



**SCHOOL GOVERNING COMMITTEE MEETING**  
on Wednesday 18<sup>th</sup> September 2024 at 6.30pm at the school

Name	Governor Type	18 Sep 2024	16 Nov 2024	12 Feb 2025	02 Jul 2025
Jo Ball (HT)	Headteacher	Attended			
Jenny Cannon (SBO)	School Business Officer	Apologies			
Michael Dobner (Chair)	Co-opted governor	Attended			
Emily Fuller	Co-opted governor	Attended			
Olivia Gunner	Staff (Teaching)	Attended			
Brett Hogan	Parent governor	Attended			
Emma Lad (Clerk)	Clerk	Attended			
Sinead Parmar	Parent governor	Attended			
Denise Shaw	Co-opted 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 E**

The meeting started at 9.32am

**Actions**

<b>KEY:</b>	Approval	Information	For feedback/questions	Action
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<b>1.</b>	<b>Welcome, apologies and consent</b>  The meeting was quorate. Apologies were sent by Jenny Cannon.	
<b>2.</b>	<b>Notification of any other business</b>  There was no notification of any other business.	
<b>3.</b>	<b>Conflict of interest with agenda items to be declared</b>	



	There were no conflicts of interest declared.	
4.	<a href="#"><u>Keeping Children Safe in Education 2024.</u></a> <i>See appendix A for changes. All governors will review via Governor Hub.</i>	<b>All govs</b>
5.	<b>Election of Chair and Vice chair</b>  Mike was elected chair for a term of a year. Denise was elected vice chair for a term of a year.	
6.	<a href="#"><u>Minutes of the last meeting for approval and matters arising (appendix A)</u></a>  <i>The minutes were approved by governors and will be signed via Governor Hub by the chair. All matters arising were completed or agenda items.</i>	<b>Chair</b>
7.	<b>Communication from the Trust</b> <ul style="list-style-type: none"> <li>• <a href="#"><u>Trustees' minutes</u></a></li> <li>• <a href="#"><u>Governance framework including Schedule of delegation</u></a></li> <li>• <a href="#"><u>Academies Trust handbook 2024</u></a></li> <li>• <a href="#"><u>Academy Trust governance guide</u></a></li> </ul>	
8.	<b>Governor Hub review and update:</b> <ul style="list-style-type: none"> <li>• <i>Personal details review</i></li> <li>• <i>Equalities information update</i></li> <li>• <i>Annual declarations to be read and approved:</i> <ul style="list-style-type: none"> <li>○ <i>Register of business interest</i></li> <li>○ <i>Keeping Children Safe in Education (KCSIE)</i></li> <li>○ <i>Online safety policy</i></li> <li>○ <i>Code of conduct</i></li> <li>○ <i>Whistleblowing policy</i></li> <li>○ <i>Child protection policy</i></li> </ul> </li> </ul> <p><i>Governors will complete via Governor Hub once the clerk send reminders</i></p>	<b>Clerk /All govs</b>
9.	<b>Chairs update 7.15pm</b> <ul style="list-style-type: none"> <li>a) <b>Termly Chairs meeting report</b> – now taking place on the 9<sup>th</sup> of October. The clerk updated the Governor Hub calendars.</li> <li>b) Governors' recruitment and induction – the board is full at present.</li> <li>c) Chairs update The chair has visited the school regularly and events. The open evening was moved to 4pm and it was very successful. The school would benefit from a sound system. It is expensive but would be valuable at large school events.</li> </ul>	



