



**Minutes of Cromwell Primary Academy Local Governing Committee
held on Thursday 27th February at 4.00 pm**

Present Governors: Rebecca Berton (RB)
Hannah Connor-James (HCJ) Headteacher
Jacqui Harris (JH)
Vicky Rix (VR)
Reiko Umehara (RU)
Charlotte McGurk (CM)
Maire Foreman (MF)

Clerk: Tracey Ling

Apologies: Christopher Smith

(Q/A denotes questions and answers.)

	Welcome and apologies for absence
	Governors were welcomed by the Chair and the meeting commenced at 4.00pm. The meeting was quorate. The meeting was hosted at Cromwell Academy Apologies from Christopher Smith The Chair welcomed and introduced Charlotte and Marie as potential new members Each Member of the board introduced themselves for the benefit of the potential new members
1.	Opening Business
	<p>All declarations of interest had been completed on GovernorHub. There was no expected conflict with the business of this meeting.</p> <p>Please email RB if you would like a specific role as a governor if you have a particular area of interest. HCJ said that roles can be created as necessary and in line with the School Development Plan priorities.</p> <p>When a Governor visits school a form needs to be filled in: format for visit report can be found on Governor Hub.</p> <p>Update on Merger/Cam Trust provided.</p> <p>HCJ confirmed that due diligence visits were completed. Still looks to be progressing. Trust/HTs have been involved in some meetings/survey.</p> <p>No other Business from the Trust.</p> <p>CM and MF Introduced themselves to the board and in a short speech highlighted why they wished to become governors at Cromwell Academy.</p> <p>CM and MF were asked to step out of the room for a few minutes. All governors formally voted CM and MF onto the board of governors.</p> <p>CM and MF rejoined the meeting</p>



2.	Approval of minutes from 26th September 2024
	The minutes were confirmed as an accurate and true record of the Local Governing board meeting on 26 th September 2025, were approved by RB on Governor Hub
3.	Headteacher Report
	<p>The Headteachers report was uploaded on to Governor Hub by HCJ, well before the meeting and Governors were invited to submit questions: - The following questions were submitted to HCJ.</p> <p>Can the attendance data be provided with and without preschool moving forwards please?</p> <p>R-6 = 95.4% / 3.9% / 0.8%</p> <p>24 pupils have made up the whole school PA - 8 are year R. <u>But only 3 of them are considered statutory age = 19 PA children across R-6. = 9.2% PA</u></p> <p>Attendance is doing well, school have been working hard on this, slightly above the national average.</p> <p>Are we clear on what is now needed to move EYFS to outstanding or 'explanatory' in the incoming framework. How are these areas being identified and addressed by leaders and staff?</p> <p>This is OFSTED linked going back 4 years+. It was the weaker area of the school and now is in line with the rest of the school as a strength. No more focused on achieving outstanding in EYs than elsewhere- this is a collective ambition.</p> <p>As with the rest of the school, there are current development needs identified to ensure secure to strong “good” practice is sustained in all areas and aligns with the wider school. Preschool especially is very early days, and we have the support of an EYs adviser.</p> <p>EYs Lead has excellent knowledge & training in EYs education and practices: leadership development is the current focus. HCJ would welcome the opportunity to collaborate with a Governor on another audit when the timing is appropriate.</p> <p>Mobility is highlighted as affecting outcomes. How is this ongoing issue being addressed? How are pupils supported to integrate and fill gaps quickly on arrival?</p> <p>Mobility creates a mixed picture and affects attainment against targets. Where it affects outcomes negatively, this is because of the low starting points. Integration is highly successful here. Curriculum and teaching/retrieval practices support mobile pupils well (overlearning, pre-teaching, spiral, pyramids, pro-podding/intervention). The focus for us is more around ensuring able children are sufficiently challenged within this model.</p> <p>Outcomes in Year 1- 4 are below targets currently. What is being done about this? Is this area of the school weaker overall in terms of teaching / pedagogy and if so what is being done to support this?</p> <p>Varying reasons- in 2 classes the impact is clearly from mobility.</p> <p>Part of the problem is the use of targets in the first place- year on year the cohorts don't compare due to changes and this needs working through with the Trust.</p> <p>Leaders are aware of a lack of confidence from teachers in committing to aspirational assessment- which is why we see a recovery in year 5/6 where attainment and targets are more sustained and consistent.</p> <p>Year 3 & 4 are the target year groups for PP intervention work currently.</p> <p>Year 5 & 6 tend to target intervention more towards assessments.</p> <p>Support for SEND across the school is a strength but doesn't always reflect in attainment.</p>



3.4 What has caused the increase in physical incidents this term? Is there context here we need to understand?

Staff have got better at understanding and following the policy. New staff are learning our thresholds. Data is not significantly different- not enough to be concerned but we will continue to monitor for trends.

I am personally very interested in the impact that careers development can have on aspirations. Is this being incorporated into the 'Aim High' initiative? If so, how? If not, could it be considered to support this area?

Yes- The Aim High does focus heavily on careers- e.g. visiting professionals based on pupils' shared goals/ambitions. Healthcare, animal welfare, parents...

Professionals are helping us with: What did you have to do in school to succeed in your chosen career? When a survey was done our students came up with lots of different career types they would like to do. We have organised for professionals to come into school to talk about their careers.

Some children have been found to disengage in wider education because they want to "be a professional footballer" or they are "already successful in acting so I don't need to listen in school."

Continued collaboration with older secondary students who are further along their journey provides a glimpse into the next step for our pupils.

VR suggested that their links with Universities may be useful to our Year 6 students. Cromwell could come along, as an insight to the future- potential for a slot at the start of the careers fair.

