



Litherland High School
Minutes of the Local Governing Body Meeting (Spring Term 2)
Held on Wednesday 22nd March 2023 at 5:00pm
Venue: Litherland High School, Sterrix Lane, Litherland, Liverpool L21 0DB

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

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 Alison Bennett and Carmel Murphy. Karen Lynskey and Tracey McKeating were absent from the meeting.				

	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>LM and DY recently interviewed for 1 of the Trust Appointed vacancies, and following a successful application TR is now finalising approval by the Trust Board.</p> <p>The clerk noted that the following terms of office are expiring this year:</p> <p>Alison Bennett (Staff) – 05.05.2023</p> <p>Carmel Murphey (Staff) – 05.05.2023</p> <p>Karen Lynskey (Trust) – 05.05.2023</p> <p>Ronnie Cowen (Trust) – 24.06.2023</p> <p>Ian Mitchell (Trust) – 24.06.2023</p> <p>The school will need to run a staff governor election to elect / re-elect. The clerk will contact KL to see if she wishes to stand for a further term of office.</p>	<p>1. Staff governor election to be run asap</p> <p>2. Contact KL to see if she wishes to stand for a second term of office.</p>	<p>AB</p> <p>BD</p>	<p>ASAP</p> <p>ASAP</p>	
4. Minutes from previous meeting	The draft minutes from the Spring 1 LGB meeting on 18 th January 2023 were considered for approval by governors.				

	RESOLVED: Governors resolved to approve the non-confidential minutes from the meeting held on 18 th January 2023 as a true record of events.				
5. Matters Arising not included on the Agenda	There were no matters arising from the minutes. There were no outstanding actions.				
6. 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.				
7. Principal's Report Performance Dashboard	<p><u>A4: Development of staff is not effective in ensuring the learning needs of children are met.</u> This was identified as a medium risk, with mitigations largely in place and effective.</p> <p>Governors received a presentation on staff CPD. Key points to note were: <u>A4.1 – Effective CPD Systems:</u></p> <ul style="list-style-type: none"> - CPD calendar developed from whole school priorities: <ul style="list-style-type: none"> o Metacognition o Reading o Disciplinary literacy – subject specific vocabulary o Assessments o Knowledge retrieval (findings from QA) - Professional discussion in departmental meetings <ul style="list-style-type: none"> o Shared best practice – shared planning. - Allocated CPD time to departments: <ul style="list-style-type: none"> o ECTS follow early career framework. o Peer observations – current ECT mentoring framework. o NPQSL/NPQ/External CPD to support internal improvement. <p><u>A4.2 – Appropriate subject knowledge and expertise:</u></p> <ul style="list-style-type: none"> - QA Schedule developed: <ul style="list-style-type: none"> o Senior Leaders support departments to develop subject expertise. 				

