

## THE SPRING PARTNERSHIP TRUST

### Final adopted minutes of a meeting of the Local Committee of Hayes Primary School held at the School at 7pm on Monday 10<sup>th</sup> July 2017

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**Present:**

Mrs S White, Chair  
Mrs J Bondswell, for minute 5 and from minute 7.1  
Mrs E East  
Mrs H Hatch  
Mr C Hemming  
Mrs P Reddin  
Mr N Vitarana, Headteacher  
Mr J Wood

**In attendance:**

Miss L Hughes, Deputy Headteacher  
Mrs A McHugh, AHT/SENco, until minute 18  
Mr G Monaghan, Observer, until minute 16  
Mrs B Simpson, for minute 5 and from minute 10  
Mr R Taylor, for minute 5 and from minute 10

**Clerk:** Miss K Crossley

**1. Apologies, Absence and Approval**

- 1.1 The Chair welcomed all to the meeting and introduced Mr Monaghan, who was attending the meeting as an observer.
- 1.2 Apologies and Approval for Local Committee (LC) Absence: Mrs Naish was unable to attend the meeting due to it have been rescheduled.
- 1.3 Apologies and Approval for Attendee Absence: None
- 1.4 Absence: None

**2. Constitution and Membership of the Local Committee**

- 2.1 The co-option of Mrs Simpson and Mr Taylor, both Directors of the Spring Partnership Trust, to the Local Committee was approved with immediate effect.
- 2.2 The appointment of Mr Monaghan as Local Committee Member (LCM) had been approved at the meeting of Trust Board on 10<sup>th</sup> July 2017.
- 2.3 The Chair reported that she had been appointed as a teacher at the school and would not stand for re-election as Chair in September 2017. She intended to stay on as a LCM, and her appointment with effect from 1 September 2017 had been approved at the meeting of Trust Board on 10<sup>th</sup> July 2017. She asked all LCMs to consider taking on the role of Chair and advised that she would support them for a handover period.
- 2.4 The Chair advised that it had been agreed that with the HT that in 2017/18 two LC meetings would be held each term, with the meeting in the second half of each term focussing on academic data. A schedule of meetings 2017/18 would be circulated shortly. **Clerk to action.**

**3. Minutes of Previous Meeting****3.1 Minutes of LC meeting, 28<sup>th</sup> March 2017**

The minutes and confidential minutes (Appendices 1 and 2) of the meeting held on 28<sup>th</sup> March 2017 were approved by the LC and signed as a true and accurate record by the Chair.

**4. Matters Arising Report**

All Matters Arising were recorded in the updated Matters Arising Report (Appendix 3). The following were discussed in greater detail:

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- 4.1.5.3.2 The Chair had recently conducted a visit on interventions and Quality First Teaching in Y1 on 7<sup>th</sup> July 2017 and the report would be circulated to the Local Committee. **SW to action.**

#### Governance

##### 5. End of year data

- 5.1 The Committee was referred to a paper summarising attainment and progress by year group for the second half of the summer term (Appendices 4 and 5). The scaled scores were not yet known and the data had been compiled on the basis of the scaled scores in 2016/17 (100 for the expected standard and 110 for greater depth). Samples of KS2 SATs papers for reading and maths were circulated to the Committee to provide an indication of the extremely high standards required to pass the tests and to give context to the outcomes.

##### 5.2 Year 6

- 5.2.1 83% of Y6 pupils had attained the expected standard for the combined score. A LCM noted that girls had outperformed boys for attainment in reading, writing and maths. ***In response to a question from a LCM, it was confirmed that six of the ten SEN pupils were boys, four of whom had not met age-related expectations. The Committee requested that the gender of PP6, SEN and More Able pupils be included in future reports. LH to action.*** The Chair noted that the progress of SEN pupils (12.6 points) was extremely good.

- 5.2.2 ***A LCM asked what measures were in place to support all More Able pupils to attain greater depth in all subjects.*** The DHT advised that the starting point was the average KS1 combined score, which was split out for individual subjects. It was agreed that the tracking spreadsheet would be shared with the Local Committee to demonstrate how objectives were identified and gaps closed, including the use of PiXL software. **LH to action.**

- 5.2.3 ***A Governor asked how many of the SEN pupils were in receipt of pupil premium,*** and was advised that there were two, neither of whom had met the age-related standard on the combined score.

