

Minutes of SX/TPS LGB - Meeting 2 - 2025-2026

Monday, 17 November 2025 at 17:00
Teignmouth Primary School

Present
Gareth Walters (GW) – Co-opted Governor
Rachel Spanswick (RS) – Co-opted Governor – Curriculum/Delivery
Annabelle Thomas (AT) - Executive Headteacher, Starcross and Teignmouth Primaries
Marina Offord (MO) - Chair of Governors
Martin Veasey (MV) - Vice Chair of Governors- Attendance/ Safeguarding/ Looked after children
Michael Wigmore (MW) – Co-opted Governor
Pat Henchie (PH) – Co-opted Governor- Early Years /Wellbeing
Danielle Drew (DD) - Staff Governor- Behaviour/Enrichment
In Attendance
Monica Salvioni Reeder (LGO) - Local Governance Officer
Tara Trail (TT) - Headteacher, Starcross Primary
Luke Marchant (LM) - Headteacher, Teignmouth Primary
Gaby Willis (TGO) - Trust Governance Officer and Company Secretary
Apologies
Richard Turvey (RT) - Governor – SEND and DS/Pupil Premium

Summary of Actions	
Action	Assignee
Speak with LM regarding the previously assigned action from the September meeting.	MW
Discuss the potential re-establishment of a specialist nurture provision, similar to the former 'Kingfishers' group, at the upcoming budget meeting, considering its application at both schools.	AT/LM/TT
Build resilience in data analysis at TPS by sharing expertise more widely across the leadership team.	LM/AT
Continue to focus on improving early years provision at SX.	TT
Continue to implement strategies to improve pupil attendance at SX, including regular parent meetings.	TT/AT
Draft a governance improvement plan, based on best practice and mirroring the school's School Improvement Plan (SIP), for proposal at the next meeting.	MW
Update milestones for each term in the SIP.	LM
Circulate the link for the Ofsted webinar training on 3rd December.	TGO
Arrange an additional, single-item agenda meeting in January to update governors on Ofsted preparedness.	LGO/AT

Check if the GovernorHub webinar on 27th November aligns with the Trust's preferred training providers.	TGO
Inform the LGO if attending the 3rd December webinar so that training records can be updated.	GW/RS/AT/MO/MV/MW/PH/DD
Liaise with the LGO to review the policy schedule, check SX's policies for necessary updates such as incorrect logos, and ensure all have the new logo.	TGO/LGO
Notify the LGO when the Pupil Premium reports for both schools have been written and uploaded to GovernorHub.	AT
Circulate the Pupil Premium reports on GovernorHub and request governors to review and approve them before the 31st December deadline.	LGO
Circulate the revised dates for TPS' school nativity play to the governing body via the LGO.	LM/LGO
Circulate the dates for TPS and SX's Key Stage 1 (KS1) Nativity, pre-school nativity and carol concert to the governing body via the LGO.	TT/LGO
Complete the written report for the link visit to TPS.	GW
Send the completed link visit reports for SX and TPS to the relevant teachers for confirmation before final submission.	RS/GW
Share the Ofsted toolkit and other relevant materials on GovernorHub ahead of the additional meeting on 6 January.	AT/LGO/TT

1.1	Apologies - Welcome and Apologies
DISCUSSION	
MO welcomed attendees to the meeting. AT noted that apologies had been received from RT.	

2.1	Housekeeping - Declarations of Interest
DISCUSSION	
MO noted that all declarations of interest had been completed, which was confirmed by the LGO.	

2.2	Housekeeping - LGB Handbook update using Trust approved documents
DISCUSSION	
The TGO reported that the checklists and other documents for the LGB Handbook update were in progress but not yet ready to be launched. MO noted that the SEND checklist was of particular interest. The TGO added that a colleague was currently trialling the SEND checklist with questions. AT acknowledged the update.	
MO explained that the item was on the agenda to minute the board's awareness of its Trust responsibilities, particularly in light of potential Ofsted inspections, even if some actions were not yet complete. MW added context, suggesting that existing content would be overwritten.	
CHALLENGE AND RESPONSE	
A query was raised regarding the status of the LGB Handbook update.	It was confirmed that checklists and other documents were in progress but were not yet ready to be launched. A colleague was currently trialling the SEND checklist.

