



**LOCAL GOVERNING COMMITTEE MEETING**  
**HELD at the school**

**ON Wednesday 8<sup>th</sup> February 2023 at 7pm at the school**

<b>Name</b>	<b>Governor Type</b>	<b>Attended</b>
Dawn Allen-Williamson	Co-opted governor	Attended
Jenny Cannon (SBO)	School Business Officer	Attended
Michael Dobner (Chair)	Co-opted governor	Attended
Seb Gray (HT)	Headteacher	Attended
Olivia Gunner	Staff (Teaching) Governor	Attended
Gill Heath	Co-opted governor	Attended
Brett Hogan	Parent governor	Attended
Emma Lad (Clerk)	Clerk	Attended
Tanya Mortlock	Co-opted governor	Attended
Sinead Parmar	Parent governor	Attended
Denise Shaw	Parent governor	Attended
Safina Shan	Staff governor	Attended

**Governor challenge is highlighted in yellow**

*Governor actions are highlighted in italic*

LHS – Laurance Haines School   CTS – Cherry Tree School   BFS – Beechfield School

Governor comments/ questions from Governor Hub are below in appendix B

The meeting started at 7.03pm

**Actions**

<b>KEY:</b>	Approval	Information	For feedback/questions	Action
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No	ITEM	Action
<b>Procedural – 10 minutes</b>		
<b>1</b>	<b>Welcome, apologies and consent</b>  • The meeting was quorate.	
<b>2</b>	<b>Notification of any other business</b>  There was no notification of any other business	



3	<b>Conflict of interest with agenda items to be declared</b>  There were no conflicts of interest declared by governors.	
4	<b><u>Minutes of the last meeting (8.11.22) and matters arising</u></b>  The minutes were approved by governors and will be signed by the chair via Governor Hub. All matters arising are agenda items or completed - See appendix A  Dawn Allen-Williamson was asked if she had been able to attend the Eco meetings or a staff meeting. Dawn fed back that she will not be able to come to a staff meetings due to work commitments.  <i>The HT will ask the sustainability lead to arrange a Monday morning eco meeting so that Dawn can attend.</i>	<b>HT/ DAW</b>
5	<b>Communication from the Trust</b>  a) <b>Information and documentation from the Trust</b> <a href="#">Trustees' minutes</a>  b) <b>Living wage update – CTS question. Being discussed at the chairs meeting.</b> The HT explained that there are a few roles within the schools which could be effected by the Charities recognised living wage rate. This will be discussed at the Chairs meeting tomorrow. The Trust is paying in line with all national and legal requirements. The Chair explained that there is also a review of the Senior leadership pay taking place at the moment.  c) <a href="#">In the spotlight</a>	
<b>Governance</b>		
6	<b>Curriculum presentation (from matters arising)</b>  <i>The meeting is being booked at present. Due to staff absence there has been a delay in the meeting taking place.</i> a) English b) Maths c) <a href="#">Curriculum subject review - Art</a>	<b>Clerk (Agenda)</b>
7	<b>Chairs update</b>  a) Termly Chairs meeting report The meeting is taking place tomorrow and will be reported via Governor hub. b) The Chair has visited regularly. c) The HT thanked the school team for looking after the school while he has been unwell. d) There were two successful events. The staff were very enthusiastic at the	