- 5.2.4 The Committee was advised that a number of pupils had scored one point below the expected scaled score for greater depth, and the school would apply for 8 papers to be remarked. ***A Governor asked whether pupils had been well prepared for the tests and was informed that this cohort had been extremely well prepared, with two practice weeks, PiXL past papers and detailed tracking. In response to a question about pupils who had not performed as expected on the day of the tests, it was reported that two pupils who had been tracked at consistently high standards and had behaved as expected on the day but had not met expectations.***

- 5.2.5 ***Governors asked if preparation included SEMH considerations.*** The school said that it does with students who need breaks and needs being met. The school works hard to ensure that students grow accustomed to assessments environments through KS1 and 2 so it does not come as a shock to them.

##### 5.3 Year 5

- 5.3.1 The Committee was advised that this year group was the largest in the school,

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had more girls than boys, had been high-attaining at the end of KS1, and that the attainment data should have been higher. The combined score for age-related attainment was 60% (vs 46% in 2015/16). ***In response to a question, it was confirmed that progress data from PIRA and PUMA tests and teacher assessment was accurate.*** The DHT advised that work was ongoing to

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determine whether age-related progress was defined as having reached 'W+' or 'Secure' in Target Tracker. The school had erred on the side of caution and set the bar high.

- 5.3.2 ***A LCM asked whether the year group was struggling to cope with the demands of the curriculum changes.*** The HT advised that a combination of PUMA and PIRA assessments, teacher assessment and evidence in books was used, and that from Y3 upwards, children have also completed the end of year PIXL tests and will this year be tracked using the PIXL combined tracker. The school had decided that in 2017/18 the current Y5 would be split into five smaller groups. The appointment of teaching staff for this year group had been carefully considered and a strong team put in place, including a dedicated PiXL teacher to support individual children in closing specific gaps. The DHT reported that the current Y5 would also benefit from the introduction of a new spelling scheme which had been successfully trialled in Y2. ***Governors asked to discuss this at their visit. NV, BS to action***
- 5.3.3 ***The Chair noted that 96% of Y5 girls had attained the age-related standard in reading, compared with 69% of boys and asked whether class reading texts had been selected with boys in mind.*** The HT advised that texts were chosen to engage both boys and girls, with the balance slightly favouring boys. The school would work with boys on reading for pleasure, and a LCM visit to talk to pupils about the choice of texts would be arranged. ***Chair to action***
- 5.3.4 A lengthy discussion took place on gender gaps across the school. ***Governors asked what the school was doing to close these gaps.*** It was explained that there were many strategies in use. Governors agreed that this would be a key focus the meetings and for visits to the school this year and that a visit would be arranged quickly to discuss closing the gaps in greater depth. ***NV, BS to action***
- 5.3.5 LCMs talked through ideas to help close the gaps such as expanding the 'Recommended Reading' section in the school newsletter to further encourage parents to support pupils to read featured books. A Governor noted that boys' progress was not translating into outcomes and suggested that there may be an issue with performance in tests related to the speed at which boys read. ***NV to action***
- 5.3.6 ***The Chair noted that pupil premium pupils had progressed considerably.*** It was confirmed that there were 4 pupils with SEN and in receipt of pupil premium, two of whom were boys and two girls.
- 5.4 Year 4
- 5.4.1 ***In response to a question from a LCM about Y4 writing data, the DHT advised that this related to spelling.*** Pupils were required to meet a very large number of spelling statements, and it was very difficult for some to reach the 'Secure' stage. It was suggested that the successful approach to spelling in Y6 should be cascaded down the school in 2017/18. Governors asked to look at how the school planned to do this and its impact, their next visit and next LC the meeting. ***NV to action***
- 5.4.2 The combined score for age-related attainment in Y4 was 64%. One of the five pupil premium pupils had attained the age-related standard for the combined

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score. A LCM asked if this was linked to SEN, and was advised that this was not the case, as there was only one pupil with SEN in the cohort.

#### 5.5 Year 3

- 5.5.1 66% of Y3 pupils had attained the age-related standard for the combined score. **A Governor asked how this was being tracked, and was advised that the Y6 approach had been adopted, with vulnerable pupils in each subject being identified.** All year groups had taken PiXL tests at the end of year assessment, which fed into a combined tracker. **In response to a question from a LCM as to whether there had been a change in focus, it was confirmed that the focus was the combined score. A LCM noted that no year group had scored less than 70% in individual subjects at the age-related standard and asked whether Target Tracker was aligned with the standards at the end of KS2.** It was noted that there was a discrepancy for pupils assessed using levels at the end of KS1, and that the current year 4 would be the last cohort to have been assessed using levels.