3.1	Minutes of Previous Meetings - Matters Arising from meeting held on 24.09.25	
DISCUSSION		
MO enquired if there were any matters arising from the September meeting. MW reported that he had an outstanding action to speak with LM, which he had not yet completed due to other commitments, but would address as soon as possible.		
ACTIONS		
Speak with LM regarding the previously assigned action from the September meeting.		MW

3.2	Minutes of Previous Meetings - Agree as a true and accurate record
DISCUSSION	
MO asked the board if they were happy to agree the minutes of the previous meeting as a true and accurate record, to which PH indicated her agreement.	
DECISIONS	
The minutes of the previous meeting were agreed as a true and accurate record.	

4.1	Chair's Report - Feedback from Ivy Education Trust
DISCUSSION	
MO reported that there was no specific feedback from the Ivy Education Trust as their meeting cycles were not aligned. MO also announced that the venue for the Trust event on Thursday 20 th November had been changed from the racecourse to the Trust office at Teignmouth Community School.	
The TGO elaborated that the new venue was a converted classroom hut, now serving as a boardroom with a capacity of approximately 35 people. This would reduce expenditure on external venues, and parking and refreshments would be available.	
MO reported on a new leadership structure for Kenn, Kenton, and Cockwood schools, noting that it was now public information following consultation. AT was announced as the new Director of Primary Education for the five primary schools, effective from 1st May. AT explained that this new single role would replace the two existing Executive Headteacher positions.	
TT clarified that Heads of School would become Headteachers under the new structure.	
The TGO stated that an advertisement would be published for the Headteacher role at Kenton, which was currently occupied by an interim Headteacher.	

5.1	Leadership report to include Sarah Ryder visits to TPS and SX - Report on Sarah Ryder's visits to both SX and TPS
DISCUSSION	
AT introduced the item, explaining that the reports from Sarah Ryder (SR)'s visits to both schools had been consolidated into the main leadership report.	
AT summarised SR's report on SX, which was described as very positive. Key strengths identified were the significantly improved school environment, the well-developed English and maths curricula, consistent teaching delivery, positive practices for behaviour and SEND pupils, and science being a particular strength.	

AT outlined the areas for development at SX, which included targeted support for a small number of teachers, ongoing improvements to the early years provision with support from Becky Emery at TPS, and further work on retrieval practice at the start of lessons and foundation subject assessment.
Regarding pupil attendance at SX, AT reported that overall attendance had improved to just above the national average, and persistent absenteeism had decreased from 22 to 18 pupils. TT detailed the school's strategy, which combines formal parent meetings with positive reinforcement.
AT and LM summarised SR's report on TPS. Key strengths included high-quality reading provision, effective phonics delivery, and strong inclusive practices, as recognised by a recent Inclusion Quality Mark award. It was noted that a recent dip in Key Stage 2 (KS2) reading results was considered a blip rather than a trend.
The issue of pupil suspensions at TPS was discussed. While above the national average, it was noted that these were a considered as a necessary last resort for a small minority of pupils with high needs.
The areas for development at TPS were outlined, including targeted work with the current Year 6 cohort and building greater resilience in data analysis by sharing expertise across the leadership team. It was noted that one teacher had been put on an informal support plan following the visit.
A comparison of attendance strategies was discussed. It was noted that TPS has a higher attendance rate despite a more challenging cohort, which was attributed to a strong whole-school culture of responsibility, excellent staff-pupil relationships, and a well-established problem-solving ethos.
The potential re-introduction of a specialist nurture provision at TPS, similar to the former 'Kingfishers' group, was discussed as a way to support pupils with very high needs. MW voiced support for this proposal, and AT confirmed it would be on the agenda for an upcoming budget meeting.

CHALLENGE AND RESPONSE

A query as to whether the findings of the external visit were already known to the leadership team.	It was confirmed that the report contained no surprises and that actions to address the identified areas were already underway.
A question was raised about the methods used to address persistent absenteeism at SX.	TT outlined a multi-faceted approach combining formal processes, such as letters and mandatory weekly meetings with parents, with positive reinforcement, including a weekly class attendance award and a rolling programme of interventions. It was noted that overall attendance had improved since the report was written.
A query was raised concerning whether children were included in attendance meetings.	TT clarified that initial meetings are parent-driven, but for specific cases with attendance plans, children are involved in separate meetings.
A question was asked regarding the difference in approach to persistent absences between TPS and SX.	AT explained that TPS has a more established whole-school culture around attendance, with teachers taking more responsibility and leadership team members having assigned persistent absentee children, resulting in more joined-up thinking and relationship building.
A query was raised concerning whether the visit's findings had been communicated to all school staff.	It was confirmed that the key findings and next steps were shared with staff at both schools during the staff meetings following the visits.