	<p>G: Could it be that the parents don't speak English and so weren't aware to stop talking? HT: Yes, we could look at translating. I will also look at doing two speeches in the future. G: It is amazing that the families all turned up especially if they didn't understand English.</p> <p>d) <b>Ofsted</b> <i>The school is in the Ofsted window and governors play a part in the inspection. The CEO has agreed to complete an update for the governors. Wednesday 9<sup>th</sup> October from 8pm online. A meeting will then also take place a month later. All governors were invited.</i></p> <p>e) <b>Safeguarding review</b> The CEO and Chair completed a safeguarding review today. The Single Central Record (SCR) is in very good order and Nicola Simmons has done a good job keeping it up to date</p> <p><i>The governors were asked to speak to staff and children regarding safeguarding when they visit and to report back in their governor visit reports.</i></p> <p>f) <b>Governor Hub skills audit to be completed by all governors</b> <i>The clerk will send the results from last year and asked all governors to review and update if they feel they have improved their skills.</i></p> <p>g) <b>Governing body roles allocation</b></p> <ul style="list-style-type: none"> <li>• Quality of Education - Emily</li> <li>• SEND (&amp; Vulnerable Groups) - Denise</li> <li>• Behaviour &amp; Attitudes - Brett</li> <li>• Personal Development (Inc. Inclusion &amp; Wellbeing) - Brett</li> <li>• Leadership &amp; Management - Mike</li> <li>• Safeguarding – Mike</li> <li>• Early years - Sinead</li> </ul> <p><i>The governors will contact the HT to book their visits for the term.</i></p>	<p><b>All govs</b></p> <p><b>All govs</b></p> <p><b>All govs</b></p> <p><b>All govs</b></p>
<p><b>10.</b></p>	<p><b>Finance report – sent via Governor Hub</b></p> <p><a href="#">Overview of the approved budget</a></p> <p>The governors thanked the SBM for the report</p> <p>G: How much overall spending is there for SEND in comparison to the income? HT: I will send a report via Governor Hub.</p> <p>G: Is the pay increase covered for teachers? HT: Part of it was budgeted for and the rest is covered by the DFE as a grant.</p>	<p><b>HT</b></p>



	<p>G: It is a positive that the Woodland teacher is being funded by the Trust from reserves.</p>	
11.	<p><b><u>Headteacher report</u></b></p> <p>Questions answered via Governor Hub ahead of the meeting - see appendix E</p> <p>a) <b>Safeguarding (appendix B)</b> The workload is very high. There have been further domestic abuse notifications since the report was written.</p> <p>G: Are the children being supported with the section 47? HT: Yes, one only started last week. We are in full agreement with the section 47's.</p> <p>b) <b>Pupil numbers</b> There are 479 children on roll. There is one CLA who will be starting after half term. The school is over PAN in year 6. The nursery intake is increasing as children are getting established.</p> <p>c) <b>Child Looked after governor - Denise will complete training to support the child joining the school.</b></p> <p>d) <b>Secondary transfer data</b></p> <p>e) <b>Curriculum update</b> All areas are now being embedded. Staff understand the purpose and that the vision is still the same for the school. Monitoring is in place for the year.</p> <p>f) <b>Review of data for 2023/24</b></p> <p>G: EYFS GLD – the PPG (80% GLD) children outperformed the non-PPG children (62%). We know that many of our EYFS children arrive with no English, and progress throughout their journey at LHS. This is a large difference, though. HT: It is not unusual for the PPG children to perform better than the non-PPG children in the school. The challenge has been the influx of more children with significant needs. We have dual vulnerabilities. We will be creating case studies for these children to show the improvements for the child.</p> <p>G: How do we ensure that ALL children are getting the right support to achieve a good Level of Development (even those who do not bring in the EYFF).? HT: When children are PPG, and we get them to age related we need to improve challenging those children to move further. The holistic view we have for PPG children also needs to be replicated for all the children.</p> <p>G: How are the interventions assessed and are we reviewing at key</p>	<p><b>Denise</b></p>



times through the year?

HT: We have a data drop three times across the year for all schools in the Trust. It is teacher assessed but includes testing which is used throughout the year. The testing is part of the greater assessments which take place in the school.

G: It is pleasing to hear the teachers are the key assessor.

G: Regarding interventions how often are children assessed for impact and how are parents informed?

HT: They are assessed half termly at least but there is continual assessment, and they can be moved on earlier if obviously needing to move on. The parents are informed when there are changes to the interventions offered. The staff are good at adapting and supporting children appropriately and reactively.

G: How do we work on the gap between PPG and non-PPG passing phonics? (And considering the EYFS children, whose PPG children outperformed non-PPG moved into Year 1 this Autumn, are we expecting to need to put in place more support for the non-PPG children in this cohort?)

HT: Gemma Williamson has supported and scaled everything back. We will be ensuring there is a clear plan for all children to support phonics. There is consistency across the phase and clear areas for the children to play and learn in.

G: That is good news and is in line with the advice of the school improvement partner.

G: KS2 SATS results. The table does not show a breakdown of PPG and non-PPG. However, the increase in Greater Depth should be celebrated, as should the increase in reading results!

G: Are all parents of SEND children on board with assessments? What happens if a child is identified as SEND but the parents refuse to cooperate (perhaps due to perceived stigma, and in some instances, fears, because of how SEND children are treated in some societies)?

HT: Most parents are on board with supporting children, but we continue to support if they are unsure to make sure the child can access education in the classroom.

