

**THE MINUTES OF THE LOCAL GOVERNING BODY MEETING
HELD ON THE 18th MARCH 2024 AT 3.30 PM, LOCATION, THE CUBE**

Composition of the Board

NAME	TYPE OF GOVERNOR	END DATE OF OFFICE	Attended Y/N
Viv Evans	Community	03.10.2025	Y
Gareth Owen	Community	03.07.2026	Y
Tim Rodgers	Community	08.12.2023	N
Kelly Hounslow	Community	09.07.2027	N
Dave Bennett	Headteacher		Y
Pankaj Thacker	Staff	03.07.2026	Y
Grant Turner	Staff	03.07.2026	Y
Rosemary Campbell	Parent	26.02.27	Y
Vacancy	Community		
Vacancy	Community		
In Attendance			
Nicki Green			Y
Andy Smith	Trustee		N
Jane Mullins	Potential Parent Governor		Y

**AGENDA
NON-CONFIDENTIAL**
[Meeting Folder](#)

ITEM NO	ITEM	Action	Due
1.	WELCOME AND APOLOGIES All Governors were welcomed to the meeting. Apologies were accepted from TR, KH and AS. In the absence of TR, VE chaired the meeting. JM was introduced to the LGB, she is attending the meeting to observe as a potential parent governor.		
2.	DECLARATIONS OF INTERESTS No pecuniary interests were declared regarding the business to be discussed in the meeting.		
3.	MINUTES OF THE LAST MEETING The non-confidential minutes of the Governing Board meeting held on 12.02.24 were approved as an accurate reflection of the meeting.		
4.	MATTERS ARISING		

	To review and update actions from the previous meeting.						
					</		

	<p>D. The Governance Handbook has been replaced by the Academy Trust Governance Guide.</p> <p>It was advised that there are now two separate DfE guidance one for academies and one for maintained schools.</p>		
6.	<p>SCIENCE FOCUS</p> <p>PK provided an overview of science with a particular focus on results at key stage 4.</p> <p>To put the information provided into context the data that was presented was compared with the details given in the last update.</p> <p>Details of the approach to science at Winstanley were given, including that all year 9 students start by taking three separate science subjects. In preparation for GCSE, assessments are completed throughout the academic year. From this, it is found that students are good at recalling information from smaller topics but struggle with more in-depth information and writing for extended periods. By year 10 a lot of data has been gathered and is used to help evidence the courses should take for GCSE. This means that some students will remain on separate subjects and others will change to combine science for GCSEs. At the same time, it is decided if students will take the higher or foundation papers. Groups are initially of mixed ability, but they are streamlined more as it gets nearer to the exams.</p> <p>DATA</p> <p>The WAG2 data from February 2024 was shown compared to the WAG2 data taken at the same time last year and rag rated to show differences.</p> <p>Following the mock exams analysis, the data has been updated to show how predicted results have improved.</p> <p>Details of the science revision plan for 23-24 and the support provided were shared with the LGB.</p> <p>There is a plan to have workshops to help students respond to questions which require longer answers. This is an area that students struggle with and require additional support. Revision support is well attended on Fridays after school.</p> <p>Parent communication has improved to keep them updated on the topics being covered and how they can help their child prepare for the exams.</p> <p>An update on whole-school interventions for exam support was provided, including details of walk-and-talk exams.</p> <p>Q. Are English, maths and science departments working together to have a consistent approach to the common language used in exam questions?</p> <p>A. There is a lot of overlap between subjects, such as maths calculations being used in science and having structured responses similar to English.</p> <p>DB suggested a meeting between the heads of the three departments to discuss similarities and how they can share best practices and strategies for exam preparation.</p> <p>Q. Are any of the exam techniques discussed shared with parents?</p> <p>A. We have shared some details but could share more. We have previously ran parent workshops but have had limited engagement.</p> <p>Details provided for ongoing science support included:</p> <p>Google Classrooms</p> <p>Revision guides</p> <p>Access to online systems, Seneca and Kay Science</p>		