#### 5.6 Year 2

- 5.6.1 66% of Y1 pupils had attained the age-related standard for the combined score. All pupils in this cohort had passed the phonics test in Y1, and this aligned with the high level of reading in Y2. The attainment in writing was slightly weaker and this was related to the development of fine motor skills.
- 5.6.2 **A Governor asked if it would be reasonable to expect to see a trend of high attainment in phonics translating into high standards of reading.** It was noted that historically this journey had been made through KS2. The current Y5 had had the shortest exposure to the new curriculum compared to other cohorts. Governors would look closely at these cohort's data next year.

#### 5.7 Year 1

- 5.7.1 82% of Y1 pupils had attained the age-related standard for the combined score. 99% of pupils had passed the phonics screening test. **Governors asked if the one pupil who had not passed was expected to pass the resit in Y2.** It was confirmed that they were expected to pass.

#### 5.8 EYFS

- 5.8.1 The EYFS data would be brought to the next meeting of the Local Committee. **Clerk to action.** The proportion of pupils attaining the age-related standard for the combined score was 90%. Girls had outperformed boys in all subjects, and entry levels would be checked. Governors asked to include EYFS in their closing the gap focus at all future meetings and visits. **NV, BS,AN to action**
- 5.8.2 **A Governor asked about how the impact of age was managed in EYFS, and was advised that ages were distributed evenly across the classes and the whole cohort was checked using the baseline assessment.**

5.9 The Committee was advised that EYFS data had been moderated across the Trust, and that the Kent moderation team had provided feedback on good practice in Y2 and Y6. Moderation had also been conducted with other schools, and the school was confident of its gradings across all classes. A Governor asked whether PIRA and PUMA assessments had been consistently administered, and was advised that guidance had been given to all teachers and that access arrangements had improved. Governors said that they would

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continue to be present for external tests to check the process. **NV, SW to action**

- 5.10 **A Governor asked about PIRA and PUMA assessments and whether they provided an accurate picture of performance.** It was reported that PIRA and PUMA assessments did not provide an indication of progress within a school year or from one school year to another, but enabled testing of cohorts to be standardised. The assessments worked as summative assessments at Trust level but the format did not meet end of KS2 expectations. **A Governor asked whether an alternative would be sourced, given that maximum value was not being achieved from PIRA and PUMA, and was advised that there was no single ideal package, and that even PiXL which the school had found beneficial did not meet all the school's needs.** The DHT advised that teachers were happy to administer the PIRA and PUMA tests but had found the gap analysis onerous. It was agreed that an agenda item on PIRA and PUMA assessments and staff workload would be added to the agenda of the next meeting, as well as an item on ICT robotics. **NV, Clerk to action.** For being a Governor curriculum visit, it was requested that ICT robotics be added to the next agenda. **Clerk to action**
- 5.11 The Committee congratulated the school on the amazing results achieved in national Y1, KS1 and KS2 tests. Governors thanked the school for its work, for continually striving to get the very best that every learner and never settling for anything other than the very best. The HT was congratulated on leading the staff and pupils to achieve such impressive outcomes.
- 5.12 The school was asked again to look in greater detail at the gender gap.**
- 6. LCM Impact on SDP Progress (review of governor visits)**
- 6.1 Leadership and Management**
- 6.1.1 The Chair advised that from September 2017, the HT would be working at the school on a full-time basis. Two Assistant HTs and a part-time Deputy HT would leave the school at the end of the academic year. Two experienced senior leaders had been recruited to the SLT to start in September 2017.
- 6.2 Personal Development, Behaviour and Welfare**
- 6.1.2 The Local Committee thanked Mr Wood for his informative report on a safeguarding visit (Appendix 6). There were no questions on the report.
- 6.3 Outcomes**
- 6.1.3 See minute 5.
- 6.4 Teaching and Learning**
- 6.4.1 The Committee was advised that Mrs Reddin and the Chair had monitored the administration of KS2 SATs test. In addition Mrs Reddin had monitored Y1 phonics screening. There were no questions from LCMs on her report (Appendix 8).
- 6.4.2 The Committee received for information a SEN visit report (Appendix 8). There were no questions on the report.
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- 6.5.1 This item had been discussed in minute 5.8.