G: Do you ever have parents who want inappropriate support?

HT: Yes, but we continue to work with them to improve understanding.

G: Are children with EHCPs always involved in the process of review and assessment, for example, identifying what will help them?

HT: We always include the child. If a child is at risk of suspension, we have a folder of information which includes statements from anyone involved. I will review the EHCP process to ensure where the pupils views have been considered they are recorded effectively.

HT

The governors congratulated the school on the areas of improvement.



	<p>Next steps were reviewed at the meeting</p> <ul style="list-style-type: none"><li>• <b>Attendance</b> The school is very proud of the improvements in attendance which is well above national average. Governors congratulated the school on the results.</li></ul>	
<p><b>12.</b></p>	<p><b>Stakeholder engagement</b></p> <p><b>Pupil survey</b> – The results were good overall. However, they were concerned about the number of children who said they had been hurt on purpose.</p> <p><b>G:</b> Are we sure that the communication with staff is clear about reporting? <b>HT:</b> We have reviewed Arbor, and we are looking at behaviour trends, but we cannot get alerts from Arbor at present relating to trends. We want staff to be empowered to deal with behaviours whilst also having a clear understanding of when to flag to senior leadership.</p> <p><b>G:</b> Are you confident that all staff are reporting all incidents? <b>HT:</b> Yes, we can see where staff are reporting. <b>G:</b> How do you measure the consistency? <b>HT:</b> The behaviour ladder makes it clear what level the behaviour is. We talk to the children, investigate and then involve the pupils in discussion to support their behaviour. We have clear staff training and STEPs procedures. They escalate when they need to. Behaviour in the school is good. The question, however, isn't clear and supportive of improvements. We will be following up with children to try and identify any children who require any further support.</p> <p><b>G:</b> It gives an opportunity to work with children and investigate any concerns as a group. Could this be class work? <b>HT:</b> We are using PSHE and will be discussing conflicts. We are going to track year five and six closer on Arbor as we can see that class raised more concerns. We are going to complete whole school work. It is a very important area which we need to complete further work on.</p> <p>The HT report was reviewed further:</p> <p><b>SEND</b> The school is good at managing SEND and is being supported by the Trust. The school has a visually impaired child who is starting on a transition timetable. He will be using Braille in school. He has previously been out of education in another country.</p> <p><b>Health and safety</b></p> <ul style="list-style-type: none"><li>• An external H&amp;S audit has taken place.</li><li>• The children have completed mini first aid which the parent governors</li></ul>	



	<p>reported has been a real success. All the Woodland children were also able to take part.</p> <ul style="list-style-type: none"> <li>• The portacabin has been removed. The planning permission is being processed at present.</li> <li>• The CIF bid for the rewire has been put on hold while it is retendered.</li> </ul> <p>AI The school is using AI, and staff are becoming more confident in their use. The school are invested in developing the digital culture.</p> <p>G: Are we making sure safeguarding is in place? HT: We are using a closed system. G: How was uptake with staff? HT: There was some resistance in the beginning but as understanding grows so does use.</p>							
<p><b>13.</b></p>	<p><b>Policy tracker review and policies due (appendix C)</b></p> <p>a) <a href="#">Trust policies approved</a> – refer to Every</p> <p>b) <a href="#">School policies</a> – refer to Every <i>School policies to be reviewed at the next meeting</i></p> <table border="1" data-bbox="188 1160 855 1505"> <tr><td><i>Behaviour Policy</i></td></tr> <tr><td><i>Business Continuity Plan</i></td></tr> <tr><td><i>Collective Act of Worship Policy</i></td></tr> <tr><td><i>Equality Statement including accessibility plan</i></td></tr> <tr><td><i>Health and Safety (Local) Policy</i></td></tr> <tr><td><i>Home School agreement</i></td></tr> </table>	<i>Behaviour Policy</i>	<i>Business Continuity Plan</i>	<i>Collective Act of Worship Policy</i>	<i>Equality Statement including accessibility plan</i>	<i>Health and Safety (Local) Policy</i>	<i>Home School agreement</i>	<p>HT</p>
<i>Behaviour Policy</i>								
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<i>Health and Safety (Local) Policy</i>								
<i>Home School agreement</i>								
<p><b>14.</b></p>	<p><a href="#">Risk register</a></p> <p>Nothing further to add at present</p>							
<p><b>15.</b></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Governor training booked /to be booked/ completed with <a href="#">National College</a></li> </ul> <p><i>Governors were asked to complete the three courses on their Watchlist by half term.</i></p> <ul style="list-style-type: none"> <li>• New governor training</li> <li>• Ideas/requests for future sessions</li> </ul>	<p>All gobs</p>						
<p><b>16.</b></p>	<p><a href="#">Governor monitoring reports</a></p> <p>Reminded to book visits</p>							



