

# MINUTES

## PENKETH SOUTH PRIMARY SCHOOL

### MEETING OF THE FULL GOVERNING BODY – SPRING TERM 2026

**Tuesday 3 February 2026 at 5.00pm**

**PRESENT:**

Mrs Claire Lawton (Headteacher)  
Ms Carla Bonner  
Mrs Kathryn Bullivant  
Mrs Claire Roper

Mr Steven Hennessey (Vice Chairperson)  
Ms Emma Chu  
Mr Jake Smith (Co-Chairperson)  
Mrs Caroline Williams (Co-Chairperson)

**IN ATTENDANCE:**

Maria Warburton (LA Minute Clerk)

Miss Lorraine Browne (Observer)

Part One – non confidential business

---

**1 Welcome**

Mr Smith (Co-Chairperson) welcomed everyone to the meeting.

**2 Items for Any Other Business**

There were no other items.

**3 Absence/Apologies/Non-Attendance**

Apologies have been received from Ms Newby, Ms Lucido and Mr Carroll.  
It was reported that Ms Bonner may arrive/join the meeting late.

**4 Register of Interests/Declaration of pecuniary interests in relation to agenda items**

No interests were declared for any item on the agenda.

**5 Membership and Organisation**

- Mr Hennessey's term of office as a parent governor ends on 4.5.26
- Ms Bullivant's term of office as a co-opted governor ends on 3.4.26
- Mrs Roper's term of office as a staff governor ended on 2.2.26

The headteacher informed governors that the staff governor vacancy was advertised to all staff and no one else came forward. Mrs Roper is happy to continue in the role for a further term of office.

**ACTION: Parent governor election to be arranged.**

*Ms Bonner entered the meeting at 5.11pm.*

## **6 Previous full governing body minutes, matters arising and action log**

- a) To confirm the minutes of the meeting held on 2 December 2025 and discuss any matters arising

**AGREED: The minutes from the previous meeting held on 2 December 2025 were confirmed as a correct record.**

- b) Action log

The headteacher confirmed that they now have a Terms of Reference for the Pay Committee.

Mr Smith confirmed that his health and safety link governor visit report has been uploaded to the folder. Mr Carroll has also been into school.

The headteacher reported that there is no obligation for governors to complete trauma training; however, it is advised for the safeguarding governor to do this (other governors can do this if they wish to). This is available via the National College.

**ACTION: Mrs Williams (safeguarding governor) to complete the National College trauma training.**

**Mr Carroll to email the school with his report after his visit into school**

It was confirmed that all other actions have been completed.

## **7 Curriculum Model and Staffing Structure 2026-2027**

It was reported that no documents have been uploaded for either of these as work is in progress. The headteacher informed governors that she joined the Trust Curriculum and Assessment Board which involves a small number of headteachers within and across the Trust. There is also going to be a SEND board and an Attendance and Behaviour board to further develop consistency across the Trust.

The Curriculum and Assessment Board will be considering the curriculum across the whole of the TCAT Academies to decide which elements have a tight common approach.

For example, phonics is taught using different schemes across the school but are the principles of good phonics lessons taught within those schemes.

The Board is considering the schemes of work taught in schools and the amount of time given to teach each subject. They are trying to create some consistency across the whole of the primary schools, then secondary schools and the college around the coverage and what they do, ie: which subjects link in to high schools and MFL. This is a big piece of work – one meeting has already taken place and a further meeting is scheduled for next week. **A governor asked** how they fit that in with the subjects and what they do. The headteacher explained that the board will look at this and feed into it – in her own role is (as an Early Years link) and with Mrs Roper they have been looking over that with the board and they will feed into that from 2-year olds to 5-year olds across the Trust for reading, writing, maths and phonics. All this information will be brought together and cascaded down.

Staffing structure. They are a one-form entry school. They looked at PPA this year and are using part-time teachers; they have rolled out a programme and will continue with that.

**A governor asked** if there have been any specific requests relating to the staffing structure. The headteacher informed governors that no one has requested a change in hours, etc. A governor mentioned that when they look at the TCAT scorecard and the fact that they have a small school their ratios are higher so they cannot be as flexible. **A governor asked** if some staff have more than one subject that they lead. The headteacher confirmed that some staff do – this is mapped out across the year so that every other week there is a subject focus. Last week the focus was art, and the teacher was given half a day to lead on that. If a teacher has two subjects they are given two half days throughout the year.

## 8 Quality of Education Review and Scorecard

The focus is on writing, phonics and attendance in KS2 this year.