	<p>Carol concert and the PTA Christmas Fayre was also a big success. The governors were asked to attend events in future where possible.</p> <p>e) Governors recruitment and induction Brett and Safina were thanked for completing their onboarding checks.</p>	
8	<p><b>Finance report</b></p> <p>a) <b>Overview of the Autumn term reforecast</b></p> <p>The SBM explained the budget setting timescales and the extra costs as a result of the increase in pay and energy costs. The school has around £20,000 deficit as a result but hopefully with the DFE grant this will be covered. A HLTA post was not refilled to ensure the deficit was not greater. There will be a further update at the next meeting.</p>	
9	<p><b><u>Headteacher report</u></b></p> <p>The staff team have worked really hard to ensure the new curriculum is embedded and the HT thanked the staff for their hard work and continual refining of the curriculum to provide the best education for the children.</p> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"><li>• A new process for induction of one to one TA's has been launched to support their training and understanding of the role.</li><li>• A new office manager has been employed to support the office work and ensure the SBM can focus on finances. This is already having an impact.</li></ul> <p><b><u>School refusers</u></b></p> <p>G: What is a school refuser? HT: It is where a child refuses to come into school sometimes through physically refusing. The school can generally manage the situation but sometimes external support is required.</p> <p>G: Do we have any school refusers? HT: There was one school refuser but they have now been taken off role with the support of the SEND and admissions team. There is one parent who is refusing school for their child and there is a professionals meeting tomorrow with DSP 9 and the SEND team to look at support.</p> <p><b><u>Support for families</u></b></p> <p>G: When we gave coupons from Aldi before they could be misused, has anything changed? HT: Yes, there is a risk of them being misused but they can't be used for alcohol.</p> <p><b><u>Annual term H&amp;S report</u></b></p> <p>G: Is there any update on the water problem on the ground floor? HT: We have a team coming to conduct an inspection but the issue is no longer urgent. It could be part of the development near by</p>	



Pupil premium children

G: How many PP students do we have?

HT: There are 69 Pupil premium children at present

G: Are we confident all families are covered?

HT: Processes are supporting ensuring everyone gets it who should

PTA support

G: Could you tell us what the money raised by the PTA is to be spent on?

HT: We are working with Foyles and the PTA funds are being used (£2000) to support the project.

Behaviour incidents

G: Have there been any homophobic or transphobic incidents? Would these come under bullying, or will they be given a separate line, like racism has?

HT: It is a county document. Homophobic incidents are covered on Arbor. There have been 0 sexual incidents.

G: · [HIP visit feedback](#)

*"Diversity-in the classes visited, the artists discussed could be accurately referred to as "old white men". The school is firmly committed to representation and diversity including considerations of ethnicity, race and gender. This was not apparent during the lessons visited. In order for children and young people to fully engage with their learning, they need to see themselves reflected in what they are learning about.*

*Not feeling represented in the curriculum can be disempowering and discouraging. Leaders are encouraged to evaluate the art and artists planned into the curriculum to ensure that all pupils –including those with SEND –see themselves reflected in the art they explore."*

So, what does JDB suggest as a solution? How do we do that without excluding white children who may relate to the artists who could be accurately referred to as "old white men"? How would we teach Impressionism, for example, and look at the techniques of some of the greats, like Van Gogh and Monet, and still have all students represented?

HT: We have had a big focus on race which was a good starting point. We are now branching out to the other protected characteristics and starting this legacy work.

The HT explained that it is very difficult to find out relevant people to investigate as there aren't resources available.

G: Could we ask parents who they would recommend?

HT: Yes, I will action.

Staff G: We are celebrating Hijab day and we are including the whole school community. We are asking parents to come in to speak about their experiences. It will be International women's day and we are celebrating women on the 8<sup>th</sup> March.

G: The theme is equity which supports the schools work.

HT: This idea has come from Safina and it has improved the schools experience.

G: I particularly like this comment from JDB:

*The inclusion of teaching assistants in the process of evaluation is evidence of the school's belief in everyone's right to be seen and heard—the TA who joined in this process felt valued and listened to. The TA's are a teacher's most valuable*



resource!

### Absence

G: When looking at the reasons contributing to persistent absence, are any main factors identified?

*Persistent absentees (pupils below 90%) hit an all-time high of over 25%.*

*However, this percentage is decreasing as the school team have impact on these families. An attendance team has been drawn together, including our Attendance Officer, Pupil Premium Lead and Pastoral Lead, who now meet weekly to review attendance across the school, persistent absentees and figures for pupil premium children. We currently have four SEN children on reduced timetables or extended transitions. All timetables have been agreed with parents and wider professionals*

HT: The attendance team meet regularly and they meet with the Attendance officer. Our processes are correct and we have had a 1.6% improvement.

G: Has covid had an impact?

HT: Yes, because of ill health, families needing to see families overseas etc. We have sent all the information needed and letters to families but if the fine is less than the cost then there is no impact. The DFE has updated their guidance. There are challenging situations in all schools.