17.	<b><u>Clerks update</u></b> <ul style="list-style-type: none"><li>• <b><u>Newsletters</u></b></li></ul>	
18.	<b>Any other business</b>  G: What is happening with the lock down plan? HT: We will be completing another lock down with only staff aware.	
19.	<b>Future Dates</b> (appendix D) <ul style="list-style-type: none"><li>• Ofsted training with the Trust CEO - Wednesday 9<sup>th</sup> October from 8pm online.</li><li>• Alex Bottom from Hillier Hopkins will be attending the Resources Committee meeting on the 25th of November at 11am. Everyone is welcome to join this meeting for an overview of the accounts and audit process.</li></ul>	
20.	<b>Items to be sent to CEO, Chair of Trustees and Trust Governance professional by the clerk – no actions</b>	
	<b>The meeting ended at 8.36pm</b>	



## For a better future

4.	Appendix A: Matters arising from 03.07.24	
7	<p><i>2 co-opted governor vacancies – the governors will continue to try and find suitable applicants.</i></p> <p><i>Governor visits – governors were reminded that they need to send their reports to the clerk to upload.</i></p> <p><i>Brett and Sinead were asked to complete exclusions and complaints training if not already completed – Brett has completed. Sinead will complete via National College.</i></p>	<p><b>All govs – item 9</b></p> <p><b>All govs – item 16</b></p> <p><b>Sinead – item 15</b></p>
9	<p><i>G: Could the school accept children in nursery who fund their own place? Clerk: It would require an update to the admissions arrangements. HT: I will discuss with the Trust.</i></p> <p><i>G: Could we have videos for parents as there is clearly a group of parents who are not understanding the written language? HT: We will put this in place, and we will also add to the home visits to ask whether they are literate in their own language.</i></p> <p><i>G: Can we add a signature from the child on their statement? HT: Yes.</i></p> <p><i>G: Do we have the widgets in another language? Could they be on a tablet to be easily translated? HT: We can put in place.</i></p> <p><i>School policies: Equality statement including accessibility plan – carry forward</i></p> <p><i>Behaviour policy – approved for use. The HT will update on Every and the school website.</i></p>	<p><b>HT – on-going</b></p> <p><b>HT – on-going</b></p> <p><b>HT - completed</b></p> <p><b>HT – on-going</b></p> <p><b>Clerk (agenda) – item 13</b></p> <p><b>HT – item 13</b></p>

### **Appendix B: Safeguarding - Changes to [Keeping Children Safe in Education 2024](#)**

As the changes are mainly technical, there aren't many actions you need to take. As governors or trustees, the most important changes are that you should:



## For a better future

- Assure yourselves that your child protection policy is up to date with the latest technical changes, such as the updated definition of safeguarding
- Be aware that the sections on 'children who are lesbian, gay, bisexual or gender questioning' and 'preventing radicalisation' are still **under review** and may change, but we don't know when this will be
- Make sure that where your school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding needs for that pupil. Check with senior leaders that they're satisfied the placement meets the pupil's needs
- Refer to the data protection guidance from the Department for Education (DfE) to help you comply with data protection law

### Part 1: safeguarding information for all staff

#### **An updated definition of safeguarding**

- This is now in line with the working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:
  - Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
  - Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
  - Preventing the impairment of children's mental and physical health or development
  - Making sure that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes

This is in paragraph 3.

#### **An updated list of early help indicators**

- Your school and staff should now also be alert to any child who:
  - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
  - Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
  - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

There's more detailed information on early help in the [working together to safeguard children guidance](#), which includes a more comprehensive list of indicators that a child may need early help.

#### **New wording and changes in terminology**

- When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11)
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24)
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)



## For a better future

- 'It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL' – this has replaced '... **if** they have concerns ...' (paragraph 31)
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

### Part 2: the management of safeguarding

#### **The section on children who are lesbian, gay, bisexual or gender questioning has been updated**

For now it **remains under review** until the response to the [gender questioning children consultation](#) and final guidance have been published.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases autism spectrum disorder and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

Your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

Once it's published, your school should refer to the guidance on gender questioning children when deciding how to proceed.