	<ul style="list-style-type: none"> ○ MFL – Phonics Programme ○ Drama – CPD through Trust specialists ○ Science – SLE support ○ English - SLE support ○ Maths – SLE Support <p><i>Q) How much time do teachers have to receive the CPD?</i> <i>A) 1 day per half term in a short term or 2 days in a longer term. There are also INSET days. Some topics are also worked on in departmental meetings and middle leader meetings, then fed down to other staff.</i></p> <p><i>Q) Did the recent QA audit identify that there wasn't enough time provided?</i> <i>A) That wasn't the purpose of the QA however staff did request more departmental time. This year has been a learning process to understand how the CPD will work, and the training plan is being developed on a term by term basis.</i></p> <p><i>Q) With reference to Departmental CPD, you mentioned that a topic is presented in the hall and then sent out to departments to adapt. What does this mean?</i> <i>A) Staff are given a model framework for a topic and then will meet as a department and review and decide what would be useful for them to adapt.</i></p> <p><i>Q) How is this then QA'd?</i> <i>A) It is checked by the triangulation of Student Voice, book scrutiny and observations. The goal is that student learning improves.</i></p> <p><i>Q) How quickly are non-proficient methods of departmental CPD addressed?</i> <i>A) It is timetabled on the calendar to review; A meeting is held with the subject lead to discuss feedback and then the subject leader feeds this back to the department. The next stage is to ensure that this is</i></p>				
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	<p><i>documented formally in order to prove that the method is working effectively.</i></p> <p>KM noted that the QA is new (introduced in summer 2022) and is being adapted along the way this year in order to be ready to hit the ground running in 2023/24.</p> <p>There are impact statements from every department to demonstrate where this has worked well. These are reviewed and feedback is given to each department to enable them to sharpen up their processes.</p> <p><u>A4.4 Effective support for Early Career Teachers through the ECT framework:</u></p> <ul style="list-style-type: none"> - There are 9 ECTs who each have an Early Careers Mentor (ECM) - The ECTs are allocated a lesson per week to receive coaching - The 5 mentors are receiving ECM training - The ECTs follow best practice for the EC Foundation programme and attend regular MAT sessions - All ECTS observed on a regular basis and receive constructive feedback for development - All 9 ECTs are on track to pass their induction period - ECTs are provided with opportunities to observe high quality teaching by experienced members of staff. <p><u>A4.5 Evidence-based approaches to pedagogy in line with Trust strategy (e.g. metacognition)</u></p> <ul style="list-style-type: none"> - The introduction of Trust networks allows for evidence-based approaches to be to be shared trust-wide and embed the approaches within each school. - There is a QA schedule to focus on meta-cognition - CPD session are focused on staff training to improve processes. <p><i>Q) 9 seems a high number of ECTs – is this a worry or is it positive? A) It is a positive. When DY joined the school there were only 2 teachers who were not on the higher pay scales. They were very experienced</i></p>				
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	<p><i>teachers however teaching style was a little stagnated. As the school has grown, new staff have been recruited and this has brought a vibrancy and freshness to the teaching at the school with new methods and styles being introduced. It is a 2-way street: The ECT is learning from an experience teacher and the experienced teacher is learning new approaches to teaching.</i></p> <p>RESOLVED: To accept A4 as a medium risk along with the mitigations in place to support the rating.</p> <p><u>B1: Safeguarding and Child Protection procedures do not adequately protect children from harm and an ensure an appropriate response to safeguarding issues</u></p> <p>This was identified as a medium risk, with mitigations largely in place and effective.</p> <p><i>Q) How are staff supported when dealing with safeguarding issues</i> <i>A) The Principal supports the staff and ensures that they are ok. KM noted that the Trust have invested in EPA for staff wellbeing and there is also counselling on offer – this has been promoted within the school and staff are signposted to this if they need additional support. There is support from Wave 8 Sefton mental health support team. This is more of a prevention than a cure however they have offered to support staff and can also signpost them to other areas if needed.</i></p> <p><i>Q) And who is supporting [the principal]?</i> <i>A) The SLT, the Trust and governors provide support. Talking is fundamental to prevent emotions from being bottled up. It also allows the opportunity to review decisions made and whether they could have been handled differently.</i></p> <p><i>Q) How often are DBS checks updated?</i> <i>A) Some staff have a new DBS check if they change role or become a staff governor, however some staff have not had a check since joining the school.</i></p>				
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	<p><i>Q) What is the impact of this?</i> <i>A) This is within the guidelines, however DY would like all staff to sign up to the DBS update service.</i></p> <p>David Donnelly noted that it has been approved at trustee level for all schools to move to the update service.</p> <p>RESOLVED: To accept B1 as a medium risk along with the mitigations in place to support the rating.</p> <p><u>B7: School systems do not foster and promote supportive relationships between all members of the community</u></p> <p>This was identified as a low risk, with mitigations in place and effective.</p> <ul style="list-style-type: none"> - Line managers now undertake back to work interviews to provide departmental support where required. <p><u>B7.2 Pupils show respect to others and readily support each other</u></p> <ul style="list-style-type: none"> - DY noted that the school has seen an increase in the number of incidents reported, however DY feels that this is because students now understand that it is ok to speak up if they feel that something is not right, whereas historically they would have kept some things to themselves. - There is always the opportunity to improve: The school promotes an ethos of upstanders not bystanders. - DY takes whole school assemblies via Teams to address issues and discuss steps being taken to prevent them from arising again. - Pupil Voice is key – if students are not happy then leaders will listen and address concerns. <p><i>Q) Is there any room to accept more pupils in the 2023/24 intake?</i></p>				