SUPPORT

The Inclusion Quality Mark and designation as a centre of excellence for TPS was highlighted as a significant achievement.

Support was expressed for the proposal to re-establish a specialist nurture provision at TPS to cater for pupils with high needs.

It was observed that holding regular attendance meetings helps to establish a clear expectation for parents.

ACTIONS

Discuss the potential re-establishment of a specialist nurture provision, similar to the former 'Kingfishers' group, at the upcoming budget meeting, considering its application at both schools.	AT/LM/TT
Build resilience in data analysis at TPS by sharing expertise more widely across the leadership team.	LM/AT
Continue to focus on improving early years provision at SX.	TT
Continue to implement strategies to improve pupil attendance at SX, including regular parent meetings.	TT/AT

5.2 Leadership report to include Sarah Ryder visits to TPS and SX - Chair and RT to report on both TPS and SX's health checks

DISCUSSION

AT reported on the three actions resulting from the Health Check for TPS. These were: to target KS2 attainment, particularly in reading, as it was below the national level in the previous year; to reduce suspensions, to improve provision for SEND children and to improve phonics attainment, which was slightly below the national level, through the development of the Read Write programme.

AT advised that the actions for SX were: to improve high-quality, inclusive teaching using Step Lab coaching; to enhance the early years provision and to improve communication and relationships with parents, which was an existing Ofsted target.

AT confirmed that the actions for both schools aligned well with existing priorities and ongoing work, and concluded that both Health Checks had been positive.

CHALLENGE AND RESPONSE

A query was raised regarding the outcomes of the schools' Health Checks, given the absence of the governor scheduled to report on them.	An update was provided, outlining three actions for each school that resulted from the Health Checks.
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SUPPORT

MO expressed that the health checks were a great help and the feedback was excellent.

5.3 Leadership report to include Sarah Ryder visits to TPS and SX – TPS School Improvement Plan

DISCUSSION

LM presented the TPS School Improvement Plan (SIP), which is structured around five pillars: Attendance and behaviour, Curriculum, Delivery, and enrichment, with the main focus for the year being on 'delivery' to improve outcomes. The five main priorities were outlined as:

1. Teaching and Learning: involving the embedding of high-quality teaching principles, with AT and Sarah Dudley (SD) leading on team teaching and coaching.

2. SEND: focusing on developing support for pupils working significantly below the expected standard through improved assessment and target setting.
3. Oracy, which includes implementing strategies such as the 'ABC' method (agree, build, challenge), a partnership with Cockwood School and the introduction of 'Tuesday Talkers' and 'Teignmouth Talk'.
4. Use of Assessment to improve how assessment information, particularly in foundation subjects, informs next steps and adjusts learning.
5. Pupil Leadership, which has been temporarily delayed until the spring term to allow focus to be placed on behaviour.

AT added that the school had worked extensively with the SENCo on the 'Ordinarily Available Inclusive Provision' (OAIP) to ensure children's needs are met within the classroom. This approach reduced the need for pull-out interventions and required the upskilling of teachers, representing a change for parents accustomed to seeing more Teaching Assistants.

AT announced that TPS would be one of the pilot schools using iPads to support learning as part of a primary school initiative.

AT noted that the full details of the SIP were available for governors to view on the GovernorHub portal.

The TGO suggested that a governor could be assigned to Oracy, noting that Cockwood School has a specific link governor for this area due to its status as a centre of excellence.

Following a suggestion by MW to create a governance improvement plan, MO proposed that the plan should focus on objectives that are mirrored across both schools, such as Teaching & Learning and SEND. AT and TT confirmed that Oracy and Use of Assessment were also common priorities.

