



Litherland High School
Minutes of the Local Governing Body Meeting (Spring Term 1)
Held on Wednesday January 25th 2023 at 5:00pm
Venue: Litherland High School, Sterrix Lane, Litherland, Liverpool L21 0DB

<u>Present:</u> Alison Bennett ([AB] Staff Governor) Ronnie Cowen ([RC], Trust Governor) Laura McGunigle ([LM], Trust Governor, Chair of Governors) Carmel Murphey ([CM], Staff Governor) Colin Skidmore ([CS], Parent Governor)	<u>Term of Office Ends:</u> 05.05.2023 24.06.2023 20.09.2026 05.05.2023 25.03.2025	<u>Apologies:</u> Adele Brown (Parent Gov.)	<u>Non-attenders:</u> Karen Lynskey (Trust Gov.) Ian Mitchell (Trust Governor) Tracey McKeating (Trust Gov.)
<u>In Attendance:</u> Becki Dale ([BD], Clerk to LGB) David Yates ([DY], Principal) Kelly McAnally ([KM], Pastoral Lead)			

Items	Discussion	Action	Who	When	Impact/ Outcome
1. Welcome, introductions & apologies	The meeting was opened by the Chair and governors welcomed. Apologies were received from Adele Browne. It was noted that Ian Mitchell, Karen Lynskey and Tracey McKeating were absent from the meeting and did not send apologies.				

	RESOLVED: Governors resolved to accept the apologies received and noted.				
2. Declaration of Business and Pecuniary Interests	<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>				
3. Governor Membership Update	<p>There had not been any changes to the membership since the last meeting.</p> <p>Current vacancies:</p> <ul style="list-style-type: none"> - 2x Trust Governor - 1x Parent Governor <p>The clerk noted that the following terms of office are expiring this year:</p> <p>Alison Bennett (Staff) – 05.05.2023 Carmel Murphey (Staff) – 05.05.2023 Karen Lynskey (Trust) – 05.05.2023 Ronnie Cowen (Trust) – 24.06.2023 Ian Mitchell (Trust) – 24.06.2023</p>				
4. Minutes from previous meeting	<p>The draft minutes from the Autumn 2 LGB meeting on 9th November 2022 were considered for approval by governors.</p> <p>RESOLVED: Governors resolved to approve the non-confidential minutes from the meeting held on 9th November 2022 as a true record of events.</p>				
5. Matters Arising not included on the Agenda	<p>There were no matters arising from the minutes.</p> <p>The following outstanding actions were discussed:</p> <p>1.1 – Principal to review the impact of master classes and report back to LGB in January – completed.</p> <p>1.2 Attendance to be reviewed at LGB Spring 1 meeting (Jan). Clerk to add to agenda - completed</p>				

6. Correspondence to the Chair of Governors / Chair's Actions	<p>The chair had not received any correspondence since the last meeting. There had been no chairs actions since the last meeting.</p>				
7. Principal's Report Performance Dashboard	<p><u>A9: Transition processes do not adequately prepare children for the next stage in their learning or employment.</u> This is identified as currently being a low risk.</p> <p>Kelly McAnally presented to governors on the transition process. Key points from the presentation were:</p> <ul style="list-style-type: none"> - The pastoral team know each student well and the best way to support them. - The school has worked hard to improve the transition process and the support following the last Ofsted inspection. - The impact of work undertaken is now being measured, rather than trying to complete actions identified; the Pastoral Team are now being proactive rather than reactive. - The careers fair has been reviewed and improved. <p>A governor commented that feedback confirmed the careers fair was excellent, and that behaviour across the school has improved. It was noted that the site now appears very settled, however, it was important to regularly review the Ofsted feedback to ensure that actions are being met and that the school is working towards completing them.</p> <p><i>Q) Is the action plan review independently written?</i> A) SLT initiate the conversations with the subject leads and then each area puts their impact report together. Claire Hallwood (THFT Assistant Director of Teaching & Learning - Pupil Premium) also visits to QA the work that SLT are monitoring. The school is currently In the 2nd QA cycle however, the cycles do focus on different year groups each time.</p> <p><i>Q) Can you provide examples of areas that need to be improved?</i> A) One area is reading; The faculty knows where it is good and has identified where it is difficult to implement in some subjects (for example PE). The subject leads are going to visit a school who are outstanding in all areas for reading & comprehension to see what they do and how it can be implemented at LHS.</p>				

