

**MINUTES OF A MEETING OF  
THE CURRICULUM, STANDARDS AND WELFARE COMMITTEE  
OF LOSTOCK HALL PRIMARY SCHOOL  
ON THURSDAY 1<sup>ST</sup> FEBRUARY 2024**

GOVERNORS IN ATTENDANCE:	Graham Hamilton (GH)	Headteacher
	Ben Sleeman (BSL)	Co-opted Governor
	Brenda Sigley (BSi)	Co-opted Governor
	Mike Duzinkewycz (MD)	Parent Governor
	Joelle Halliday (JH)	Co-opted Governor
	Eddie Latch (EL)	Co-opted Governor
	Victoria Moffatt (VM)	Parent Governor (Chair of Committee)

OTHERS IN ATTENDANCE: Sarah Lomas (SL) Clerk to governors

**MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS**

The meeting commenced at 5:05pm.

ITEM		ACTION
1.	<p><b>APOLOGIES AND ANY OTHER BUSINESS</b></p> <p>There were no apologies to receive, all committee members were present.</p> <p>There were no other items of business raised for discussion.</p>	
2.	<p><b>DECLARATIONS OF INTEREST</b></p> <p>The following declarations were made by governors:</p> <ul style="list-style-type: none"> <li>• GH's wife is employed by Connex Education who provide tutoring services to the school.</li> <li>• EL is employed by TTLP as a teacher at Poynton High School.</li> </ul>	
3.	<p><b>PART ONE MINUTES AND MATTERS ARISING</b></p> <p>a) The part one minutes from the previous meeting on 18.10.23 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes. <b>ACTION:</b> Upload an electronically signed copy of the minutes to Governor Hub.</p> <p>b) The action log from the previous meeting was discussed and all actions were marked as complete.</p>	<b>Clerk</b>
4.	<p><b>SCHOOL PERFORMANCE UPDATE</b></p> <p>The headteacher provided an update on school performance. It was emphasised that the data presented was based on staff professional estimates.</p> <p>a) EYFS – 78% of pupils are estimated to meet a good level of development at the end of the academic year. There is a high level of need in this reception cohort with two pupils with profound special needs. BSi confirmed the level of need within this cohort following link visits in her role as SEND governor.</p> <p><b>Q: What would the typical results be for a Reception cohort?</b> <b>A:</b> In recent years, results have been at a similar level.</p>	

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**Q: What does the school feel the reasons are for the increase in need amongst pupils?**

**A:** It is attributed to a range of reasons including Covid, developmental, learning and social needs. This is a national picture across all schools.

**Q: What specific issues are holding pupils back?**

**A:** Issues span all areas of the curriculum particularly speech and language and communication. Some pupils also struggle with number. All pupils are making good progress in line with their individual needs. The estimates provided are conservative.

**Q: Is there anything additional that the school can be doing to assist these pupils?**

**A:** The SENCO is working closely with families and pupils to assess their needs and escalate assessments where required.

**Governor Comment:** It is also worth noting that there may be a high level of late birthdays in the cohort which can have an adverse impact at this stage particularly where children may have had reduced input during Covid.

Governors noted that there are some very strong pupils within the cohort.

**Q: Does the school think that the impact of not having a permanent teacher in post and using supply staff could be having a detrimental impact?**

**A:** It could be if this was happening regularly but this is not the case. The pupils are taught by the same two teachers. Kathryn Wilson only recently left her post at the end of January.

**Q: What is the plan in terms of recruitment going forward?**

**A:** The school are currently recruiting for a part time teacher for 2 days a week initially on a temporary contract.

- b) KS1 phonics – 83% of pupils are estimated to pass the phonics check at the end of Year 1. There are some pupils receiving interventions and this figure may increase. There are also four pupils in Year 2 who did not pass the check in Year 1 and will retake this at the end of Year 2 with a 75% pass rate estimated which equates to 3 out of the 4 pupils.

**Q: What do the interventions comprise?**

**A:** The Little Wandle phonics programme identifies pupils who are struggling in certain areas and sets out the planned interventions related to the phase of phonics the child requires input on.

**Q: Are the interventions led by teaching assistants (Tas)?**

**A:** The interventions are led by both TAs and teachers.

- c) KS1 estimates are as follows:

- Reading 83% (national 67%)
- Writing 70% (national 58%)
- Maths 83% (national 68%)

- d) KS2 estimates are as follows:

- Reading 89% (national 74%)
- Writing 80% (national 69%)
- Maths 93% (national 73%)
- Spelling, Punctuation and Grammar (SPaG) 89% (national 72%)
- Reading, writing and maths combined 80% (national 59%)

**Q: For the 1 in 5 pupils who are not meeting targets, is it correct to assume that there are also close interventions in KS2?**



**A:** There are some interventions in place, and these are ongoing driven by need. Some interventions may take place after school.