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- 6.5.2 A LCM asked whether data from pre-schools, including age at entry, was provided to primary schools when pupils joined EYFS, and was advised that this varied according to the quality of the pre-school provision.**
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#### 6.8 Activity and Impact Report

- 6.8.1 The Chair noted that only two LCMs had completed their activity and impact report (Appendix 9). She urged all LCMs to contribute to this very important document which provided good evidence of the work of the LC. **All to action.**

#### 8. Local Committee training, including Code of Practice

- 8.1 The Chair referred LCMs to their Code of Practice (Appendix 10) and asked them to be conscious of their position, particularly when dealing with parents. It was important for the LC to speak and act as one, and for decisions to be made jointly rather than individually. The HT added it could be particularly tricky when dealing with complaints, and that parents should be referred to procedures on the school website. It was important to be aware that any remarks made could be construed as representative of the LC and used in formal processes.

#### 9. Local Committee Self-Assessment and Chair Review

- 9.1 LCMs who had not already done so were requested to complete and return their self-assessment and Chair review forms to the clerk by the end of August 2017. **All to action.** The collated papers would be brought to the Local Committee meeting in the first half of the autumn term. **Clerk to action.**

#### 10. Minutes of Board and Committee Meetings

##### 10.1 Trust Board, 21<sup>st</sup> March and 22<sup>nd</sup> May 2017

- 10.1.1 The Chair referred the Committee to the minutes of the meetings of Trust Board and Committee meetings (Appendices 11-14) and invited questions. **A Governor asked about the issue relating to British Values information on the SMCPA website.** The HT reported that the information on the HPS website had been reviewed and found to meet requirements on how to cover British Values.

- 10.1.2 **A LCM noted references to a Trust Strategic Plan, which had not been seen by the LCs, and to various trust-wide initiatives including review of the marking and feedback policy, medium-term planning in maths and English and greater uniformity, of which the LCs had not been made aware.** It was suggested that there was a lack of visibility at local level on Trust objectives and the timeframe for realising them. The Local Committee requested sight of the Trust Strategic Plan. **Chair to advise Chairman of the Board of Directors.**

- 10.1.3 The Chair advised that she had been contacted by members of HPS staff regarding the timing of the consultation period for the revised Pay Policy, and that the matter had been raised at meetings of the LC Chairs' Group. The Trust had acknowledged that the timing had been inappropriate and that the key problem had been one of communication. A Staff LCM noted the disconnect between discussion on staff retention (minutes of the Trust Board meeting of 22<sup>nd</sup> May 2017) and the addition of an extra payscale to the Pay Policy, which made it less likely for teachers to progress through thresholds. It was further noted that the covering email had stated that there had been no changes to the substance of the policy. The HT advised that the matter had been raised at Trust level and an initial agreement had been reached that the policy would revert to only one M6 grade. The CEO/EHT had arranged a meeting with staff to go through the changes and to clarify when staff could apply for pay progression. The LC agreed that the changes should not negatively impact staff retention, and noted that the

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matter had raised a trust issue with staff, who had been unsettled by the manner in which the changes had been presented.

- 10.1.4 The Chair noted the reference to 'springpartnership.co.uk' email accounts being provided to Directors to allay confidentiality concerns and stated that this would also be appropriate at local level. **CS to action.**

#### **10.2 FARCO, 4<sup>th</sup> May 2017**

- 10.2.1 ***In response to a question from a LCM as to why GAG funding for 2017/18 had increased at some Trust schools and decreased at others, it was confirmed that funding was calculated on a per pupil basis and that some schools were expanding.*** There had been no increase in pupil numbers at HPS.

- 10.2.2 ***A LCM asked why the CIF bid to replace the roof had not been successful.*** The HT advised that the same bid writers had been used for projects at all Trust schools, and that the roof bid would be appealed. Mr Scriven, a member of FARCO, reported that one factor affecting the bid had been the level of reserves.

- 10.2.3 This item was deemed confidential and was minuted separately.

- 10.2.4 The HT thanked Mrs Reddin for having drafted a risk assessment to support the spend request for a new pathway to access the Y3 and Y4 classrooms. The request had been approved and the work would be carried out over the summer holidays.

- 10.2.5 The HT updated the Committee on progress with the proposed music building. The PTA had agreed to set aside funding for a prefabricated building, but safeguarding concerns had been raised at the FARCO meeting, and further analysis of the benefits of a permanent or prefabricated structure had been requested. A detailed plan linked to the School Development Plan would be brought to the next LC meeting for review and feedback ahead of submission to FARCO. **NV to action.** It was suggested that the music building could be rented out as rehearsal space to skills academies during the school holidays, which would generate income for the school. The Committee was informed that music teaching had become a significant issue due to lack of space for individual lessons. There had been in considerable increase in the uptake of participation in music lessons, orchestra and performances.