	<p><i>Q) How are you assessing each child and what is best for them?</i> <i>A) This is guided by the English department, who are asked how they would teach each area. Modelling, where the teacher reads first (as some children may not be able to read it independently), redesigning pupil assessments, NGRT Tests, progress meetings and interventions for those children who not achieving their age-related expectation.</i></p> <p><i>Q) Where are you in that process?</i> <i>A) All progress meetings have now taken place and outcomes have been fed back to the faculty staff. The 2nd assessment week will provide a comparison to 1st week. Assessment week wasn't happening this time last year. Tests demonstrate that the common curriculum is being taught and assessments are held in the school hall.</i></p> <p>The principal explained to governors how the problems with reading are being addressed, for example exposing children to a wider range of texts and looking at what engages them, what is available at home, what support is available at home etc.</p> <p>The school recently held a Literacy Week, where staff looked at literature that links into the other subjects as well as English, for example science experiments investigated lived experiences that children could relate to. Cultural capital is also a big part of improving reading and knowledge.</p> <p>A reading test is given at start of the year which identifies each student's reading age. Another test is undertaken at the end of the year to review the impact of learning, however, there is currently nothing in place to monitor progress in between the 2 points. Leaders are investigating additional monitoring alongside the NGRTs to supplement the learning and identify areas that need developing much sooner in the year, Interventions are held with the lowest scoring 20% of children, and staff are trying to increase a "love of reading" with all students.</p> <p>Governor recognised that the school now demonstrates the areas of focus and the impact of work undertaken, rather than noting everything that is going to be changed.</p>				
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	<p>RESOLVED: To accept the evidence to support the mitigations in place, and to accept the low-risk rating for this area.</p> <p><u>B6: School systems do not provide effective pastoral support for every child.</u></p> <p>This was identified as being a low risk.</p> <p>Carmel Murphy provided a presentation on pastoral support to governors. Key points from the presentation:</p> <ul style="list-style-type: none"> - There are now 17 members of the Pastoral Team, which is an increase from last year. - Wider pastoral support is also offered, for example Active Sefton, The ADHD Foundation, and the Careers Hub., These can be accessed on a 1-2-1 basis or as a small group / year group. - A Mental Health Lead is provided via Alder Hey to work on site at LHS for 1 day per week. Children who have been identified as needing the most support will meet with the lead, and the meetings are timetabled in for them. Some of the PA students who were suffering from SEMH issues are now attending on a more frequent basis due to the support they are receiving. <p><i>KM withdrew from the meeting at 17:40</i></p> <p>CM provided an overview of the current attendance figures and the interventions taking place to address persistent absence (PA):</p> <ul style="list-style-type: none"> - Weekly Local Authority early help meetings (for those with attendance of 90% & below) - Weekly school Attendance Team meetings - Letter to parents for children with attendance below 95% - Medical evidence required to support absence due to Dr / Dental appointments. - Attendance panel meetings and support plans provided. - LA Attendance panels. - Early Help Assessments by external agencies. - Return to school interviews to provide support where required. - Home visits 				
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	<ul style="list-style-type: none"> - Signposting to external agencies - Catch up sessions to be implemented so that students do not miss out on schoolwork. - The team look to support the needs of the families as well as the students. <p><i>Q) Who undertakes all this work?</i> <i>A) The Pastoral Lead for the year group.</i></p> <p><i>Q) If a child is off for no other reason than sickness, how do you monitor that the work is being completed?</i> <i>A) The flag for this is absences of 5 days or more. The Head of Year will check with the student and teacher that the work has been completed.</i></p> <p><i>Q) What impact does this have on staff workload?</i> <i>A) {The principal} is aware of the workload of staff, and it may be as simple as sharing lesson PowerPoints for the catchup sessions. Each student now has a "Livo Life" folder & pukka pad to evidence to class teacher that they have at least made the notes for that topic. There is absolutely no substitute for being in a lesson, however having notes is better than not having the work at all.</i></p> <p>The pastoral team have a spreadsheet for monitoring students with attendance issues and flag who may need attendance plans putting into place. Parents will attend the meeting for the support plans and agree on a timescale for improvements to be made. CM noted that the letters sent home do have a positive impact in improving attendance.</p> <p><i>Q) What is the timeline for the actions to be completed?</i> <i>A) The monitoring meetings take place weekly to review actions that have been met and next steps to take.</i></p> <p>Governors discussed the wording on the spreadsheet and how the information could be made clearer to those who do not have the granular background information.</p>				
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	<p><i>Q) What conversations take place with parents following the letters home? A) The majority of parents receive the letters well and understand why they have received them; However, some parents are not happy because their child is just below the target, and they feel that a letter home is unjustified.</i></p> <p><i>Q) Do all families receive the same letter? A) Yes, it is based upon the Sefton LA attendance letter template.</i></p> <p><i>Q) Is it worth having different templates depending upon the background of the child and why they might be absent? A) DY and CM agreed that this may be worth considering.</i></p> <p><i>Q) Following the letters home, do any parents contact the school to say they were unaware that their child was absent? A) No, this does not seem to be the case, although parents are saying that they weren't aware that attendance had dropped so low; it is difficult for parents to monitor when it is just 1 or 2 days here and there.</i></p> <p><i>Q) Does the letter provide the total number of days absent of just the percentage of time absent? A) Currently, it just gives the percentage. However, the total number of days absent may have a better impact and provide better context to parents.</i></p> <p>DY noted that parental feedback suggests the letter has proved a good tool to get their children back into school.</p> <p>Governors discussed the best way to address absence via letters; If some families are receiving them regularly then they may lose their impact. An example would be to detail specific days absent rather than a percentage as it could be viewed that anything above 90% is a positive however this is not the case for attendance and children should be aiming to reach between 96 to 100%.</p> <p>Governors challenged that parents do not see percentages as a problem and that hard numbers would have more of an impact. Governors asked the Principal to look at the impact of the letters on children returning to school, for example</p>				