	<p>PK was thanked for his presentation as it helped the LGB to understand where the focus of the science department is.</p>		
7.	<p>SAFEGUARDING</p> <p>VE has met with the DSL to check the SCR and talk through any safeguarding issues during the term.</p> <p>VE confirmed that the SCR was robust and up to date. Repeat DBS have been carried out on 50% of staff who have been employed by the school for five years or more.</p> <p>There have been 669 incidents between Christmas and February with mental health and well-being a main area of concern. The high number of incidents equates to a substantial amount of time to log, track and investigate each incident. The difficulty of looking after child protection, children in need and section 20 cases was highlighted as part of the safeguarding update, as well as staff willingness to train to support in this area.</p> <p>There is a plan for DSLs to train in a particular safeguarding specialism to create experts in different areas for the school to call upon when needed.</p> <p>Winstanley has become a Trauma-informed pilot school.</p> <p>The governors were provided with an overview of the support and challenge that the trust provides and how this helps the school keep on track and up to date with the requirements for Safeguarding.</p>		
8.	<p>DIRECTORS REPORT</p> <ul style="list-style-type: none"> • Headteacher Commentary <p>The headteacher's report was provided in advance of the meeting for governors to ask questions during the meeting.</p> <p>As a potential new governor was in attendance, an overview of what is included in the report and how this links to the strategic wheel was provided.</p> <p>Q. Are the attendance figures a normal representation with year 7 having the highest and year 11 having the lowest?</p> <p>A. Yes, it's normal for year 7 to be highest as they continue the pattern of higher attendance from primary school. Having more students from the county this year may impact the figures.</p> <p>An overview of the initiatives across the trust was given to raise attendance, including FRAPS which focused on raising PA attendance. It is expected that attendance will improve as the current year 10 and 11 leave and students who are used to the new ways of working progress through the school.</p> <p>DB provided an overview of what being a trauma-informed pilot school means and what Winstanley gains from being part of the process including staff training.</p> <p>Winstanley is part of the city behaviour partnership and has undergone a review. Members of the SLT from Keyham Lodge came in to review behaviour and compared Winstanley to a mainstream special school for SEMH students. They commented on the amount of support the school offers to students with additional needs, which is not routinely offered by other schools in the city.</p> <p>Suspensions and how students are reintegrated back into school was highlighted as an area for improvement during the review</p> <p>Q. What are they recommending you do?</p>		

	<p>A. To put more focus on building the relationship with students when they return after suspension, to try and break the cycle of them repeating the same behaviour and being suspended again,</p> <p>Action- Full report from the behaviour review to be brought to the next governor Meeting.</p> <ul style="list-style-type: none"> • Risk Register <p>An up-to-date risk register has been uploaded to the meeting folder. Any changes to the register since the last governor review are in white. Exam results not improving remains the top risk for the school. The second risk is financial due to the budget not being available to continue with some initiatives in the next academic year. How the improvement of attendance has reduced as a risk but remains a concern due to being below national levels was spoken about.</p>	DB	20.05.24
9.	<p>GOVERNOR VISITS</p> <p>An explanation was provided as to how governors lead on a quadrant of the strategic wheel and review an area within the quadrant when completing monitoring visits to the school.</p> <p>Monitoring Visit – Real Life</p> <p>The purpose of the real-life curriculum is for subjects to connect and be relevant to the real world. Following a pilot, all of years 7 & 8 are following the real-life curriculum. During the governor's visit, cross-curricular missions and challenges were observed, that encourage students to become independent learners. There was found to be a good level of engagement with the missions, there were fewer poor behaviour incidents during real-life sessions and good progress has been made with literacy/numeracy. Showcase events have been well attended with 40% of year 7 parents represented. Indicating a strong engagement from parents.</p> <p>A long-term benefit of the real-life curriculum is that students are better prepared for further education as they have been introduced to independent study and thinking.</p>		
10.	<p>FINANCE UPDATES</p> <p>A PowerPoint providing information about the school's financial position is included in the meeting folder. VE commented on how fair and open the information shared in the presentation was.</p> <p>Highlights of the update are:</p> <ul style="list-style-type: none"> • The school is facing a deficit budget of £294,000, if spending remains the same. This is not feasible, and steps are being taken to reduce it. • Staff have been informed and are supportive of the situation. • Some money received must be spent on its intended purpose and can't be used as a cross-budget spend. • Costs have risen more than government funding increases. • Staff costs account for 84% of the budget. <p>Suggestions for reducing deficit:</p> <ul style="list-style-type: none"> • Shine Centre and Burrow (Kingsway) staff to work flexibly across both sites. • Sharing expertise across the MAT to share costs with other MAT schools. • Consider staff flexible working. 		