Context: The context split of boys and girls is 11% for pupil premium, 8% FSM and 16% SEND. They have 30 in year groups from Year 4 onwards. There is a dip in Year 3 (25), and they have two classes of 28 and 29. **A governor asked** if Year 3 has had that number of pupils all year. The headteacher explained that one pupil left at the end of Year 2 – it has always been a small year group. For next year, birth rates have reduced. In the Penketh area there are 150 places and they have been informed that there are 122 children so there will be a surplus of places.

They have looked to where the housing is being built. There are a couple of children from out of borough with siblings in the school. Earlier indications are lower than they would like which is a concern and looking ahead is not much better. In two years' time they have been told that it will reduce further to 105 children so they need to aim at homes further out towards Widnes.

**A governor asked** if they have any children from Widnes this year. The headteacher confirmed they do not have any this year.

**A governor asked** if they know if the schools in Widnes are under numbers with surplus places.

The headteacher explained that they do not know, and they do not know how they would find out. They will revamp the school website and promote on Facebook and in the Warrington Guardian and via a radio broadcast at Great Sankey hub. The Warrington Guardian promotes their open evenings; unfortunately, there is a limited number of children.

**A governor asked** if the other local primary school within the trust is full. The headteacher confirmed they are not.

**A governor asked** if they could deliver promotion leaflets to the show home. The headteacher informed governors that they did this in October – hand delivering around the houses (the leaflet included a map to show where the school is). They also put the leaflets in coffee shops and other places, and they advertise on the Facebook Penketh community pages to promote the school.

Attendance: This is improving and is monitored daily. Attendance has moved up to 96.5% (up from 96.4% before Christmas). SEND attendance is high and EAL is lower but this reflects only a small number of pupils.

The headteacher informed governors that they have been meeting with some parents whose children had a couple of days here and there. There are 16 children below 90%. One child had tonsillitis before Christmas and was off for a couple of weeks, so their attendance is still growing. They fined four families before Christmas for unauthorised holiday – they have been in school since, and their attendance is moving up.

**A governor asked** about reception which is low. The headteacher explained that attendance in reception is up and down – it can do well and then it dips. Illness spreads easier. They have had to speak to a few parents in nursery and attendance has improved since. They are offering pastoral support where needed.

Suspensions: The headteacher reported a suspension just after Christmas. Further measures have been put in place including reviewing plans, risk assessment and Teaching Assistant support.

Safeguarding: The headteacher highlighted that all the safeguarding training shown has been completed. Some staff, including the Headteacher have completed Team Teach training and others are due to complete it over the next few months.

The headteacher explained that when they input on CPOMS to record for safeguarding they have been asked to count up various things they may have tagged in.

They have recently had an update of what TCAT defines as certain categories so that members of staff know what they are tagging. They have vulnerable lists and disadvantaged lists, so they are looking for consistency, ie: child support in school and what that looks like to ensure they are aligned.

They have CPOMS and Arbor. Arbor is a management system; most primary schools tend to use CPOMS. A governor commented that it is good that they are trying to get consistency across TCAT schools and it will be more meaningful for benchmarking – they appreciate it is embedding and there will be a learning curve. The headteacher explained that every school comes to the trust with a different background and its own past histories and it is about aligning that.

Previous survey: The headteacher reported that they had a very low response rate to the last survey (April 2025). They will try to encourage more responses for the next survey. The children are happy and safe as reported on that and 93% thought that children were doing well. For reporting on academic progress they have changed the format for that in response to the survey.

Education overview (known as the SEF): They are using the Ofsted framework and the new judgement grades. The headteacher informed governors that she has written the SEF with some priorities linked to the PAP.

**A governor asked** if it is worthwhile talking through the priorities for the governing body.

The headteacher reported that for SEND they are ensuring that they are monitoring and looking at the impact and that TAs are employed in the right areas. They will continue to increase attendance through robust strategies and consistent systems. They have a high expectation for writing and need to raise expectations across the school. Each week classes use one piece of writing from one child which they put on a visualiser, and a child is given a pen. The displays in the hall will be changed prior to parents evening.

The headteacher explained that she is the Writing Hub lead and Lisa Wilding, the Headteacher at Great Sankey is the Reading Hub lead. They have a moderation branch that works across that. To increase the expectations for phonics they have a lead to work with Reception.

They will continue the development of subject leader roles to ensure the effective monitoring and increase outcomes: to have time to monitor to increase outcomes for statutory assessments to enhance pedagogy through the use of technology. All staff now have an iPad, and they will be able to connect straight to the boards. They all have had basic training for this.