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	<p>has the attendance increased because of the letter or because most children were ill and are now back to full attendance.</p> <p><i>Q) Do you receive any guidance from the trust on attendance?</i> <i>A) There is no specific guidance on how to tackle PA as it may differ from school to school as to the reasons why.</i></p> <p><i>Q) What impact do the return to school interviews have on staff, given they can take up to 15mins for each child and on one day you recorded 116 children absent?</i> <i>A) The length of the meeting may differ depending upon the child and the reason behind the PA. They are generally very short meetings to check that the child is feeling better, is up to being back in school, and to check that there are no underlying issues. A meeting of 15 minutes is quite rare but can happen.</i></p> <p>Governors were invited to spend time with the pastoral team to observe how the process works.</p> <p><i>Q) Do you think that the increase in absence for Y8 last week was due to the rewards trip being held?</i> <i>A) This was flagged by staff, and it may have had an impact. This will be reviewed going forward to prevent this happening.</i></p> <p>The school has implemented a “Matrix of Vulnerability” to identify those children requiring additional support. This can be offered in a variety of ways, to include, but not limited to:</p> <ul style="list-style-type: none"> - Head of Year (Pastoral support provided by non-teaching staff) - Safeguarding (DSL and DDSL) - Emotional Health Assessment - Attendance meetings - Punctuality to school - Admissions / Managed transfers - Mental Health & Welfare - Signposting to professional services - Head of Year (Progress mentors) - Progress meetings - Behaviour management plans 				
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	<ul style="list-style-type: none"> - Educations Standards - Punctuality to lessons <p><i>Q) Do the members of the pastoral team also teach?</i> <i>A) No, they are non-teaching support /Safeguarding staff</i></p> <p>Adele Browne has been employed as a HLTA at the school and works with the HoY (Progress) to support them in their pastoral roles.; Children are aware of who they can talk to for support.</p> <p>The following systems have been implemented to support students:</p> <ul style="list-style-type: none"> - Communication & Reporting System (CPOMS) - SLT Meetings - Weekly staff briefings - Weekly safeguarding team meetings - Provision Maps and Meetings logs - Round Robins for staff. - Weekly attendance data for all students displayed during tutor time - Weekly attendance data to pastoral / attendance team - SEND Pupil Passports shared with all staff - Case Studies provided to staff. <p>DY and CM provided an overview of the Livo Pack Contents provided to students. It was noted that there are sanctions in place if children do not have their folders otherwise, they wouldn't remember to bring them in.</p> <p>DY noted that the number of detentions has reduced into the teens for all areas, whereas it was in the region of 135 per day 2 weeks ago.</p> <p>RESOLVED: To accept the low-risk rating and the evidence to support that mitigations are in place.</p> <p><u>A3. Staffing is not sufficient to meet the demands of the curriculum and organisation of the school.</u> This was identified as a low risk.</p>				
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	<p>A presentation was given to governors by David Yates, who noted that whilst the school supports staff to develop and to apply for promotion, there are a few staff who have been in post at the school for a long time.</p> <p><i>Q) Is there opportunity for staff to apply for internal promotions?</i> <i>A) Yes, although some of the roles are advertised externally (for example SLT). The TLR vacancies are advertised internally.</i></p> <p>Currently, 10 members of staff are ECTs / 1st Year post ECT.</p> <p><i>Q) Does the school now have the appropriate staff to support the curriculum?</i> <i>A) Yes, the staffing has been changed to allow for a better Y9 options process, with additional options now being available for students to choose from.</i></p> <p>Several subjects have been combined, for example RE and PHSE, to free up periods when timetabling, which will then allow children to take an additional subject.</p> <p><i>Q) Has this increased the number of EBacc students as a result?</i> <i>A) Yes, and triple science is now back on the curriculum for those wishing to take it over dual award.</i></p> <p>Resolved: To accept the low risk and the evidence to support this.</p> <p><u>Performance dashboard:</u> Dy noted that the school is oversubscribed for the September 2023 intake (150 places available and 160 applications for 1st preference received).</p> <p><i>Q) What is the Pupil Admission Number (PAN)?</i> <i>A) The PAN is 150 for Y7 however the school can take 160 if necessary (32 in each tutor group)</i></p> <p>It was noted that pupil movements out of the school are lower than most of the other schools in Sefton.</p> <p>The Y11 mocks will commence on the 27th February and will run over 8 days.</p>				
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	<p><i>Q) Could we add an agenda item on Y11 data following the mocks?</i> <i>A) The data drop deadline for the results may not have hit by the date of the next meeting however DY should be able to provide an overview of the Y11 outcomes and also those for Y7-10.</i></p> <p>Currently, 46 out of 104 children in Y11 have been identified as having SEND and required additional support to undertake their exams, i.e., an individual space or extended time.</p> <p>Q) PA is currently 40%. Is that an ongoing figure or was it a one-off? A) 40% was a one off. The YTD figure for PA is currently 37.5%.</p> <p>The school achieved 89.7% attendance for last week.</p> <p>There have been 19 Ofsted Parent View responses so far this year, with all responders stating that they would recommend the school to others.</p> <p>RESOLVED: To accept the Data Dashboard update.</p>				
8. Policy Update	<p>There following policies were circulated for review:</p> <ul style="list-style-type: none"> - Accessibility Plan - Charging & Remissions Policy <p>RESOLVED: To approve the policies listed above.</p>				
9. Governor Visits and Training	<p>No governor visits had taken place since the previous meeting. There was no training recorded.</p> <p>The clerk reminded governors that training undertaken in the work place should also be recorded on GovernorHub as a record of additional skills.</p>				
10. 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 09/11/2022. - Received and discussed the Curriculum presentation. 				