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	<p>A) <i>The Y7 intake is a PAN of 103, therefore 5 forms with 30 students in each. It could possibly be increased to 160 (5x32), however staff felt that this is a challenge so it has not been presented to the LA. The LA may wish to push this, but there are 5 students joining with an EHCP already in place, therefore this also needs to be considered due to the level of support required. A 6th form would mean that the LA would push the pan to 180.</i></p> <p>Q) <i>On what criteria were appeals successful last year?</i> A) <i>There were only 2 students successfully admitted last year out of 41 appeals. The school was already at 160 PAN so it was not viable to take any more.</i></p> <p>Q) <i>How do you feel about the PAN being increased to 160 permanently?</i> A) <i>Whilst it would be nice to take on more students, staff feel that larger numbers would have a significant impact on teaching. The school will be fuller anyway as there are only 104 students leaving in summer but 150 coming in – there are 688 students on roll currently (+46)</i></p> <p>Q) <i>Will the cohort after that be full?</i> A) <i>Yes – this is the last year of the boom and numbers will settle around 750 on roll going forward.</i></p> <p>Q) <i>What do governors think about pupil numbers?</i> A) <i>Following discussion, governors felt that it was important to keep the numbers as low as possible to successfully manage the children in school, allowing them to develop to the best of their potential ensuring the high standard of education that the school is striving to achieve.</i></p> <p>Last year the school took pupils from 21 schools, however this year it has been reduced to 13. This is due to larger number of pupils from a smaller field.</p> <p>Q) <i>Are the Back to Work interviews conducted by line managers?</i> A) <i>Yes, line managers undertake them.</i></p>				
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	<p><i>Q) How effective are they and how are they recorded? A) Linda Kinsella (Finance & HR) sends the form to the relevant line manager to complete. LK keeps a tally of the absences and DY will intervene when it reaches a critical point. This is a new process, and it is still being developed and tweaked.</i></p> <p><i>Q) Following the recent TikTok protests, do you feel that making yourself available to students over the weekend was a good use of your downtime? A) Possibly not, however {DY} was concerned about the reputational damage and possible vandalism that could have occurred. A Microsoft Form was set up allowing students to contact DY and allowed him to address any concerns quickly.</i></p> <p>RESOLVED: To accept B7 as a low risk along with the mitigations in place to support the rating.</p> <p><u>Data Dashboard:</u> The data deadline for mock exam results is the 23rd March and an update will be circulated to governors once the data has been uploaded.</p> <p>The absence letter was discussed in depth at the last LGB meeting however attendance is a consistent 93-94%. It did drop to 77% following the snow in February and there was also a drop last week following the 2-day strike, however leaders are confident that the figure will increase as the year goes on.</p> <p><i>Q) Is the monitoring spreadsheet discussed at the last meeting now being used properly, and are the pastoral team acting in a timely manner? A) Yes, the spreadsheet has been revised and improved, and the team are trying to see every child on an action plan every day.</i></p> <p>Governors discussed in depth the BBC report on attendance and noted that Fridays did not appear to be a particular concern at LHS.</p>				
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	<p>The staffing costs from the GAG funding have reduced to 79% and it is on track to reduce further. The target is to get to 75%.</p> <p><i>Q) Would the staffing costs not increase with the increase of SEND students ?</i></p> <p><i>A) The students arrive with increased funding as a result of having an EHCP in place, however there may be additional costs incurred for Teaching Assistants if further support is needed.</i></p> <p><i>Q) What about those students with SEND who have not yet been assessed?</i></p> <p><i>A) The team are trying to proactively address this and utilise the staff already in place – HLTAs for example (there has been a significant increase in the number of HLTAs employed, however there are still not enough due to funding restrictions). The relationship between the TAs and pupils is paramount as it ensures that any incidents both positive and negative) can be picked up sooner</i></p> <p>RESOLVED: To accept the data dashboard update.</p>				
<p>8. Evaluating provision framework</p>	<p>There is currently focus on 4 areas for improvement:</p> <ul style="list-style-type: none"> - Curriculum - Assessment - Reading - Quality Assurance <p>A monitoring visit is due any day. There is evidence in place to support the work undertaken to date, however it is also important to note that there is more to the school than the areas for improvement.</p> <p>The EPF document will be shared with governors once available. The document includes every Ofsted descriptor for becoming a good school. LHS has many strengths already identified, however there has been a lot of work to undertake to get to this point.</p>	<p>1. Add the EPF to the Summer 1 agenda for review.</p>	<p>DY</p>	<p>May 2023</p>	