**Governor Comment:** It is worth noting that it is expected that a proportion of pupils will not meet expectations as is the case in all schools.

**Q:** What are the figures for greater depth?

**A:** Estimates currently show at least 5 pupils achieving greater depth in reading, maths and SPaG.

**Q: How is the new writing programme progressing in terms of impact?**

**A:** The roll out of the programme has been very successful and positive impacts are already being seen. The systematic approach of the Pathways to Write scheme is working well and pupils are very engaged with their learning even the youngest pupils in the school.

**Q: Are there breakfast club maths sessions underway for students in Year 6?**

**A:** Yes, this is provision for those pupils with identified needs.

Praise was given by governors to Mrs Myers for implementing these sessions outside of school hours to the benefit of pupils.

Governors noted that the same pupils who do not meet expectations in one area will often not meet expectations in all areas. However last year's results were showing a different picture and with the curriculum changes made this year, estimations are more coherent.

- e) SEND – The Local Authority have introduced a new funding system based on bands rather than the previous system of hours. Governors noted that Cheshire East Council is in a significant financial deficit largely due to the escalating costs of SEND provision. There has been a significant increase in the issue of EHCP's with an average increase of 9% across the country however in Cheshire East, this has increased by 18%. There is not enough funding provided by central government. Increasingly, it is being seen that CE are litigating against EHCP's which adds to rising costs, but this is driven by political issues and is not needs driven.

Governors noted that the estimates outlined above included the pupils with SEND and all pupils are making good progress.

**Q: Is the school adequately staffed for SEND provision?**

**A:** Staffing levels are adequate. There are 17 pupils with EHCP's and an additional 4 in the assessment phases. The school is in receipt of funding for all awarded EHCP's.

**Q: At a previous Finance meeting, the school was considering the business modelling and SEND – has there been any traction gained on the school having a proportionately higher level of SEND compared to other schools in the Trust?**

**A:** Not as yet, but the School Business Manager is working on the business case for this.

The school confirmed that the fact that some SEND pupils are making excellent progress demonstrates that the provision in place is working. SEND pupils are included within mainstream lessons and not taught separately.

- f) Pupil Premium Progress – The progress of PP pupils is due to be reviewed this term and there are no significant changes expected. Due to the small number of pupils, the



	<p>funding levels are very small but the positive changes made to liaise directly with families on specific need have been beneficial and will continue. All PP pupils are making expected or greater progress.</p> <p>g) Sports Premium – There was no update on sports premium funding to receive at this meeting.</p> <p>h) Catch Up Premium – The funding is delivered with 50% from the government and 50% to be paid by school however, the government assume a payment of £18 per hour for tutoring services but the cost is significantly higher than this for the provision the school would put in place which then has a financial impact as the school have to cover the additional cost from the budget. The funding will be utilised where tutoring provision is put in place if required.</p> <p>It was further emphasised to governors that the data set out above represents estimates based on where pupils are at the present time and where they could be at the end of the academic year.</p>	
<p>5.</p>	<p><b>ATTENDANCE AND WELLBEING</b></p> <p>a) It was confirmed that MD will continue in his role as Wellbeing link governor.</p> <p>b) Current attendance rates up to 26.01.24 were 95.7% which was above national. The school highlighted however, that attendance for last week was down to 92.7% due to a high level of seasonal illnesses across school.</p> <p><b>Q: What is the school attendance target?</b>  <b>A:</b> A specific target has not been set but the school aims to remain above national attendance rates which the school continues to be.</p> <p>The school confirmed that attendance is continually tracked including persistent absence and the attendance officer is working with the school to establish dialogue with families.</p> <p><b>Governor Comment:</b> Feedback from staff is that the active challenge of attendance issues with families is having a positive impact.</p> <p>The research from the government regarding attendance states that school should maintain an open dialogue and listen to families and the school supports this view and confirmed that punitive measures such as fining is not the best option for the school.</p> <p>c) Pupil Wellbeing – Despite the current absence issues, the school confirmed that pupil wellbeing is generally good.</p> <p>d) Staff Wellbeing – There has been a high level of staff absence recently with an absence rate of 1.93% and 43 days of absence out of a possible 2,250 days.</p> <p><b>Q: Are there any trends with absence?</b>  <b>A:</b> There are three members of staff who have triggered long term absence for genuine serious illnesses. There is one member of staff who has triggered the absence procedures through four separate incidents which will trigger an interview process in line with policies.</p> <p><b>Q: Who will deal with this interview process, the school or the Trust?</b>  <b>A:</b> The Headteacher in the first instance.</p> <p>The school confirmed that the Trust Director of HR has resigned and a new appointment has been made. The new appointment has previously been employed in this position and knows the schools well.</p> <p>MD confirmed that he plans to undertake a wellbeing link visit after February half term.</p>	