They will continue to monitor behaviour and attitudes across the school to maintain the consistency of expectations.

They are using the Behaviour Policy, and they will continue to maintain a rigorous approach to high expectations of attendance to apply swift action when needed to support pupils and families.

They are continuing with enrichment activities, ie: staff enrichment teams: sports, art, leadership, outdoors etc. They are supporting their young carers and working with them (they currently have nine). They provide residential opportunities (Tyn y Felin, France and Denmark).

There is a great deal of staff CPD. They have started some instructional coaching to support teaching and learning. Mrs Roper is leading on the oracy project to further develop children's language skills.

They are looking to further develop the learning environment throughout the department and with progression into Year 1.

They are reviewing practices within school and part of the trust in relation to record keeping and consistent practice at all levels across school. They will provide additional training for staff in identified areas.

Target setting: The headteacher reported that they use the Fischer Family Trust (FFT) 50/20/5 to set targets – as a school they put in their own ARE and GD and look at which pupils need targeting.

Multiplication is at 48 (this was 38 last year) – the pass mark for that is 25 out of 25 and they were just above national last year. There will be a big push for that this year. The current Year 4 is strong at maths, hence the target of 48.

Phonics is doing well in Year 1 – last year it was 72% and this year they have set a high target of 86%. There is an Early Years target of 89% for GLD (good level of development).

They are pushing attendance to 97%; it is 96.5% at the moment; persistent absence is 10% with a target of 4%

Outcomes: The governing body looked at these in the summer term.

Progress: They have just completed their NFER tests, so they have not been included. Early Years is making good progress, and they target group working to get the children where they need to be. They have 68% on track to pass so far and a few are not far off - 32% have already passed and are doing well. They are due to meet the target.

**A governor asked** about phonics. The headteacher informed governors that this will take place after Whit – it is about ensuring that they are giving children plenty of time (there is no time limit).

The multiplication checks are doing well and if they get twenty or more passing at this time of year they are doing well.

The in Year 6 completed their practiced SATs just after Christmas.

They are performing fine but there is still work to do. They will include the data in the folder and the numbers of children targeted. They also have a tutor coming into school to work with a group of six children on writing to get them where they need to be.

**A governor asked** if they provided counselling for the bereavement. The headteacher confirmed that they have – she has been trained along with some other staff members, and they provided them with a support package. They will continue to monitor. They have supported the child and the family to help with that and support to encourage the child back into school which was difficult to start with.

## **9 Progress of Vulnerable Groups:**

- Disadvantaged pupils (Miss Browne)  
Miss Browne informed governors that the anonymised tracker shows low numbers: 27 children. Attendance is really good at 96% - they encourage the children to attend football clubs and music lessons, etc. From the ten children that attend French, seven of those are a mix of disadvantaged, SEND and EAL. There are some pupil premium plus children who are also looked after children (five at the moment), ie: adopted – they also track their data. They do this every year and speak to staff and Mrs Roper as the SENDCo. It is generally going really well.
- SEND (Mrs Roper)  
This is based on expected for their year group which can mean that it is highlighted red; however, they are making progress. Mrs Roper explained that they are adding softer data, book bands and phonics scores. It is hard to see some progress for SEND children as they may be below age related and may never get above. It is important to catch the soft elements of that data, ie: if something is not working and they cannot see any progress, why not, and look at what they can do, ie: a referral or someone external coming in, or if there are any reasonable adjustments they can make in class.

## **10 Local Governing Body Effectiveness**

The headteacher reported that all governors have completed this. They looked at the skills and where there is confidence or not, ie: around suspensions and exclusions (they have a policy for that on the website for governors to look at). Specific governor training is also available on the National College if Governors would like more information.

Handling complaints: This is about following the Complaints Policy (this is currently being amended by the trust); it can be found on the website. The chair mentioned that the trust now has a complaints panel, so schools do not necessarily have to deal with these in school now. The headteacher added that training is available via the National College.

This may not be required unless a governor is on a panel and the policy may have enough information. The chair added that the NGA is also available for training which governors have access to.

## **11 LGCB Objectives Review and specific Priorities: (for discussion) - Academy PAP**

The headteacher reported that the PAP has changed this year to a 2-year cycle. It includes various content areas around the curriculum and highlights each term and shows what they are looking at and implementing. Anything that has been implemented or put in place is highlighted in green.

They have completed training in reading and writing including part of the Inset in January was about the writing framework.