#### **A new paragraph on using the DfE's data protection guidance**

Governors, trustees and staff should use the DfE's data protection guidance for schools to help you and your school:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

This is laid out in paragraph 93.

#### **A new paragraph on alternative provision**



## For a better future

- This clarifies that where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. Your school should be satisfied that the placement meets the pupil's needs (paragraph 171)

### **Extra wording in the section on elective home education (EHE)**

It now says that:

- Elective home education can mean that some children are not in receipt of suitable education
- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')

This is in paragraph 179.

### **Removed information on plans for further guidance on sexual harassment and sexual violence**

- KCSIE 2023 stated that further guidance on teaching relationships education specifically to prevent sexual harassment and sexual violence would be published. This has been removed (paragraph 132 of KCSIE 2023)

### **Part 3: safer recruitment**

There are no changes to this section.

### **Part 4: safeguarding concerns or allegations made about staff**

There are no changes to this section.

### **Part 5: child-on-child sexual violence and sexual harassment**

#### **Updated definition of early help**

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497)
- This reflects the working together to safeguard children guidance

#### **Statistic clarification**

- The guidance says that **children with disabilities** are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)

### **Annex A: safeguarding information for school and college staff**

The changes in terminology around the safeguarding definition and 'unexplainable and/or persistent absences from education' in part 1 have not been reflected in Annex A. We've contacted the DfE to check whether these should also be updated for Annex A.

### **Annex B: further information**

#### **Preventing radicalisation**

The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'



### For a better future

- When referring to the Prevent duty, ‘the need to prevent people from becoming terrorists or supporting terrorism’ has replaced ‘the need to prevent people from being drawn into terrorism’
- Some information around possible indicators has been removed. Instead, your school should refer to the DfE’s guidance on [managing risk of radicalisation in your education setting](#)

#### Child criminal exploitation (CCE) and child sexual exploitation (CSE)

There’s a small update to the indicators of county lines. Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their own
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

#### Children and the court system

- Separate age-appropriate guides for schools to support children have been published: [5 to 11 year-olds](#) and [12 to 17 year-olds](#)

Annex C: further information

#### Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype

#### Holding and sharing information

- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
  - This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program

**13. Appendix C: Policy tracker 2024/25**

Document	Category	
Behaviour Policy	Pupil Related	01.10.24
Business Continuity Plan	Local Governing Committee	30.09.24
Collective Act of Worship Policy	Pupil Related	02.02.25
Equality Statement including accessibility plan	Pupil Related	13.03.24



**For a better future**

Health and Safety (Local) Policy	Estates Management	30.11.24
Home Learning Policy	Pupil Related	11.03.25
Home School agreement	Pupil Related	30.06.24
Marking, Feedback and Presentation Policy	Pupil Related	11.03.25

**19. Appendix D: 2024/25 dates:** All meetings will take place at 7pm unless stated

AUTUMN 1			Start	Finish	Venue
Tuesday	8/10/2024	Trustee/Governor development	19.00	20.00	Teams -online
AUTUMN 2			Start	Finish	Venue
Wednesday	6/11/2024	Chairs	10.00	11.30	Beech House
Wednesday	6/11/2024	Laurance Haines LGC	19.00	20.30	Teams -online
SPRING 1			Start	Finish	Venue
Wednesday	29/01/2025	Chairs	10.00	11.30	Beech House
Wednesday	29/01/2025	AGM	18.00	19.00	Beech House/Teams
Wednesday	12/02/2025	Laurance Haines LGC	19.00	21.00	Teams -online
SPRING 2			Start	Finish	Venue
Tuesday	4/03/2025	Trustee/Governor development	19.00	20.00	Teams -online
SUMMER 2			Start	Finish	Venue
Tuesday	03/06/2025	Trustee/Governor development	19.00	20.00	Teams -online
Wednesday	18/06/2025	Chairs	10.00	11.30	Beech House



## For a better future

Wednesday	02/07/2025	Laurance Haines LGC	10.00	3.00	Laurance Haines School
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### **Appendix E: Discussion via Governor Hub ahead of the meeting**

Emma Lad3 days ago

Have a look at this:

[Newsletters and term dates](#)

Jo Ball4 days ago

Have a look at this:

[LHS Governor Finance Update Sept 24.docx](#)

Attached is the Finance report which Jenny has compiled - thank you Jenny. Please also ask questions and we will do our best to answer before our meeting.