How are senior leaders finding the 'on the ground' day to day management currently? Are things manageable at present? How much school improvement work is being achieved?

The senior leaders are clear on their roles, learning walks take place, triangulation of evidence, Trust reviews all informing next steps.

Time to manage the school can often feel like time spent managing staff absence – RB was concerned for HCJ wellbeing asking if the HR department could be more hands on to manage? This is still developing with some good support already in place.

Site management has been a strain, we do now have a site officer, and the DBS has just been cleared. This will make a huge difference.

How is marketing being supported? Can the trust support with this area at all?

Not HCJ strong point- Trust don't support this too heavily. We have had some banners made, we are looking to have more 2-year-old children. We are appointing a new member of staff for preschool just waiting on a DBS, this will be a temporary till the end of year. We are looking at further marketing with website development and social media being the next step once places can be offered to existing wait list and capacity increased.

Are there any staff at risk of leaving this year that you are aware of? Is there a plan around mitigating this risk?.

Not that I'm aware of. Maternity returners likely to create a vacancy. Plan in place already for this.

PM meeting due to take place which may indicate further.

How was input into the national curriculum and assessment review done? Did the school do this independently or did the trust do this? What were the key messages given here?

Curriculum content strains. Support for SEND needs. Both featured highly in the review.



Please can we have a summary / context given in relation to the VR space initiative. It is stated this is back to the drawing board, what does this mean?

Concerns around the provider business credentials. Decision to pull out. Looking again at options for this whilst also considering what the next best thing would be if the ultimate VR room cannot be achieved. HCJ explains to new governors about the VR room.

Questions about Health and Safety came from CS as follows

The report mentions a review of the H&S policy and site assessment by ACES. What were the key findings, and have any urgent risks been identified?

On 16th January there was a Health and Safety tour with compliance officer. Some feedback has been given directly to staff where needed, this included: supervision, safe storage of risky tools/items such as staplers and adult scissors.

General actions were:

Storage of deliveries: actioned,

Entrance Hall mat: actioned

Trapped fingers in doorways: actioned

First aiders and emergency contacts on display: actioned

Signing in out of hours: actioned

Lighting: actioned (urgent needs) or in process (planned over time)

Sensory room clutter: actioned

To be actioned: GJ is going to be providing training to all staff on H&S aspects of PE equipment.

Have all risk assessments (e.g., fire safety, manual handling, safeguarding) been reviewed and updated in line with ACES and compliance officer recommendations?

Yes- the RA document has been written by HCJ and another Primary colleague, based on the HBK existing document. This has been reviewed and agreed by the Compliance Officer and ACES.

Are there any outstanding **compliance issues** that need addressing, and what support is required from the governing body to resolve them?

All compliance is up to date.

Next step is training of new Site Manager to complete these checks- which has already begun.

No support needed at this time.

The lockdown siren installation was incorrect. What specific issues were identified, and what steps are being taken to rectify this?

The work requested was not able to be achieved- a different siren tone/intermittent to the fire bell- meaning it cannot be used. ACES Site Team currently liaising with installation team around a resolution.

How frequently are evacuation and lockdown drills being conducted, and what feedback has been gathered from staff and students on their effectiveness?

Evacuation is well rehearsed and termly practices are scheduled in as directed by the Site Manager. Feedback is given to staff by email and/or during staff meetings with the opportunity to discuss if needed. Feedback has not been sought from students.

Weekly fire alarm compliance checks are carried out.



	<p>Lockdown protocols were reviewed and discussed at the start of term during the training days. Staff are aware of the procedure, and this has been recently re-shared in light of some national hoax threats (not received at Cromwell). Lockdown practice is overdue: ideally it would be good to rehearse this once the new system is installed and working correctly, this will remain under consideration pending timeframes for rectification of alarm.</p> <p>What additional training or resources are needed to ensure all staff are confident in managing emergency situations?</p> <p>Review of Lockdown procedure will be revisited with the new alarm system, shared/updated with staff and then practiced with staff and children, as per evacuation (annually rather than termly)</p>
4.	Governance Reports
	<p>RB has done a PP visit and uploaded the report onto Governor Hub which everyone should now be able to see, the Deputy Head responsible is doing a good job targeting attendance, attainment and parental support. The money is being carefully spent. RB will check back in summer term.</p>
5.	Policies for Approval.
	<p>Everyone is happy with the policies- all Trust updates.</p>
6.	Summary of Business referred from the LGC to the Trust Board
	<p>None</p>
7.	Forward Plan
	<p>RB touched on training for Governors; the safeguarding will be done on the NGA website and smartlog will only be used for the KCSIE document. Please forward all certificates from the NGA training to the Clerk.</p> <p>All the smartlog training has been removed.</p> <p>David Sykes' term as a staff Governor has come to an end: RB formerly thanks him for his key role within the governing board.</p> <p>RB will prepare an email to be sent out to all staff.</p> <p>RB Term will come to an end in September 2025; TL will find out correct procedure for this process as RB is the Chair and report back to the board at the next meeting.</p> <p>Next Meeting 19th June 2025. This meeting is face to face at Cromwell Academy</p>

The meeting closed at 5.16pm.

ACTION LOG			
	Action	By whom?	Completed
1	HCJ and VR to agree an appropriate date/time for SCR Governor check	HCJ/VR	
2	JH to do research for staff supervision for safeguarding issues	JH	Ongoing
3	RB to Prepare email for new Staff Governor recruitment	RB	
4	VR to make links between HBK and CRA careers/universities opportunities	VR	