With regards to science – schools have moved to a whole trust scheme from September 2025 and the science lead in school is part of the Trust science hub. This is a more practical approach for science which the children are enjoying.

Early Years framework, phonics and writing: There is an increase in expectations and encouraging children's independence. Within reception they are ensuring that they have enough quiet time to get on with those raised expectations. There is an English hub on the Wirral which is a government recognised group and they came into school to do a phonics check and watch a reception and Year 1 phonics lessons. They will do some match funding to get some more books for the school.

Assessment: They ensure that they are tight and that staff know what they are doing and support children who are not where they should be. They have completed the NFER tests. A lot of work was put into Year 1 at the beginning of the year and Miss Browne met with Early Years to look at their approach and they linked to a school in Sale. The children are enjoying the writing which they are teaching in a more fun and less formal way. They are also looking at pupil voice.

SEND: This is always a busy area, and they are gathering more views from parents and pupils.

CPD: Mrs Roper is leading a Staff Meeting next week about how to adapt teaching for children that need additional support or resources.

Inclusion and attendance: They have already discussed what they are doing for this. They are currently considering the demand for the link club and the finances for that. They are considering more competitive rates than the local alternatives.

Relationships: The Pastoral lead is doing more with what they put in place, the impact, and meeting with parents whose children have been off ill or in the case of a bereavement to support families.

Challenge Award: Year 4 and Year 5 are currently doing this. They are working on a number of things to develop. Year 4 is part of a group called Story Sense whereby they read stories to an older person via the phone. Miss Browne is also linking this to visiting the care home next door.

Young carers: The headteacher informed governors that they are supporting those children.

School trips: The headteacher informed governors that the children come back from the trips with increased confidence which is incredible to see.

OPAL: The headteacher explained that this relates to outdoor play and learning which uses old tyres and playing in mud – a number of schools are doing this – it brings different year groups together. They are exploring this option. **A governor asked** if they will still have forest schools. The headteacher confirmed that they will.

Equality, diversity & inclusion: The headteacher informed governors that the school is also looking at the UNICEF framework to support the school.

Transition: The school is ensuring that they do what they need to. It is about gathering parents' views if their children have moved on to help with that and how they manage the EHCPs. Ms Newby (newly appointed co-opted governor) is from the transition hub with Penketh High School.

Safeguarding practices: The headteacher reported that a review is scheduled for 4 March 2026.

Attainment of subjects and the new Ofsted framework were discussed earlier in the meeting.

## 12 **Community Engagement Review**

Miss Browne reported that she is part of an enrichment team and she is leading on community and developing the team aspect. On Thursday the school council will be visiting the assisted living flats, and they also do a lot with the care home next door. Miss Browne asked governors to consider any other connections she could make contact. Miss Browne informed governors that they will be taking the children to take part in a park run at Orford Hub in the spring term when it is warmer.

**A governor asked** if the children are still doing litter picking. Miss Browne confirmed that they are – they will upload more activities to Facebook and increase their social media. They have done a great deal over the past year, and they will try to do different things.

## 13 **SEND update (Mrs Roper)**

This was reported under a previous agenda item.

Mrs Roper informed governors that the print out is from the data dashboard from the LA. This is historical data from last year.

Context: They had more EHCPs previously. Their classes with higher areas of need are Year 2, Year 5 and Year 6 for that extra support. They have three EHCPs in Year 6 and they will leave at the end of the academic year. Another child in Year 6 and a child in Year 5 is currently undergoing assessment. The SEND White Paper is due out shortly and as a result EHCPs could be affected (the paper was due out in October). The school's figures are under national: EHCPs are at 3%; national is 5%; they are slightly under for their SEND support.

With regards to suspensions and exclusions, there was a previous internal suspension.

The key areas to note for outcomes for KS2 is that they were in line for reading for SEND support children; maths did particularly well. Others are areas of development. Children with EHCPs did well in phonics and SPAG. For Year 6 KS2 the child on an EHCP was also the same child not in school which was disappointing as the potential was there and they should have met outcomes across the board. Even though they were providing a tutor it did not happen.

The school follows the national trend for speech and language, and it seems to be the highest area of need; a TA supports children on these plans. WELLComm screens and assesses the child in Early Years and they can then put an intervention package in place. This is now being introduced to primary – it has been a useful tool. They also have a screener for dyslexia. It does not give a definitive answer. The cost of a formal assessment is £400. A referral was made to speech and language in September, and they have still not been seen. There is also a delay between when a child is seen and a plan being written (eight weeks) which stops any plans being put in place. The service has said that they are prioritising Early Years and Year 6 children. The headteacher explained that the issue is the same across the whole of the country. Mrs Roper added that it falls under the NHS so is not under education. The staffing of the Child Development Centre (CDC) is low. In the future, only children with the highest needs may be covered by an EHCP.