G: The knock on mental health effect is impacting for other schools.

HT: The processes are right and we need to just keep on working and celebrate the improvements. The advice has been to recognise the improvements rather than just the children whose attendance is always good. We also need to recognise the improvements made by parents.

### Suspensions

G: What is the reason for the other suspensions?

*A total of four suspensions have been given to three different children across the Autumn Term. One child was at risk of permanent exclusion for violent behaviour. However, collaboration with the family and the Acorn Centre, has supported the school team to keep the child in school, with some show of improvement over recent weeks.*

HT: Three of the four were for violence. The other one has had a really positive effect and there has been the right response from the family.

### Vulnerable groups

G: Considering that White British children are identified as being a vulnerable group, in terms of attainment, do we also ensure that extraordinary White British people are studied as part of the curriculum to help their aspirations? Are aspirations a factor in attainment?

*The teachers continue to enhance the learning and make it more representative for our diverse community by highlighting extraordinary people from across time and across the protected characteristics, whilst uncovering hidden histories. This ongoing school improvement work was showcased in the media at the beginning of the Spring Term with children and staff being interviewed about the importance of more representative learning, with the example of celebrating Black Victorians as central piece in the story.*

HT: Aspirations are key and within our community this is an important group as a result of the generational aspirations within the family. We have started with Black and Brown skinned extraordinary people and we will involve white role models as



well. We do have to remember that white role models are celebrated everywhere and so we need to tip the balance.

G: Do you explain that to the children?

HT: Yes, in an age appropriate way. Children need to understand this is an equitable decision.

G: It is a positive move to ensure that children eligible for Free School Meals are signed up for this

*Our PST Lead is working close with the Admin team to enhance the process for the benefit of school and family; to include pre-meetings with families before the child starts and a home visit to be completed.*

G: Excellent Feedback from other members (like WWC) who attend this forum is that Laurance Haines is doing a lot to support the community

*Our PST Lead continues to represent LHS at the Mayor's Forum. This has been impactful on the wider community as wording and range of languages used to support access to leaflets have been influenced by our PST Lead. The forum has also led to a relationship with W3RP which is positive for accessing further support for families*

#### PE and Sport provision

G: Are there any Free clubs available to children?

HT: There is a free club on a Monday afternoon and Pupil Premium children are focused on. We are not making money or even covering the costs of the clubs with the charges at present. The parents are topping up to meet the contract costs for Challenge Sport, Bikeability and gymnastics etc.

HT: We did consult with the families so they understand the decision.

G: If the provision in school is meeting children's needs then the clubs do not need to be free.

HT: The provision in school is excellent. There has been a consultation to see whether the parents would like more wrap around care and this may be something we have to look at in the future. There are external providers which could be asked to provide provision in school if needed.

#### Provision maps

G: Are provision maps used for PPG children, in a similar way to SEN children?

*Pupil Premium*

*The PPG document has been finalised and published on the website. The targets have remained the same apart from the reading focus. This has been adapted to a core skills focus as data shows that children in receipt of the PPG need additional support in the core skills of reading, writing and maths. There is also a review of last year's priorities. The pupil premium lead and the pastoral lead designed and led some training in December. Following two case studies, combining academic data and Boxall data, this showed that due to purposeful attention, PPG children find it extremely difficult to engage and therefore make academic progress.*

*Following the case study which we modelled to staff, they then designed intervention through quality first teaching to support our vulnerable children. The staff then implemented these strategies. Evidence and impact has been monitored through the subject reviews. The subject reviews have been key to exploring how the children with the PPG are achieving in all curriculum subjects as within each*



team, a member of staff will focus on the vulnerable children. Key findings are shared with the PPG lead and the staff.

HT: Yes, provision maps represent all children. It is a developing piece of work which is being embedded. The teams have worked through assessments and pupil progress meetings after half term. The provision maps will then be reviewed again.

#### EDI

G: Are all backgrounds represented?

HT: This is difficult as the children are from so many backgrounds. The phase leaders have audited the curriculum through the lens of protected characteristics to look at where there has not been enough coverage. The Equity plan focuses on CPD to improve staff communication around protected characteristics. This was part of the staff survey requests.

