. The Curriculum is not fit for purpose.</u> This was identified as a high risk due to the curriculum constantly being monitored to ensure it is broad and balanced. The curriculum was covered by the item 3 presentation and questions asked. Governors were satisfied that there were appropriate mitigations in place to ensure that the curriculum was fit for purpose and agreed with the high-risk rating.</p> <p><u>A8. Attendance processes do not result in children regularly attending school and being punctual.</u> This was identified as an area of high risk as attendance is a focus across the school and as such needs constant monitoring, however the school has many mitigations and processes in place to address those PA students and provides as much support to students and families as possible. Attendance was covered in depth by the item 3 presentation and questions asked.</p>			

	<p>Governors were satisfied that there were appropriate mitigations in place to address attendance and agreed with the high-risk rating as attendance needs to remain an area of focus.</p> <p><i>Q) What was absenteeism like last week?</i> <i>A) It was 93% today, with Y10 having the biggest impact on this.</i></p> <p><i>Q) Is because it is groups of students who are friends? Have you identified a link between certain pupils?</i> <i>A) Mondays and Fridays are the worst days affected; students like to have an extended weekend or say that the weather is too horrible for them to come in. The reasons are generally trivial, and this is being addressed by the pastoral team.</i></p> <p><u>B5. School systems do not ensure that there is a safe and secure environment for children, staff and visitors.</u> This was identified as a medium risk as the school is looking to centralise its management of Health & Safety for both the High School and the Primary School, Following a discussion on both the school and trust H&S policies and procedures, governors were satisfied that the correct mitigations were in place and that the school was looking to improve the way in which H&S is efficiently managed across the site.</p> <p>RESOLVED: Governors resolved to accept and agree with the risk ratings provided in the Risk Report.</p> <p><u>Data Dashboard:</u> The Principal provided an overview of the data dashboard to governors and identified areas of change since the last meeting.</p>				
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	<p><u>Pupil Premium</u> The draft PP Strategy was circulated to governors in advance of the meeting.</p> <p><i>Q) How is the school utilising the Recovery Premium grant?</i> <i>A) This is being used for the provision of workbooks, subject interventions, holiday / Easter classes to provide additional support, and a theatre trip to see a historical production.</i> <i>The Pupil Premium strategy, including the recovery premium, is available on the school website.</i></p> <p><u>Peer review report:</u> The Principal is happy with the outcome of the report and the work undertaken; it has allowed him to look at the school again with a fresh pair of eyes. It was noted that 19% of the students attending the school are on the SEND register, and that the last 5 minutes of the day were identified as disruptive to learning however this is likely to be down to students returning equipment back to their tutors.</p> <p><i>Q) Can they take the equipment home in order to mitigate this?</i> <i>A) No, because they will not bring it in with them the following day. This leads to more disruption as class supplies diminish, therefore it is easier for it to be returned each day.</i></p> <p><i>Q) Was [the review] a good experience?</i> <i>A) Yes it was good for fellow professionals to come in and review how things were working in the school. It also provided the opportunity for the Principal to attend other schools in the MAT and identify actions to put in place or things that wouldn't work at LHS.</i></p>				
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	<p><i>Q) Is there a more in-depth feedback report?</i> <i>A) No, just the report already shared.</i></p> <p>A second review was planned for the Easter Term as part of the trust QA Calendar, however this has now been removed and there will be a targeted focus on certain areas instead, for example reading.</p> <p>RESOLVED: Governors resolved to accept the Principal’s report and Data Dashboard update.</p>				
9. School Improvement Plan (SIP)	This was circulated to governors in advance of the meeting.	1. Read the updated SIP and forward any questions to DY via email in advance of the next LGB meeting	ALL	ASAP	
10. School Evaluation Form (SEF)	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	
11. Policy Update	There were no policies to review				
12. Governor Visits and Training	RC to undertake a Safeguarding work LM to				
13. Governor Impact Statement	<p>During the meeting, governors present:</p> <ul style="list-style-type: none"> - Provided an LGB Membership update. - Approved the minutes from the LGB meeting held on 21/09/2022. - Received, discussed and challenged the Curriculum presentation. - Received, discussed and challenged the Attendance presentation. - Received, discussed and accepted the Exec. Principal’s report and dashboard update. - Received, discussed and accepted the Peer-on-Peer review report. - Received, discussed and accepted the Pupil Premium Strategy for 2022/23. 				

14. Date and time of the next meeting	The next will take place on Wednesday 18 th January 2023				
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There being no further matters for discussion, the meeting closed at 8:15pm

These minutes are approved as a true record of the meeting

Signed:
 Laura McGunigle (Chair of Governors)

Date:.....