Thanks

Jo

Jo Ball4 days ago

Have a look at this:

[Gov report 18th September 24 lhs version.pptx](#)

Hi All,

I do hope you are all well and had a safe and happy summer break. Please see attached the HT report for you to look at. Please feel free to ask questions and I will do my best to answer the before the meeting at school next week.

Looking forward to seeing you all

Jo



## For a better future

Emma Lad5 days ago

Date for your diary:

Alex Bottom from Hillier Hopkins will be attending the Resources Committee meeting on the 25th November at 11am.

Everyone is welcome to join this meeting for an overview of the accounts and audit process.

Have a lovely afternoon

Emma

Emma Lad7 days ago

Hello all,

I have uploaded the initial documentation, linked here: [24.09.18](#)

For the meeting on the 18th September 2024 at 7pm at the school.

Please let us know if you are unable to attend

Thank you

Emma

Emma Lad7 days ago

3 September 2024: Ofsted publishes results of its 'Big Listen'

Ofsted has outlined the main changes that it's making in response to its [Big Listen](#).

What's happening, and when?

- Piloting over this autumn term: Ofsted will announce all inspections for that week on a Monday, with inspections taking place over the following 2 days



## For a better future

- Starting from this September: a pause to the publication of inspection reports when safeguarding concerns are highlighted in otherwise high-performing schools until the next visit (within 3 months)
- Early 2025: consultation to begin on a new inspection framework
- From September 2025: report cards will be introduced for all inspections, replacing the single headline judgements

What else is changing?

Ofsted announced that it is also:

- Consulting on an increased focus on inclusion in the upcoming report cards system, to scrutinise how providers are meeting the needs of disadvantaged and vulnerable children
- Introducing new annual safeguarding, attendance and off-rolling reviews for schools (date currently unknown)
- Developing an 'area insights' service, to gather and share local data (introduction date currently unknown)
- Starting an 'Ofsted academy' focused on sharing best practice from the sector (launch date currently unknown)
- For early years providers: streamlining the Ofsted registration process, and a review of how Ofsted registers, inspects and regulates multiple providers (date currently unknown)
- For children's care providers: stronger regulations, including new legislation to help tackle unregistered settings and oversight of children's homes at group level (date currently unknown)

Read the [outcome of the Big Listen](#) consultation.

2 September 2024: Ofsted gets rid of single headline judgements

Ofsted has ended single headline judgements with immediate effect. Instead of an overall rating, state schools inspected this academic year will receive ratings for the 4 existing areas:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Ofsted will continue to identify schools that would have received an overall 'inadequate' rating under the previous system.

Schools that receive 2 consecutive 'requires improvement' ratings (or its equivalent under the new system) will get support from a high-performing school. This replaces the previous system where the government would intervene directly.

School report cards will come into effect from September 2025.

Read more about this in the DfE's [press release](#).

We're still expecting a new School Inspection Handbook this month – select 'save for later' at the top of this article to be notified when the new handbook is published.



## For a better future

Denise Shaw 11 days ago  
Hello

Hope you are well! I have done the training, and uploaded the certificates onto my training record :)

Many thanks,  
Denise

Emma Lad 11 days ago  
Mistake on previous training request

Hello

Apologies, I had added the wrong course for Cybersecurity. I have now updated.

CONTENT IN THIS WATCHLIST	
	NAME
≡ 1	NCIS Cybersecurity
≡ 2	Annual Certificate in Safeguarding for Governors for Primary Schools & Academies (2024-2025)
≡ 3	Annual Certificate in the Prevent Duty for Primary Schools & Academies (2024-2025)

Have a lovely day  
Emma

Emma Lad 11 days ago  
Hello all,



## For a better future

I hope this finds you well.

I have updated the training on the [National College](#) with the courses for 2024/25. An email with the link to training has been sent to you. Please let me know if this hasn't come through.

There are three courses which ideally should be completed by the 1st November 2024.

CONTENT IN THIS WATCHLIST	
	NAME
≡ 1	Annual Certificate in Safeguarding for Governors for Primary Schools & Academies (2024-2025)
≡ 2	Annual Certificate in the Prevent Duty for Primary Schools & Academies (2024-2025)
≡ 3	Annual Certificate in Cyber Security for Governors for Primary Schools & Academies (2024-2025)

Please can you complete as soon as possible and let me know once completed.

For those of you who complete with another school, if you can email when completed and I will make a note

Thank you

Emma

Emma Ladabout 2 months ago

Please take a look at the newsletters for BFS and CTS linked here: [11. July](#)

Have a lovely summer

Emma