#### TA's

G: The plans for mentoring the TA's is key?

HT: In the February inset we will gain feedback on the first half of the year and create an audit of where they may need support and then the mentoring will be put in place.

G: That is very good as they are an important part of the team.

#### Strike action

G: It is good that staff spoke to you prior to the industrial action which allowed you to make the plans

HT: It is a credit to the culture within the school. I have thanked staff for letting me know and also to ask if they could let the school know for the future dates.

G: It proves the benefit of the schools open doors policy.

HT: The teachers aren't striking against the school or children it is against the government.

G: It is a positive to see the links with the Refugee centre for the children in school.

#### Sustainability

G: The swapping clothing event was a real success for the staff. Will other areas of the school be involved?

HT: Yes, we are looking at it as part of sustainability.

#### CIF bids

G: Can you update us on the Condition Improvement Fund (CIF) projects

HT: The school has submitted a bid for an electrical rewiring. The school will hear whether they have been successful at the end of March/ April

#### Pupil numbers

G: Pupil numbers, how are they looking for next year?

HT: Pupil numbers are improving. The Reception numbers for next year are looking good.

Reports distributed ahead of the meeting:

[Autumn termly Safeguarding report](#)





	<p>The governors thanked the HT for his report which was very thorough.</p> <p><i>Jenny Cannon left the meeting at 8.01pm</i></p>	
10	<p><b>Stakeholder engagement</b></p> <p>Discussed under the HT's report.</p>	
11	<p><b><u>Review of School Plan</u></b></p> <p>The plan will be shared via governor hub. The HT gave a verbal update at the meeting</p> <p>Objective 1 – academic progress – there has been investment in shaping the processes, high quality CPD, random assessments, cross Trust writing moderation and standardisation.</p> <p>Objective 2 – the curriculum – children are talking across year groups about their learning and there is a real energy about the school. The number of behaviour incidents has dropped which can anecdotally be put down to the excitement in lessons. The subject leads have shaped the training around the gaps in the curriculum reviews and are amending in the moment. The children discuss their learning in end of week assemblies and it is really positive to see the children discussing and sharing.</p> <p>G: It is working very well having the weeks for different subjects. HT: Yes, it was created to support the children's mental load and is having a positive impact. G: How are the children remembering? HT: We are using academic research to support our plan. We have retrieval questions in books and displays in the classrooms. Then retrieval quizzes where we ask the children what they can remember every few weeks. Teaching and learning is at the absolute centre of what we do. G: Do the remembering walls/ displays stay up for a while? HT: Yes and the information is captured in the children's books. G: There are times when staff go back to discuss work from previous terms and there has been whole year group quizzes to support learning. The outcomes are stronger as a result of the work.</p> <p>Objective 3 – Equity and inclusion – This is a legacy piece of work which has already been discussed.</p>	
12	<p><b>Policy tracker review and policies due</b></p> <p>a) <a href="#">Trust policies approved</a> and available via <a href="#">Governor Hub policies folder</a> b) <a href="#">School policies</a> Child friendly 'How to feel safe at school' document The school council have reviewed what it means to feel safe in school, how to explain when there are issues, and who to go to. This has been a collaborative piece of work which all the Assistant HT's have</p>	