	<p>In terms of wellbeing, it was noted that the Trust have not replaced the Director of Wellbeing following Margaret Aldridge's retirement.</p> <p><b>Governor Comment:</b> It appears that the Trust have chosen not to replace this post without any consultation with schools and there should be effective provision in place from the Trust. Governors' disappointment in this should be communicated to the Trust.</p> <p>The school confirmed that staff manage their own wellbeing positively with snacks and other items available in the staffroom. Supply staff regularly compliment the school and staff and what a positive place it is to work which is good feedback to receive.</p> <p><b>Q: Who provides the wellbeing items?</b>  <b>A:</b> The school has £300 allocated within the budget for such items.</p> <p><b>Governor Comment:</b> The Wellbeing Committee previously discussed establishing more formal funding for this area from the Trust.</p> <p><b>Q: Is the Committee still active following MA's retirement?</b>  <b>A:</b> Some staff have left the school and have not been replaced and there has been no lead on this from the Trust.</p> <p><b>Governor Comment:</b> There has been research on self-efficacy and how teacher's feel about themselves and linking this to professional development. Professional development can lead to teacher's feeling valued where they are able to have input in how they are developed. This offers an alternative and less obvious way to view wellbeing and provides an ongoing dialogue professionally as to how staff feel about themselves.</p> <p><b>Q: Is this dialogue included within staff appraisals?</b>  <b>A:</b> Yes, one of the targets set is a staff target which has individual input. Two members of staff have recently chosen to undertake the National Professional Qualification (NPQ).</p> <p>The school commented that staff are still able to take the PPA time at home should they choose to and many staff value this.</p> <p><b>Q: Is there a working area within school that staff can use if they choose to stay in school for their PPA time?</b>  <b>A:</b> Yes, there is a designated work space for staff.</p> <p><b>Governor Comment:</b> The choice of staff to undertake the NPQ's supports the view of wellbeing and professional development and that staff feel empowered.</p> <p>It was also noted that the new School Business Manager has been a very positive influence on the staff team.</p>	
<p>6.</p>	<p><b>SCHOOL DEVELOPMENT PLAN</b></p> <p>a) The Headteacher provided a summary of the updated School Development Plan to governors. Governors were informed that the aim is to ensure that the SDP remains as focussed as possible. School targets are linked to the Headteacher's performance management targets.</p> <p>The first target related to improving the reading, writing and maths combined score. The school is working to implement improvements in all three subject areas to prepare pupils for life beyond primary school.</p>	



The actions related to the target include the implementation of the new schemes for reading, writing and phonics which have all commenced. Mandeep Dhaliwal has taken on the reading subject lead role and has obtained pupil voice on the new scheme which has been very positive. There is ongoing work relating to minor inconsistencies in terms of teaching and delivery which the school is aware of and monitoring.

The Pathways to Write scheme is already having a positive impact across the school including within Early Years. In Early Years, a set scheme of work is not used but suggested activities are provided and the pupils enthusiasm for the books they are exploring is evident and they are beginning to write captions.

**Q: Are there any resources provided as part of the scheme?**

**A:** Yes, there has been an added cost for the purchase of resources, but money was allocated in the budget.

The next target relates to leaders at all levels delivering improved outcomes for pupils. Governors noted that the key focus for Ofsted is the impact of the curriculum. For example, in science, this centres around pupils' substantive and procedural understanding and part of ensuring this delivery is building the confidence of subject leaders.

**Q: What opportunities are there to build confidence for subject leaders?**

**A:** This is done in a range of ways including CPD, staying up to date with current research including the Ofsted research reports. The school considers a range of CPD including networking hubs for maths.

**Q: Is the school looking to leverage support from the Trust in this area?**

**A:** The school is working with Directors of the Trust who are investigating a through-curriculum and the key transition points within this.

**Q: Is work on this area actively taking place and meetings being held with the Trust?**

**A:** Yes.

**Q: The maths hub was mentioned, do the school access science hubs?**

**A:** Yes, the school is a member of a science hub but the nearest schools are a significant distance away which makes logistics of school visits challenging. The school has historically achieved a science quality mark but this is now out of date.

JH volunteered her support in science with regard to accessing CPD and available resources.

**ACTION:** JH to contact the science subject lead re CPD and science resources.

JH

It was noted that governor link roles would need to be redistributed when VM steps down from the Board in October 2024. Link visits would also need to be undertaken during the spring term.

**ACTION:** Contact staff links to arrange subject link visits.

All  
govs.

The final objective of the SDP centres around developing the quality of teaching and staff understanding of metacognition. Actions involve ensuring that pupils' learning is efficiently organised for the limited amount of time available for subjects. The starting point for improvements in this area are the Ofsted research reports to assist staff in understanding how subjects are best taught and learnt.