	<ul style="list-style-type: none"> - Received and discussed the Attendance presentation. - Received, discussed and accepted the Exec. Principal’s report and dashboard update. - Approved the Accessibility Plan - Discussed and approved the Charging& Remissions policy. - 				
11. AOB	<p><u>Outside Areas:</u> A governor noted parents parking outside the school at pick-up / drop-off and the problems that it is causing. The governor is concerned that a child will be run over and either seriously hurt or killed. The school should not be martialing the traffic as there is a Health & Safety issue around this: staff are not trained to be managing traffic. The governor has contacted the CEO of the Trust to discuss this but to date the situation has not changed.</p> <p>DY noted that the Trust Compliance Manager has been to the school and has written a report. There have been some recommendations made and these will be actioned by the Trust.</p> <p><i>Q) Can governors have a copy of the report?</i> <i>A) Yes, A copy can be provided.</i></p> <p>Governors feel that they need to consider the recommendations as this is a safeguarding issue for the pupils of both the primary and the high school and the situation is now “chaotic” due to the large number of vehicles. Governors discussed the use of the sport’s complex car park behind the school.</p> <p><i>*CS withdrew from the meeting at 19:10</i></p> <p><u>Finance Reports:</u> Governors expressed concerns that they had not received a finance report since September 2021. Both the CoG and clerk confirmed that there had been a change of personnel at the Trust and that a new CFO is to be appointed next week. The clerk noted that she would feed the concern back to the Trust Governance Manager as this has been flagged by several of the schools within the MAT.</p>	<p>1. Write to the CEO to address the issues around parking and discuss actions that can be implemented</p> <p>2. Contact the TGM to express governors’ concerns at the lack of finance updates from the Trust.</p>	LM	ASAP	
			BD	ASAP	