	<p>supported. The key information is similar across the three schools and then the school council have been able to make it relevant for the school community.</p> <p>G: What is a network hand?</p> <p>HT: When a child feels unsafe they can turn to adults – two from home and three from school – Class teachers, TA, senior leadership team. This has been in place for a long time at all the schools. It is a perfect tool for a wide range of situations. There are also useful phrases that the children can use and which staff can work with children on utilising. The final version will be reviewed by the school council and then they will take it back to the classrooms.</p> <p><i>The governors feedback that it was a useful tool for children to have ownership over and a good reminder of the school principles for support. The governors requested the title be updated to better reflect the document.</i></p> <p><u>Equity</u></p> <p>G: Can we provide an explanation of what the term global majority means?</p> <p>HT: Yes, we will add in.</p> <p><i>Governors discussed at length making changes to include references to families on low incomes. It was felt the recommended addition was too long and the HT was asked to review and ensure an addition was made to reflect the difficulties for low income families’.</i></p> <p>G: Can we add in an item to try and replicate the staff EDI forum for parents?</p> <p>HT: We have provided a safe place where staff are able to have conversations. It would need to evolve for parents.</p> <p>G: Does it narrow the breadth of the EDI notion if it is only mentioned under race?</p> <p>HT: To have a theme to begin a conversation could be helpful to try and ensure engagement. The staff EDI forum will be asked to discuss race first.</p> <p><i>Sinead Parmar will send further discussion points to the HT</i></p> <p>G: You have mentioned going to other places of worship. How would you manage respecting family beliefs and visiting those places?</p> <p>HT: We would start with inviting the religious leaders into the school and then look at visiting. We have had experience of working with different groups but we would like to move this forward in understanding for children and parents. We are clear that teaching about a religion isn't trying to convert the children to those religions.</p> <p>G: Are you able to bring in every faith?</p> <p>HT: We try and bring in as many as we can and we also recognise those families without a faith.</p>	<p>HT</p> <p>HT</p> <p>SP</p>
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	<p>G: Is there a selection process for what celebrations the school celebrates?          HT: We review with staff. It is based around the communities in school initially and then other days are added in line with the curriculum and communities needs. The school will continue to review with the school community, however, it is also limited in terms of time available.</p> <p><u>The Equity policy was approved by governors for one year and will be uploaded to Every and the school website by the HT.</u></p>	<b>HT</b>
<b>13</b>	<p><b><u>Risk register</u></b></p> <p>a) Governance succession planning for key governance roles – Red risk          b) The HT explained pupil numbers continues to be a risk but is improving over time.</p>	
<b>13</b>	<p><b>Training</b></p> <p>a) Ideas/requests for future sessions</p> <p>Governors fed back that the previous EDI training was very positive.</p> <p>b) Governor training booked /to be booked/ completed – <u>Training Spreadsheet</u> to be reviewed</p>	
<b>14</b>	<p><b><u>Governor monitoring reports</u></b></p> <p><u>New report format – link here to access</u></p> <p>Curriculum          EDI – SEND visit completed 19.10.22 and met with Trustee          Facilities – visit completed 18.11.22 and met with Trustee          Finance – met with Trustee          Grant funding – visit completed October 2022 and met with Trustee          People Strategy – visit completed October 2022          Safeguarding – met with Trustee          Sustainability – met with Trustee</p> <p><i>The governors were thanked for completing their reports and reminded of the need to book termly visits</i></p>	<b>All gobs</b>
<b>15</b>	<p><b>Clerks update</b></p> <p>Distributed via Governor Hub ahead of the meeting.</p>	
<b>16</b>	<p><b>Any other business</b></p> <p>None requested at the beginning of the meeting.</p>	



	The Chair read a letter from a member of staff who had worked at the school for 28 years.																
<b>17</b>	<p><b>Future Dates</b></p> <table border="1"> <thead> <tr> <th>Date</th> <th>Start</th> <th>Meeting</th> </tr> </thead> <tbody> <tr> <td>Tue 28 Feb 2023</td> <td>19:00</td> <td>Trust Governance Training</td> </tr> <tr> <td>Wed 7 Jun 2023</td> <td>19:00</td> <td>Local Governing Committee</td> </tr> <tr> <td>Tue 13 Jun 2023</td> <td>19:00</td> <td>Trust Governance Training</td> </tr> <tr> <td>Fri 7 Jul 2023</td> <td>All day</td> <td>Local Governing Committee - Governor day</td> </tr> </tbody> </table> <p><b>Meeting ended at: 8.54pm</b></p>	Date	Start	Meeting	Tue 28 Feb 2023	19:00	Trust Governance Training	Wed 7 Jun 2023	19:00	Local Governing Committee	Tue 13 Jun 2023	19:00	Trust Governance Training	Fri 7 Jul 2023	All day	Local Governing Committee - Governor day	
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**4. Appendix A: Matters arising from 9.11.22**