**Q: Have there been any staffing changes in terms of subject leaders?**

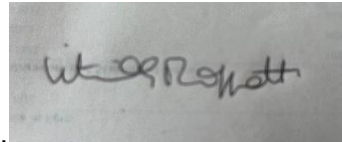


	<p><b>A:</b> Alisha Nelson has taken on the music subject lead role from Kathryn Wilson who left at the end of January, and she is also involved with supporting Jenny Maths who is the maths subject lead. Mandeep Dhaliwal is now subject lead for reading and writing.</p> <p>b) Governors recommended the approval of the SDP for ratification at the Local Governing Board meeting on 19.03.24.</p> <p><b>Q: Is the SDP also reviewed by the Finance and Staffing Committee?</b></p> <p><b>A:</b> Yes, the items relevant to the Finance and Staffing Committee are brought for review.</p> <p><b>ACTION:</b> Add review of the SDP to the Finance and Staffing Committee meeting agenda.</p> <p><b>ACTION:</b> Add ratification of the SDP to the LGB agenda on 19.03.24.</p>	<p><b>Clerk</b></p> <p><b>Clerk</b></p>
7.	<p><b>TERM DATES</b></p> <p>The term dates for 2025-26 had been circulated for review prior to the meeting via Governor Hub. The school confirmed that 1<sup>st</sup> and 2<sup>nd</sup> September are proposed to be used as Inset days for performance management purposes. Other Insets will be covered via twilight sessions.</p> <p><b>Q: Have the senior leadership team confirmed with the staff that they would be happy with the proposed use of Inset days for performance management?</b></p> <p><b>A:</b> Yes, the staff have confirmed that they are happy with this. It will allow staff to have preparation time when not undertaking performance management.</p> <p><b>Q: Will the twilight sessions add up to the two days proposed for performance management?</b></p> <p><b>A:</b> Yes, the summer term will be shortened slightly and the school has an additional week at Whit.</p>	
8.	<p><b>DIRECTOR'S REPORT</b></p> <p>The clerk confirmed that the Director's report had not yet been published and would be circulated once available with any relevant items being brought to the LGB meeting on 19.03.24.</p>	
9.	<p><b>GOVERNOR MONITORING AND TRAINING</b></p> <p>Governor training was discussed and it was highlighted that governors have undertaken Ofsted training with Gary Bevan, Director of Education at TTLP.</p> <p>Governors noted that finance training had been discussed previously with the former CFO due to undertake training with governors but this did not take place prior to their departure.</p> <p>The clerk highlighted the need for at least one governor to have undertaken safer recruitment, complaints and exclusions training in the last two years. GH confirmed that he has undertaken safer recruitment training but that a non-staff governor also needs to undertake this.</p> <p>Platforms for training were discussed with regard to safer recruitment and it was noted that The Key for governors has a safer recruitment training course that governors may be able to access.</p> <p><b>ACTION:</b> Confirm the Trust subscription to The Key and the access for training courses.</p>	<p><b>Clerk</b></p>
10.	<p><b>ANY OTHER BUSINESS</b></p> <p>There were no other items of business tabled for discussion at this meeting.</p>	
11.	<p><b>POINTS TO HIGHLIGHT/COMMUNICATE TO THE LGB AND TTLP</b></p> <p>The governors wished to express their disappointment at the Wellbeing Director role not being replaced and this not being communicated with schools. It was requested that it be queried whether there were future plans to re-establish this role and the Trust Wellbeing Committee to ensure that Boards have reassurance of the Trust commitment to the wellbeing of staff.</p>	



12.	<p><b>IMPACT OF THE MEETING</b></p> <p>Governors helped to move the school forward in the following ways during this meeting:</p> <ul style="list-style-type: none"> <li>• Attainment predictions were challenged, and reassurance sought on the impact and nature of interventions.</li> <li>• Attendance was discussed with feedback received on the positive impact of intervention from the Attendance Support Officer.</li> <li>• The wellbeing of staff was highlighted with an action taken to feedback to the Trust the lack of communication on the Director of Wellbeing role not being replaced and to enquire about future plans in this area.</li> <li>• The development of subject leaders with regard to the targets in the SDP were challenged with an action taken to offer additional support to staff to access available resources.</li> </ul>	
13.	<p><b>DATES OF NEXT MEETING:</b></p> <p>The date of the next Curriculum Committee meeting was confirmed as:</p> <ul style="list-style-type: none"> <li>• Thursday 9<sup>th</sup> May 2024 at 5pm</li> </ul> <p>It was requested that the clerk send out the diary invitations for the next meeting after the preceding meeting going forward.</p> <p><b>ACTION:</b> Issue the meeting invite for the next meeting.</p>	Clerk

The meeting moved to Part Two.



.....Chair

.....9.5.24.....Date