CHALLENGE AND RESPONSE

<p>A query was raised regarding how pupils with SEND were being supported inclusively within the classroom.</p>	<p>LM confirmed this was the case, providing an example of a pupil in Year 6 using technology to access a text within a lesson. The focus was on finding ways to involve children working at lower levels of attainment within the classroom setting. AT added that the school's 'Ordinarily Available Inclusive Provision' (OAIP) was strong, ensuring pupils' needs were met within the classroom, thus reducing the need for separate interventions.</p>
<p>A query was raised as to whether parents perceived the SEND provision as being as good or better following the reduction in teaching assistants.</p>	<p>AT stated that it was an ongoing process of communication and learning for parents, who were beginning to see the benefits. The school was working to help parents understand the new approach through SEND coffee mornings and by sharing information about the school's vision, information report, and policies. LM added that managing parental expectations was also a key factor.</p>
<p>A query was raised regarding how information gathered from assessments was being used.</p>	<p>LM explained that the focus was on using assessment data to inform the next steps in learning, particularly in foundation subjects. SD was leading work on retrieval practice and adjusting learning in non-core subjects.</p>

SUPPORT

MW expressed interest in the use of technology to support pupils with SEND, noting it could be more beneficial for some children than having a teaching assistant.

PH expressed support for the proactive and assertive communication strategy regarding the new model of SEND provision.

ACTIONS

Draft a governance improvement plan, based on best practice and mirroring the school's SIP, for proposal at the next meeting.	MW
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Update milestones for each term in the SIP.	LM
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5.4 Leadership report to include Sarah Ryder visits to TPS and SX – SX's School Improvement Plan

DISCUSSION

TT presented the SX School Improvement Plan (SIP), explaining the Red-Amber-Green (RAG) rating system used to indicate progress: Black (not started), Red (behind schedule), Amber (on track), and Green (achieved but still monitored).

TT reported that whole-school attendance, rated Amber, had dipped slightly but remained just above the national average. Persistent absenteeism was at 10% and rated Red, making it a key focus.

Regarding the curriculum, TT noted that a new curriculum had been implemented to reduce disruption. Good progress was being made on an Ofsted target for executive function (Amber), and significant improvements had been seen in book presentation (Green).

AT clarified that while older year groups had stronger teaching in the previous year, work had been undertaken to improve teaching in KS1 and Early Years.

TT outlined further curriculum targets, including achieving consistency in classroom environments (Green), developing a new assessment system, and aiming to exceed the new 90% Department for Education phonics target.

A significant focus was placed on Early Years, with several areas rated Red. TT explained the need to improve the continuous provision, which was described as cluttered, and to better define the roles within the newly enlarged team. Support was being provided by staff from TPS.

AT mentioned that training on continuous provision, learning, and vocabulary was planned for both SX and TPS.

TT reported a great improvement in the consistency of teaching and learning due to the implementation of a lesson framework and non-negotiables. The school was moving to full 'Step Lab' coaching sessions.

AT added that subject leaders were now proactively monitoring their own curriculum areas, a shift from the previous year when this was done by the leadership team.

TT detailed the enrichment offer. Outdoor learning was a strength (Green), sharing a teacher with TPS. However, co-curricular clubs, cultural capital experiences, and ensuring equity in trips and visits were all rated Red and required further development.

TT confirmed that student leadership opportunities had been expanded, with roles such as a school council, mental health ambassadors, and eco warriors now in place.

CHALLENGE AND RESPONSE

A question was asked regarding what success would look like at the end of the year and whether	AT confirmed that the targets were believed to be achievable, as many were interwoven or repeated. It was also noted that the plan contained many
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it was feasible to achieve all targets, given the number of items on the plan.	small, achievable wins that could be completed quickly, which was encouraging.
A question was posed regarding the impact of AT's new role overseeing five primary schools.	AT stated that SX would remain her priority due to the work still required and its Ofsted schedule. She planned to continue spending one day a week at the school to ensure the significant investment and progress are maintained.
A query was raised as to whether classrooms retained any individual personality despite the drive for consistency.	TT confirmed that while displays for subjects were now standardised in format and colour, there was still space for 'teacher flair'.
A question was asked for clarification on who provides the coaching and monitoring within the Step Lab framework.	TT explained that she, along with other high-quality subject leaders, were the coaches. AT added that every teacher is a subject leader.
SUPPORT	
PH strongly approved of the decision for AT to continue prioritising SX, stating it was vital to see the investment through to stabilise the school.	
GW commended the clear 'cause and effect' rationale behind all the actions in the plan, noting the focus on impact was a key strength. AT confirmed this was an intentional approach.	
PH and MO expressed that breaking the large plan into smaller, more manageable stepping stones was a useful and encouraging approach.	