	<p>The EPF has been reformatted to make it easier for governors and leaders to review. There have also been sections added for comments and actions.</p> <p>In addition:</p> <ul style="list-style-type: none"> - LM spent a day at school last month and met with all members of the leadership team. LM noted that it would be good to compare the perceptions of leaders to their current position in relation to where the school perceives them to be. - DDO noted that the Trust have chosen to work with the Challenge Trust to provide an external voice for QA. - An overview of the work undertaken on each of the AFIs was provided, which should provide clear evidence of the actions for improvement taken. <p><i>Q) How do we evidence the “so what”?</i> <i>A) This can be evidenced via LHS Activity, MAT audits and External QA. [DY] is trying to demonstrate the work undertaken with the Trust and also the QA undertaken by the external support. Leaders are working to identify staff who may need additional support in ensuring that they are teaching the curriculum effectively. Every department is now creating a plan of how to address the “so what” and how it can be evidenced. Every department follows the same format to demonstrate work completed to improve the 4 AFIs.</i></p> <p><i>Q) If we are trialling things, why are we not modelling an outstanding school instead of trying to create our own methods?</i> <i>A) Things do not need to be reinvented where they are applicable to LHS, however it may be that the schools use a different curriculum plan or exam board and in these instances this would not work. It’s not a black and white process however the school is focused on how things can be done better.</i></p> <p><i>Q) What areas are good and what areas require significant improvement?</i></p>				
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	<p>A) There are no area of the school that require significant improvement. Is is more a case of fine tuning to ensure the best outcomes. DY noted that the Language curriculum is strong, the PE offer is strong, English and maths have improved significantly. Science and technology still require improvements but are moving in the right direction. Computing has improved and RE has always been strong. Whilst Maths, Technology and Music came in for a tough challenge at the last Inspection, the school is now in a much better place than it was, however there is never a time when things cannot be improved.</p> <p>RESOLVED: To accept the evaluation of the provision framework.</p>				
9. Policy Update	<p>There following policies were circulated for review:</p> <ul style="list-style-type: none"> - LHS Provider Access Policy <p>Q) Is this a Trust policy? A) No, it is a school policy.</p> <p>RESOLVED: To approve the Provider Access policy.</p>				
10. Governor Visits and Training	<ul style="list-style-type: none"> - RC attended a behaviour meeting. - LM undertook Safeguarding training in Feb - LM visited the SLT and met with each individually to discuss their areas. - LM wished to formally thank the SLT for their time and for providing documentation as required. <p>Future training dates to be shared by the Trust Governance Manager.</p>				
11. 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 18/01/2023. - Received and discussed the Staff CPD presentation. 				

	<ul style="list-style-type: none"> - Received and discussed the Safeguarding and Child Protection presentation. - Received, discussed and accepted the Exec. Principal’s report and dashboard update. - Approved the LHS Provider Access Policy <p>During the term, LM attended the school to meet with Subject Leaders to discuss individual subject areas.</p> <p>Governors noted that they are committed to being a critical friend to the school and are actively participating in school improvement in all areas.</p>				
12. AOB	There were no other matters for discussion				
13. Date and time of the next meeting	The next meeting of the LGB will be held on Wednesday 3 rd May at 5:00pm at Litherland High School.				

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:.....