	<p>Q) Is there anything specific that you are looking for in the report?</p> <p>A) Yes, whether any money has been received from LMPS regarding the shared costs now that both schools are in the same building.</p> <p>* CM withdrew from the meeting at 19:16</p>				
12. Date and time of the next meeting	The next will take place on Wednesday 8 th March 2023 at 5:00pm				

Items	Discussion	Action	Who	When	Impact/ Outcome
13. Confidential minutes from previous meeting	There were no confidential minutes for consideration.				
14. Matters Arising from the minutes	There were no confidential matters arising				
15. AOB	<p>DY provided governors with an update on the upcoming teacher strikes; There are 4 strikes planned across the next 2 months:</p> <p>1st February 2023 28th February 2023 15th March 2023 16th March 2023</p> <p>There are only 14 out of 48 teachers who are not planning to strike. The school will only open to Y11 on those days due to the proximity to GCSEs. However, once a risk assessment being completed, there may be some vulnerable children and some whose parents are critical workers who may be able to attend also; safeguarding of pupils is paramount.</p>				

	<p><i>Q) if there were 6 members of staff off sick out of the 14 remaining, where would that leave you?</i></p> <p><i>A) They can still be accommodated however it may not be by teaching staff as teachers need to ensure that they do not compromise their teaching standards. There could be targeted revision,</i></p> <p>Governors thanked DY for the update.</p>				
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There being no further matters for discussion, the meeting closed at 7:26pm

These minutes are approved as a true record of the meeting

Signed:
 Laura McGunigle (Chair of Governors)

Date:.....