#### **14 Staff wellbeing including the headteacher**

The headteacher informed governors that staff are now getting enough PPA time and a number of staff are taking this at home with permission. They organise a cake van to come to school occasionally at 12pm for staff to buy cakes. It has been agreed funding to replace the blinds across school which will improve the environment and there is money to replace the furniture in Year 5 and Year 6, which should further support staff well-being ie being in a calmer teaching environment.

A governor mentioned that TCAT runs mindfulness and wellness programmes and **a governor asked** if staff are engaging with those.

The headteacher explained that there is an app that staff can log onto for physiotherapy, counselling, menopause support etc and a number of staff have engaged with those. Their weekly bulletin has been revamped and there is a wellbeing section with a reminder included in that.

**A governor asked** if they have a wellbeing lead for staff. The headteacher reported that Alicia Wright has started to lead things in the staff room. A governor mentioned that it was suggested that there is a lead contact in school for staff to talk to. The headteacher informed governors that the pastoral lead does supervision every half term for safeguarding and support is available as part of that. **A governor asked** if they any surveys – other than TCAT's – that measure wellbeing. The headteacher confirmed that they just carry out the TCAT surveys.

## **15 Admissions arrangements for 2027/2028**

This was mentioned earlier in the meeting. The headteacher confirmed that the information is on the website.

## **16 SEF**

This was discussed earlier in the meeting.

## **17 Pupil Premium Strategy**

Miss Browne reported that they have spoken about pupil premium and she will be doing case studies. A deputy headteacher's meeting is taking place tomorrow and some are working on case studies and being prepared and having them ready to talk about those children with Ofsted if they need to.

## **18 Governor visits**

- Safeguarding visit (Mrs Williams) – 10.12.25  
Mrs Williams reported that there were seven children in classes that were deemed to be young carers at that time. Training has taken place for each teacher to manage challenging behaviour. There is more detail in the report about the Warrington Young Carers' initiative. TCAT have reviewed the single central record (SCR) and they have been given high assurance.

Mrs Williams reported that she attended the safeguarding conference last Friday (morning session) and they had external speakers. The headteacher added that they have put some links in the parent newsletter this week relating to safeguarding. Mrs Williams explained that one of the speakers suggested that they should only taking pictures of the children showing the backs of their heads.

The headteacher explained that mixed messages have been received and TCAT are putting together a communication about that.

- **Health & Safety visit (Mr Smith) - 23.1.26**

Mr Smith reported that he did a walk round with one of the site manager's (Brian Anders). Mr Anders is very good and very enthusiastic – he wants some clarification on some things as his hours do not cross over with his colleagues and so he sometimes comes in earlier. The headteacher explained that they have both been given more guidance on how to communicate.

Brian Anders explained to him that Jamie Gilham generally inputs on the reporting system iAM Compliant. They looked at issues mentioned by governors and did a walk round of the site looking at facilities for more storage to tidy up. Mr Anders is not convinced that the right protection has been put on the castle and has asked if this can be confirmed in writing by the company for added assurance. The headteacher informed governors that they do have a guarantee for the castle; however, they can ask that this is included as an additional line.

**ACTION:                      Ask the company for further assurance that the correct protection has been used on the castle.**

The headteacher informed governors that Mr Anders did some extra work for Great Sankey Primary (mornings) and came to Penketh South in the afternoons – he said that he likes it at Penketh South as there is more work to be done here.

## **19      Governor training**

Governors' Forum dates:

Monday 16 March 2026, 6.15pm (for a 6.30pm start)

Monday 6 July 2026, 6.15pm (for a 6.30pm start)

Mrs Williams reported that she is not able to attend the TCAT governors' seminar – ideally they need governor representation at the event.

TCAT Governor Seminar 4<sup>th</sup> March 4pm-6pm

## **20      Local Authority Governor Briefing papers**

**ACTION:                      The clerk to upload the briefing paper to Governor Hub as soon as it becomes available.**

## **21      Any other business**

There were no other items.

**22 Future meeting dates**

- Spring (2): Tuesday 24 March 2026
- Summer (1): Tuesday 19 May 2026
- Summer (2): Tuesday 14 July 2026

PART ONE OF THE MEETING CLOSED AT 6.48pm

SIGNED .....  
Chairperson

DATE .....