	<ul style="list-style-type: none"> Teaching across subject areas, to reduce the cost of replacing teachers who are leaving. There are potential savings in Alternate Provisions and other costs that can be made before the budget is finalised. <p>Any actions taken are to be carefully considered to ensure we continue to give students the support they need, and they continue to reach their true potential.</p> <p>Q. What support does the Life MAT provide to headteachers to manage budget deficits?</p> <p>A. The CEO provides coaching at which options are discussed and the Chief Financial Officer at the trust works with us to provide support. Sufficient support is offered by the trust.</p> <p>Q. Have you picked up on any staff anxieties since the update you gave to them on the financial position?</p> <p>A. A little but not as much as anticipated, I don't expect staff would initially discuss their concerns with SLT and concern may filter through over the coming weeks. We have been honest and transparent with our communications and the door is open for staff to come and talk to us should they have any concerns.</p>		
11.	<p>CHAIRS UPDATE</p> <ul style="list-style-type: none"> Complaints <p>There has been 1 parent complaint which has progressed to stage 2 of the complaints policy. A panel of governors will be required to hear the complaint.</p> <p>Action: Send an email to request available times and dates from governors to form a panel to hear a stage 2 complaint</p> <ul style="list-style-type: none"> Chairs Group <p>The Life MAT trust profile is improving with representatives speaking at a national conference about the Real-Life Curriculum, the coaching model and motivating leaders. SEND practises are being recognised as good externally as well as internally. Teacher retention is higher than in most schools due to CPD opportunities. Other areas that Life is excelling at were also highlighted including equality and diversity.</p> <p>Governors were thanked for volunteering their time to be part of panels. It is recognised that it takes up a significant amount of time and the number of requests has increased throughout the academic year.</p> <p>A request has been made by the chairs group for a shortened version of the scheme of delegations, to cover LGB responsibilities, for ease of reference.</p>	NG	20.05.24

12.	<p>POLICIES</p> <ul style="list-style-type: none"> Behaviour Policy- Mobile Phone update <p>Q. Has the same stance on mobile phones been made in all Life MAT schools?</p> <p>A. There isn't a cross the MAT approach, but most schools have already banned mobile phones.</p> <p>The mobile phone amendment to the behaviour policy was approved.</p> <p>Action: Update on any impact on behaviour following the introduction of the new mobile phone policy</p> <ul style="list-style-type: none"> Internal Evacuation Policy <p>It was clarified that this was a procedure and not a policy. The document has been added to the meeting folder for governors' awareness.</p> <ul style="list-style-type: none"> Business Continuity Plan <p>The purpose of the business continuity plan was clarified and where the document will be stored for ease of access should it be required.</p> <p>It was pointed out that Grant's name is in the document as a member of staff with responsibilities but there is no contact phone number.</p> <p>Action: The business continuity plan is to be updated to ensure anyone who has designated responsibility within the plan has a phone number recorded.</p>	DB	20.05.24
13.	<p>AOB</p> <p>A thank you was given by the governors to all Staff, for their hard work that has gone into getting everything completed in such a short term.</p>	DB	20.05.24

The meeting finished at 6 pm