#### **10.3 ACC, 26<sup>th</sup> April 2017**

- 10.3.1 There were no questions on the minutes of the ACC meeting of 26<sup>th</sup> April 2017

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#### Operations

##### 11. Headteacher's report

11.1 The HT referred LCMs to his report (Appendix 15), noting that the Y6 attainment and progress data (slide 24) was incorrect; the correct data had been referenced in the discussion in minute 5.2 (appendices 5 and 6). Questions were invited on the HT report.

11.2 ***In response to a question about pupil premium, it was confirmed that the funding had been used for more one-to-one tuition than in previous years.*** This approach had been found to have greater impact, had been started earlier with more children, and had been pitched at those who were able to achieve a higher standard.

11.3 ***A LCM asked about Y6 having gone over numbers, and was advised that the HT had taken a view on the exceptional circumstances of the children in one family within the catchment area who would otherwise have been split across two primary schools.*** It was confirmed that the statutory limit for class sizes in KS1 was 30 pupils; there was no statutory limit for KS2 classes, which had historically been set at 32 pupils by the school. Mobility in school was low.

11.4 Mrs East, Staff Governor and Family Worker, advised that the number of Children in Need cases on slide 31 was incorrect and should read 0.

##### 12. Pupil premium

12.1 This matter had been discussed in minute 10.2.

##### 13. Pupil numbers, attendance, movements and exclusions

13.1 Mrs East reported that she was pleased with attendance to date of 97.4% and particularly pleased with persistent absence of 6.8%, which was well below the national level. The two key issues remained term-time holidays and challenging illness as far as possible.

13.2 ***A LCM asked about the expected effect of the proposed change in term dates on attendance.*** It was noted that attendance would be negatively affected in 2017/18, in which term dates would not be aligned with local secondary schools. The Committee was informed that there had been some feedback from parents of prospective EYFS pupils who may be unsettled by the two week half term break in October so soon after they had started school, but that the overall response to the consultation had been more positive than negative.

13.3 A discussion followed on how the school was seeking to bring about a cultural shift to improve parental engagement on attendance. From 2017/18, parents who informed the school that they would be taking their children on holiday during term time would be invited into school for a meeting with the SLT and a member of the Local Committee. ***A LCM asked whether penalty notices were issued, and was advised that this was the case for all unauthorised absence of five days or more at a rate of £60 per parent per pupil per day.*** Issuing penalty notices had had a noticeable impact, and meetings had been held with several parents who had been unhappy at having been fined. ***In response to a question as to why penalty notices were only issued after five days of absence, it was***

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- 13.4** *confirmed that this threshold had been set by the borough, but that the school was considering issuing penalty notices for non-consecutive days of unauthorised absence totalling five days or more, which would require a change to the attendance policy.* A LCM stated that there was a lack of clarity and consistency for parents relating to absence. It was noted that the profile of attendance was maintained through regular items in the school newsletter and referenced in the Home-School Agreement and the Attendance Policy, which was on the school website.
- 13.5 The Committee was advised that although attendance was a year-long issue, unauthorised absence was markedly worse around holiday times, and the school would look to address this through a robust response. It was suggested that attendance records should be attached to the front of school reports. The Committee discussed including discussion on attendance at parents' evenings; some teachers had felt that parents' evenings were not the appropriate time to address attendance issues, which may be better raised in advance of parents evening.
- 14. Staff attendance**
- 14.1 This item would be deferred to the meeting in the first half of the autumn term.  
**Clerk to action.**
- 15. Equality Objectives**
- 15.1 A LCM stated that the Equality Objectives (Appendix 16) were a good statement, but related to primarily to pupils, and not to staff. It was agreed that equality objectives relating to staff, as well as a column in which to RAG-rate progress to objectives, would be added to the document at the next review. **NV to action.**
- 16. Health and Safety Action Plan**
- 16.1 The Committee was advised that a trust-wide review of health and safety was underway, which was expected to generate an action plan for the next academic year.
- 17. Bullying**
- 17.1 Mr Hemming, Staff LCM advised that there had been a drive on anti-bullying initiatives at staff meetings. The new 'Make a Noise' programme would be rolled out from September 2017 and would enable more effective recording (including repeat incidents), documentation of actions, resources to support pupils, parents and teachers and clear steps for resolution. **A LCM asked whether Make a Noise would cover bullying on social media, and was advised that this was the case;** on- line bullying constituted an increasingly large proportion of bullying and there was scope within the programme to work with pupils and parents to resolve issues which had arisen outside school. Further staff training on bullying aimed at increasing consistency would be undertaken at the next INSET day.
- 17.2 LCMs were invited to complete a DfE survey on the Make a Noise tool, which would be circulated by email. **All to action.**
- 18. Annual SEN report**
- 18.1 The Committee was referred to the Annual SEN Report (Appendix 17). **It was requested that the number and percentage of boys and girls on the SEN register be included in future reports. New SENCo to action.**