Action	Update/ notes/ agenda item to be covered under
<p>Mike Dobner was appointed as a co-opted governor for a term of four years. The clerk and school administrator will update GIAS, Governor Hub and the school website.</p> <p>English and maths to be presented next meeting by Tanya after completing a Curriculum review visit</p> <p>The favourite lessons were art, maths, PE and computing which was very positive as they have been areas for development. RE was lower however, there has been a Trust change in the curriculum to ensure it is more robust. The results will be shared with subject leaders to show how children feel about their subjects</p> <p>60% of children said they had been hurt in school which the school is investigating and will report back at the next meeting. The school will be</p>	<p>Clerk – completed</p> <p>HT/ Tanya – agenda item 6</p> <p>HT – completed</p>



<p>making changes to support children where they can.</p> <p>G: It would be good to see the School Council's Child-friendly version of the behaviour policy, and perhaps this could be shared on the website. HT: This is being actioned and will be sent to governors</p> <p>Governors were asked to speak to staff about the new curriculum when visiting</p> <p>G: Do we give 100% attendance certificates? We gave rewards to children with improved attendance at BFS? HT: We can discuss with the staff team and review.</p> <p>Health and safety policy approved until November 2023. The HT will upload to Every</p> <p>Governor training booked /to be booked/ completed – <a href="#">Training Spreadsheet</a> to be reviewed</p> <p>All staff and governors are required to undertake Cybersecurity training for school staff as part of our cyber cover conditions. The training video lasts approximately 37 minutes, you can do this anywhere and anytime, when it is convenient for you. <a href="#">NSCS Cyber Security training - YouTube</a></p> <p>The following governors were asked to complete by the 15<sup>th</sup> November 2022 and make the clerk aware: Dawn Allen-Williamson, Sinead Parmer, Brett Hogan</p> <p>Dawn Allen-Williamson attendance at staff meeting feedback – to be booked</p>	<p>HT - completed</p> <p>Headteacher – agenda item</p> <p>Governors - ongoing</p> <p>HT – ongoing</p> <p>HT - completed</p> <p>All governors - ongoing</p> <p>Dawn Allen-Williamson, Sinead Parmer, Brett Hogan – agenda item 13</p> <p>Dawn Allen-Williamson - completed</p>
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**Appendix B: Discussion via Governor Hub ahead of the meeting**

**Seb Gray**

Please see the attached Head's report for the upcoming meeting.

I look forward to receiving your questions and comments.

Thanks in advance,

Seb

Have a look at this:

[Headteachers Report Spring 2023.docx](#)

**Seb Gray**

Good evening all

Following some consultation with members of our EDI Forum and small group involving Mike, Safina, Nic Furey and myself yesterday, we have the latest version of our Equity Policy (previously referred to as our Equality Policy). The policy also includes our accessibility plan, which this year focuses on three of the protected characteristics in Disability, Race and Religion.

Sinead, I apologise we were not able to involve you with the rewrite of the policy on this occasion but would really welcome your feedback as is inline with your governor responsibility. Any feedback or questions from the group would be most welcome too.

I hope that you find it represents the journey we are on with some progressive and ambitious targets for the coming year.

Thanks

Seb

Have a look at this:

[Equity Plan 2023.docx](#)

**Denise Shaw**

This is an excellent document.



I think that it should be noted that many children are ineligible for Free School Meals, because a family on Universal credit must earn less than £7,400 a year (after tax and not including any benefits) for their children to be eligible. This is an unrealistic figure, which leaves many vulnerable children ineligible for additional support. Most people on Universal Credit are WORKING, and very few could survive on less than £7400 per year, let alone on the income they are getting from working. The cost of living rise means that most low income workers are earning below the living wage, even if they are on minimum wage

Should "Global Majority" be defined in the policy?

**James Roach**

Have a look at this:

[In the Spotlight January 23 Final.pdf](#)

**Emma Lad** 4 days ago

outline

Hello All,

The **governor visit form** has been updated to include a section on EDI. Can you please use this version of the proforma for all future visits?

[Governor Trustee Visit proforma update with EDI.docx](#)

Thank you

Emma

**Seb Gray** 7 days ago

outline

Good evening all

Please see the attached termly safeguarding report for Autumn 2022. You will see that the sample data collection tool is only complete for Autumn 2022 so we cannot compare to Autumn 2021. However, we will be able to use this comparison data moving forward.