5.5	Leadership report to include Sarah Ryder visits to TPS and SX - Ofsted – new inspection framework and preparation thereof
DISCUSSION	
AT provided a detailed overview of the new Ofsted inspection framework, based on recent training with Sarah McGinnis, a former senior HMI (His Majesty Inspector). AT advised that while SX should expect an inspection within two and a half years, the school was preparing for one from January. TPS' inspection is anticipated in the summer term. The new framework places vulnerable children at its centre, with a focus on professional dialogue, school context, and the rationale for practices. Key changes include the removal of subject 'deep dives' in favour of a more holistic view, with inspections led by an HMI. Inspectors will discreetly case-sample up to six pupils, the Single Central Record check will occur early on day one, and governor involvement is scheduled for day two. The new grading structure is 'strong', 'expected standard', and 'needs attention'. Achievement will be assessed not just on data, but on pupils' readiness for the next stage of their education.	
AT reported that leadership would receive training from SR in early December and would be able to share more information at the next meeting.	
The TGO highlighted an Ofsted-delivered webinar on the new framework scheduled for 3rd December, which she had circulated to all governors and trustees via GovernorHub. This training was endorsed by the Trust. A separate GovernorHub webinar on 27th November was also mentioned, but the TGO noted it had not yet been vetted by the Trust leadership. TT reiterated the importance of only attending official Ofsted training to ensure consistency.	
The group discussed school-level preparations. TT confirmed that the Senior Leadership Team (SLT) at SX was actively using the Ofsted toolkit, breaking it down to focus on different areas in their meetings. AT added that they were gathering evidence which would be shared with governors once completed.	

CHALLENGE AND RESPONSE

A query was raised regarding how the new Ofsted inspection framework differs from the previous one.	The new framework focuses more on vulnerable children, professional dialogue, and the school's context and rationale for its practices. Key changes include the removal of subject 'deep dives', the introduction of a nominee role, and a new grading structure of 'strong', 'expected standard', and 'needs attention'.
A concern was raised about the potential gap between leadership training in December and the next LGB meeting in February, which could leave governors unprepared for a January inspection.	The TGO noted that an Ofsted-delivered webinar was available to all governors on 3rd December. AT suggested holding an additional, single-item meeting in January to provide a specific update.
A question was asked whether the inspectors under the new framework were the same individuals as before.	AT clarified that the inspectors are supposed to be undergoing training on the new framework.
Concern was expressed that pupils selected for case-sampling might be distressed by the process.	AT and TT explained that the process would be discreet and the pupils would not be aware they are being observed for this purpose.
A query was raised as to whether the 'requires improvement' judgement still existed.	AT explained that the new terminology is 'needs attention', which does not directly correlate and may represent a lower judgement.
A question was asked if the 'special measures' category still existed.	AT confirmed the terminology had changed, with 'needs attention' being the relevant new term, and noted there was another category below that which she had not researched.

SUPPORT

Support was expressed for the proposal to hold an additional, single-item agenda meeting in January regarding Ofsted.

ACTIONS

Circulate the link for the Ofsted webinar training on 3rd December.	TGO
Arrange an additional, single-item agenda meeting in January to update governors on Ofsted preparedness.	AT/LGO
Check if the GovernorHub webinar on 27th November aligns with the Trust's preferred training providers.	TGO
Inform the LGO if attending the 3rd December webinar so that training records can be updated.	GW/RS/AT/MO/MV/MW/PH/DD

6.1	Policies and Procedures - None for this meeting
DISCUSSION	
MO confirmed that there were no policies or procedures to be reviewed at this meeting.	

6.2	Policies and Procedures - Agree policies for review at the next meeting.	
DISCUSSION		
MO initiated a discussion regarding the policies scheduled for review at the next meeting. The TGO confirmed she would liaise with the LGO to review and update the policy schedule, noting that some policies are reviewed annually and others biannually, and that both schools would retain their own policies despite streamlining efforts.		
AT noted that the Pupil Premium reports for both schools must be published on their respective websites by 31st December, which would require circulation and approval outside of the regular meeting schedule.		
CHALLENGE AND RESPONSE		
A query was raised regarding whether policies for review would be circulated on GovernorHub in advance with track changes to highlight amendments.		It was confirmed that this was the standard procedure and governors should focus on reviewing the tracked changes rather than the entire documents.
ACTIONS		
Liaise with the LGO to review the policy schedule, check SX's policies for necessary updates such as incorrect logos, and ensure all have the new logo.		TGO/LGO
Notify the LGO when the Pupil Premium reports for both schools have been written and uploaded to GovernorHub.		AT
Circulate the Pupil Premium reports on GovernorHub and request governors to review and approve them before the 31st December deadline.		LGO

7.1	Training and Visits - Training undertaken or planned:	
DISCUSSION		
MO enquired about any training undertaken by the governors and noted that the planned Ofsted training for the Local Governing Body (LGB) was now scheduled.		