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- 18.2** *A LCM asked how interventions were tracked to determine effectiveness, and was advised that teachers considered what was achievable, which was reviewed at the end of the intervention.*
- 18.3 It was agreed that counselling would be added to the school SEN offer. **New SENCo to action.**
- 18.4 The Committee thanked Mrs McHugh for her reports and for having attended the meeting.
- 19. Spiritual, Moral, Social and Cultural (SMSC) education**
- 19.1 The Committee was advised that pupils had SMSC and British Values booklets in which they recorded their learning in this area. The Committee had monitored teaching of SMSC through book scrutiny and talking to pupils, who had spoken very eloquently on a wide range of topics. **A LCM asked whether parents were aware of the booklets, and it was suggested that this be covered in a newsletter item. NV to action.**
- 20. Business Continuity Plan (Appendix 18)**
- 20.1 The Committee was advised that the Trust had issued a list of items to be included in a grab box and that this was being compiled by the CFO. A discussion followed on the need for a practical approach, including ensuring electronic access to backed up data stored off site. The Business Continuity Plan would be added to the agenda of the next meeting following review and updating by the CFO. **CS to action.**
- 21. Operation of Behaviour Procedure**
- 21.1 Mr Hemming reported that the Behaviour Procedure approved at the previous LC meeting was working well in practice. Behaviour in school had been reviewed by the Trust Pastoral Support Manager and was under ongoing review. The Class Charts system would be reviewed to determine how it dovetailed with Make a Noise.
- 22. Strategic Intentions**
- 22.1 This item had been discussed in detail in minute 9.2.5.
- 23. Premises management documents**
- 23.1 Clarification would be sought from the Chair of the Board of Directors as to how facilities and statutory health and safety assessments were managed at Trust and local level. **Chair to action.**
- 24. Risk Register**
- 24.1 It was requested that the Risk Register (Appendix 19) be updated and clarification sought as to local responsibility ahead of review at the next LC meeting. **CS to action.** It was noted that FARCO was working with the Trust to develop a 'live' trust-wide risk register incorporating local risks.
- Standing items**
- 25. Safeguarding**
- 25.1 The Chair referred the Committee to the Safeguarding Report 2016-17 (Appendix 21) and invited questions.

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- 25.2 ***A LCM referred to the recent request for parents to reconfirm collection arrangements for pupils, and asked whether this had been part of a general review of safeguarding or prompted by a specific incident.*** The Committee was informed that the request had been planned following transfer of data to a new information management software package.
- 24.2 ***In response to a follow-up question as to whether the school was comfortable that appropriate procedures were being followed in relation to collection arrangements and all other areas of safeguarding, it was confirmed that staff had been reminded that collection arrangements should be confirmed before releasing pupils if there was any doubt as to the arrangements.*** With regard to all other areas of safeguarding, the school and LCMs responsible for safeguarding confirmed that they were confident that procedures were being followed in line with policy.
- 24.3 The attention of the Committee was drawn to communication with parents on a change in the Snapchat app which enabled users' locations to be identified. ***A LCM asked about the proportion of pupils with access to apps such as Snapchat, and the school estimated that roughly half of Y5 and Y6 pupil used apps for which the age limit was 13.*** The school had circulated instructions to parents on how to change the settings in Snapchat to disable the location function.
- 24.4 A letter had also been sent to parents reminding them not to upload photos or videos taken at school events to social media. A discussion followed on whether it would become necessary to ban parents from taking photos and filming school events. It was agreed that an item on posting would be added to the agenda of the next Committee meeting. **Clerk to action.**
- 26. AOB**
- 26.1 A parent LCM thanked the school for the many opportunities for parents to see their children involved in sporting and musical activities, including representing the school.
- 26 Confidential Items**  
One item (9.2.3) was deemed confidential.
- 27. Date of next meeting** **17<sup>th</sup> October 2017**

Signed: ..... Date: .....

Mrs S White, Chair, Hayes Primary School Local Committee