Thanks

Have a look at this:

[termly-report-to-governing-body- Autumn 2022.doc](#)

**Michael Dobner** 12 days ago

outline

Hi. Following Seb's post below, I want you all to be aware that I have been in regular contact with our Head and he has my complete support in closing the school on the 1st February due to the number of staff taking strike action.



We are very fortunate that there is an extremely good working relationship between our SLT and our staff and that has allowed Seb to make the decision early to give parents as much time as possible to put working plans into operation.  
Should any governors have any concerns please do not hesitate to post them on here.  
Mike

**Seb Gray** 12 days ago  
outline  
Good evening all

As you'll all be aware, the NEU have been preparing for strike actions in the coming weeks and months. Given this, I thought it best to inform you of the conversations, considerations and decisions that have been made over recent days. Below is a brief summary of the actions taken and decisions made:

Over recent weeks, our in-school NEU Representative, Becky Makinson, has provided guidance for teachers in the NEU and those who are not in a union, as well as consulting me as to the considerations for and implications of potential strike action.

On Monday 23rd January, I sent the attached letter to staff to inform them of the necessary legal and policy considerations, so that they could make the most informed decision to strike or not.

As of Wednesday 25th January, the number of teachers choosing to strike, as part of upcoming industrial action, is over three quarters of teaching staff. Due to the openness and trust between teachers and senior leaders, I have been able to make informed decisions throughout. This is a credit to the culture we have created, built on our promises of 'trust', 'nurture' and 'choice'.

James and I met, separately, and then again with the COO and other Trust Heads, to review a contingency plan alongside a risk assessment.

We shared a feeling that the school should remain open to a many children as possible despite the disruptions.

Following a review of staff numbers, including those staff who cannot or who are choosing not to strike and may have children in schools who are also closing due to strike action, it has become very challenging to make a true prediction of how many staff will be in school on the day.

Similarly, a review of the possible number of critical worker and vulnerable children across the school we may have potentially needed to prioritise a school place for seems quite the





challenge too, particularly given our experiences across the first few weeks of the Covid forced school closures.

We have also considered the workload implications for the staff who would remain in school. It simply would not be right for them to bare the brunt of the resulting workload in order to bring a designated group of children to school.

Therefore, we have come to the difficult decision that school must close, as the safest option for all. However, it will be open to a small group of select students with specific needs - these parents will be communicated with separately.

This decision will of course be reviewed with upcoming strike days. The number of staff choosing to strike may fluctuate as we work through the coming months. School closure will remain the last resort.

We will be left with a small number of staff in school on Wednesday 1st who will be tasked with providing education for the small number of children with specific needs and with administrative tasks not involving the children. I will be on site to speak with any parents who have not seen or understood the communication about the school closure.

I expect there to be some response from some of our parents given the huge disruption this will cause families. That is of course the intention of industrial action, which must be respected by all.

Please see the attached letters for your information and do let me know if you have any questions.

Have a look at this:

[Parents Letter - Industrial Action January 2023.pdf](#)

**Seb Gray** 12 days ago

outline

This was a letter sent to staff at the beginning of the week regarding potential strike action and considerations.

Have a look at this:

[Industrial Action January 2023.pdf](#)

Hello All,

I hope this finds you all well and enjoying the momentary sunshine.



I have reviewed the **training** and **visits carried out** by governor and trustees and updated the relevant documents on the [Inclusive MAT resources tab](#) on Governor Hub.

**Please can you take time to review the updates:**

[Training – governor/ trustee spreadsheet](#) – I have sent reminders to statutory courses still to be completed individually. Please let me know when you have been able to complete the courses.

[Monitoring visit reports /Monitoring – governor descriptors and visit report proformas](#) – if you completed a visit last term please can you send me the visit report. I have also sent out reminders to the monitoring groups for when to book visits by this term.