7.2	Training and Visits - Trust wide training	
DISCUSSION		
The TGO advised that an upcoming event covering the Trust's strategy and 'game plan' would count as Trust-wide training.		
CHALLENGE AND RESPONSE		
A query was raised as to whether the event would be held at the racecourse.		It was confirmed that the event would not be held at the racecourse.

7.3	Training and Visits - Trust Review Day Conference	
DISCUSSION		
MO introduced the agenda item concerning the Trust Review Day Conference.		

7.4 Training and Visits - Visits outside of link monitoring	
DISCUSSION	
MO initiated a discussion regarding the dates for the school Christmas productions. LM confirmed that the dates for TPS were the 16 th and 17 th December, noting the specific events on those days had been swapped. TT confirmed that the SX's KS1 Nativity was on the 9 th and 10 th December, the pre-school nativity was on the afternoon of 10 th December, and a carol concert would be held at St Paul's Church at 5:30 pm on 16 th December.	
RS and GW provided a verbal update on their recent link visits to both schools, noting that the written reports were not yet complete. They reported that at SX the foundational work was evident, while at TPS they observed a mature curriculum and well-behaved pupils. They confirmed they planned to focus on pupil voice and book looks during their next visit.	
CHALLENGE AND RESPONSE	
A query was raised regarding whether it was preferable for governors to attend daytime or evening nativity performances.	It was confirmed that attendance at either was welcome and appreciated.
An observation was made that a supply teacher at TPS was not adhering to the school's 'no hands up' policy, which was inconsistent with practice in other classrooms.	It was confirmed that a senior leader had already provided feedback to the teacher. It was also acknowledged that there was a wider point to consider regarding the induction of supply teachers across the Trust.
A question was asked as to whether the link visit reports would be presented at the next meeting or circulated beforehand.	It was clarified that the reports would be completed, checked with the relevant teachers, and then circulated for uploading to GovernorHub.
SUPPORT	
GW reported that at SX the foundational work undertaken was clearly evident. He also praised TPS, noting that the curriculum was mature, the school was well-structured, and pupils were well-behaved. He found it positive to see the contrast between the established curriculum at TPS and the progress SX was making towards it.	
RS described the visits as 'brilliant' and 'very good', and was particularly impressed by how organised, quiet and focused pupils were at the schools.	
ACTIONS	
Circulate the revised dates for TPS' school nativity play to the governing body via the LGO.	LM/LGO
Circulate the dates for SX's KS1 Nativity, pre-school nativity and carol concert to the governing body via the LGO.	TT/LGO
Complete the written report for the link visit to Teignmouth.	GW
Send the completed link visit reports for SX and TPS to the relevant teachers for confirmation before final submission.	RS/GW

8.1 Dates of meetings for 2025-2026	
DISCUSSION	
the LGO requested that the meeting scheduled for 11 February be moved to 4 February 2026, apologising for the change. The LGB discussed and confirmed the dates for the remainder of the academic year as 4 February, 29 April, and 1 July 2026.	

An additional online meeting was arranged for Tuesday, 6 January 2026 at 4:00 pm via Microsoft Teams to discuss Ofsted training. AT clarified that this session would focus specifically on SX, with a separate meeting for TPS to be arranged closer to the summer term.

CHALLENGE AND RESPONSE	
A query was raised regarding whether the meeting dates could be confirmed.	The dates were discussed and adjusted to accommodate availability.
A request was made to move the meeting on 11 February to 4 February.	It was confirmed that this change was agreed to accommodate scheduling needs.
A query was raised as to whether any documents would be shared in advance of the additional meeting on 6 January.	It was confirmed that materials would be shared beforehand, with the Ofsted toolkit suggested as appropriate pre-reading.
DECISIONS	
The LGB meeting dates for the remainder of the academic year were confirmed as 4 February 2026, 29 April 2026, and 1 July 2026.	
An additional meeting was scheduled for 6 January 2026 at 4:00 pm via Microsoft Teams to discuss the Starcross Ofsted inspection.	
ACTIONS	
Share the Ofsted toolkit and other relevant materials on GovernorHub ahead of the additional meeting on 6 January.	AT/LGO/TT