Other:

[AGM documentation](#)

[Newsletters](#)

Have a lovely weekend and let me know if there is anything I can help with  
([clerk@inclusivemat.co.uk](mailto:clerk@inclusivemat.co.uk))

Thank you  
Emma

**Emma Lad**21 days ago  
outline  
Hello,

All the documents from the AGM before Christmas have been uploaded here: [2022](#) for you to review

Have a good week  
Emma

**Emma Lad**21 days ago  
outline  
Hello

I have uploaded the first newsletters of 2023 in this folder: [5. January 2023](#)



Happy New Year  
Emma

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**Emma Lada** month ago  
outline  
Hello,

I have uploaded the recent report from the Trustee for the Safeguarding governance team here: [Trustee monitoring report Safeguarding 12th December 2022.docx](#)

Have a good day  
Emma

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**Emma Lada** month ago  
outline  
Hello all,

I hope you had a wonderful break?

I have uploaded the school newsletters in this folder: [4. December 2022](#) for you to review

Have a fantastic 2023  
Emma

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**James Roach** 2 months ago  
outline  
Hi All,

I have attached the final 'In the spotlight' of the year. Thank you all so much for the support and challenge you continue to give the trust, its schools, staff, children and families.

Have a great Christmas break and I look forward to seeing you all in 2023.

James

Have a look at this:  
[In the Spotlight December 22.pdf](#)



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E

**Seb Gray** 2 months ago  
outline  
Good afternoon all

We have reached the end of the Autumn term and our staff team are very ready for a well-deserved break. We can feel immensely proud of their efforts and commitment to school improvement work over the term. The launch of new curriculum has been a real success, with staff and pupil choice demonstrating the impact, as well as in tangible outcomes across the curriculum.

I wanted to thank you all for your support across the term and the year. As governors, you continue to provide our school with ongoing support and healthy challenge to ensure that we continue to evolve and the children continue to receive a great experience at Laurance Haines.

Wishing you all a very Merry Christmas!

See you in the New Year!

Thanks

Seb

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E

**Seb Gray** 2 months ago  
outline  
Good morning all

Please see the updated section of the Pupil Premium page on our website. You will be able to see the Pupil Premium Strategy for this year, 2022-23.

<https://www.lhaines.herts.sch.uk/pupil-premiumgrant>

Should you have any questions, please do let us know.

Thanks



Seb

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E

**Michael Dobner** 2 months ago

outline

**EXIT INTERVIEW WITH ZABEENA RIAZ 12/12/22**

Without doubt one of the most positive exit interviews I have undertaken.

Zabeena is a qualified secondary school teacher who, after having children came back into teaching and decided to become an LSA.

She apologised as she felt the Survey Monkey responses came over quite negatively which she certainly did not mean to do. She was very positive about her working at Laurance Haines and thoroughly enjoyed her time here. In her time she had worked with 15 class teachers and said she has gained greatly from observing different teaching styles.

She thought the SLT were very approachable and the moral of the staff was excellent. She is leaving to go back in to secondary education at Watford Girls as a cover teacher and there is a very good chance she will go back to her first love which is teaching Art full time.

Zabeena made a few interesting suggestions to help new LSA's in their early days in school, make one of the experienced LSA's their mentor. This would have two benefits, one to the incoming LSA, giving them confidence in a new school, and someone who could be their first port of call if they had a problem. Secondly it would help the development of the experienced LSA. This would probably mean that they would need some time each week for the mentoring, no different to what LH does for new teachers.

The second suggestion was to give the LSA's and HLTA's a chance to meet and chat through any problems.

Zabeena felt that some class teachers did not use their support staff in the best way, she did mention Olivia and Gemma as two teachers that did and perhaps other staff could learn from them.

Another interesting comment was that she felt we did not always use our staff to their full potential. She had offered to help with Art within the school but her offer was never followed up, which is a shame as she was a qualified Art teacher.

Zabeena felt the work done by Nurture was first class and told me how it compared to another local junior school where her daughter went. She has really enjoyed the schools development in EDI and feels we are really helping our children and staff understand the problems facing our community.

She felt we hadn't really helped with her professional development but when I pointed out she was probably more experienced than most of our staff, she realised we couldn't have done much for her.

If ever she decided to come back in to Junior education she would certainly consider Laurance Haines as she was very happy here.

Mike Dobner

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