

**MINUTES OF A MEETING OF
THE CURRICULUM, STANDARDS AND WELFARE COMMITTEE
OF LOSTOCK HALL PRIMARY SCHOOL
ON WEDNESDAY 18TH OCTOBER 2023**

GOVERNORS IN ATTENDANCE:	Victoria Moffatt (VM)	Chair
	Graham Hamilton (GH)	Headteacher
	Brenda Sigley (BSi)	Co-opted Governor
	Ben Sleeman (BSL)	Co-opted Governor
OTHERS IN ATTENDANCE:	Sarah Lomas (SL)	Clerk to governors
	Jenny Myers (JM)	Teacher (left the meeting at 4:35pm)
	Rachael Palmer (RP)	School Business Manager (left the meeting at 4:35pm)
	Mandeep Dhaliwal (MD)	Teacher (left the meeting at 4:35pm)

MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting commenced at 4:04pm.

ITEM		ACTION
1.	<p>APOLOGIES AND ANY OTHER BUSINESS</p> <p>Apologies were received and accepted from the following governors:</p> <ul style="list-style-type: none"> • Eddie Latch • Mike Duzinkewycz <p>There were no other items of business tabled for discussion at the meeting.</p>	
2.	<p>DECLARATIONS OF INTEREST</p> <p>The following declaration of interest was made:</p> <ul style="list-style-type: none"> • GH's wife works for Connex Education who are employed to provide tutoring services to the school. 	
3.	<p>APPOINTMENT OF CHAIR</p> <p>Nominations were requested for the role of Chair of the Curriculum and Welfare Committee. VM was nominated for the role of Chair. No other nominations were received. Following a vote, VM was duly elected as Chair of the Curriculum and Welfare Committee for a one-year term of office.</p>	
4.	<p>TERMS OF REFERENCE</p> <p>a) The Terms of Reference for the committee for 2023-24 were reviewed and no changes were proposed. The terms of reference were recommended for approval at the LGB meeting on 21.11.23.</p> <p>ACTION: Add approval of the terms of reference to the LGB agenda on 23.11.23.</p>	Clerk
5.	<p>PART ONE MINUTES AND MATTERS ARISING</p> <p>a) The part one minutes from the previous meeting on 16.05.23 were confirmed as a true and accurate record of proceedings.</p> <p>Governors approved the minutes.</p>	



ITEM		ACTION
	<p>ACTION: 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>	<p>Clerk</p>
<p>6.</p>	<p>SCHOOL PERFORMANCE UPDATE</p> <p>The 'School on a Page' document had been circulated to governors prior to the meeting via Governor Hub. An update was provided as follows:</p> <p>a) EYFS – 82% of pupils achieved a good level of development.</p> <p>b) KS1- The Year 2 SATs results were reported as follows: Reading – 84% of pupils meeting expectations with 26% at greater depth Writing – 58% of pupils meeting expectations with 16% at greater depth Maths – 77% of pupils meeting expectations with 29% at greater depth</p> <p>In KS1 the school has identified writing as a key focus due to results being below national expectations. The school have taken the decision to purchase a commercial scheme of work called Pathways to Write in addition to the Pathways to Read scheme already in place, following other actions that have not had the required impact. The lessons learned from the Early Reading and Phonics work have been utilised to ensure the scheme is rigorous and prescriptive to work alongside this work that has been embedded. The school stated that the teaching team in school is strong but there was not enough consistency in terms of teaching and it is felt that the new scheme will help draw this together for the benefit of the pupils and to provide progression through the year groups.</p> <p>It was highlighted that consistency is the most important factor that has been identified and with the new scheme each class will be working to the same principles following different genres throughout the year. The assessment processes in place will help to support staff confidence and moderation will take place between classes. As the scheme is embedded, moderation could then take place between different schools to widen the knowledge and experience of staff.</p> <p>ED confirmed that she had attended the Cheshire East moderation in the summer term and it was very thorough with clear expectations on evidence of greater depth. The school did not submit any work that could not clearly meet greater depth criteria.</p> <p>The school highlighted that whilst the reading data for KS1 was strong with 84% of pupils meeting expectations, the school are aware that there remains variability across year groups. Governors noted that statistics from a recent Ofsted conference showed that those pupils leaving primary school with an average standardised score of 100 only know 50% of what they need to know for secondary school.</p> <p>c) KS2 – The Year 6 SATs results were reported as follows: Reading – 81% of pupils meeting expectations with 44% at greater depth Writing – 93% of pupils meeting expectations with 22% at greater depth Maths – 85% of pupils meeting expectations with 22% at greater depth</p> <p>In writing 93% of the Year 6 cohort met expectations and Jane Cooper, the Year 6 teacher is a very experienced member of staff. Governors noted that there is variability each year in terms of results due to in-year intake. The school are already seeing the positive impacts of the consistency and use of tools such as the working walls which the new writing scheme brings along with the training materials for staff. GH is also bringing valuable Ofsted inspection experience to school.</p> <p>Q: What is a working wall? A: The writing for a unit of work is modelled and displayed as the pupils progress through the unit so pupils are always able to refer to the teacher modelled writing. A</p>	



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	<p>good working wall is one where the writing can be seen and features can be easily identified and picked out by pupils.</p> <p>Q: Are pupils given the opportunity to do the working walls on their own? A: Not at the moment, it is a teacher led process with class input but this is something that could be looked at going forward.</p> <p>Governor Comment: This process could also work well in other subjects like maths to provide different opportunities with calculations and times tables. It would also build a bank of evidence.</p> <p>The school responded that they do not want to overwhelm staff or pupils with evidence.</p> <p>The purpose of working walls is for pupils to be able use them during lessons. In the Pathways to Write scheme there are a set of ‘mastery keys’ to work on in each unit and as the unit progresses the theory is that each piece of writing will improve. There is whole class input into the working wall so it is a collaborative method. The idea is that anybody should be able to visit a classroom, view the working wall and talk to the children who will be able to discuss their work.</p> <p>Q: The combined score for 2019 was 84% and now in 2023 is 67%, is the school predicting that the new writing scheme will improve this score? A: Some of the data is a national picture and the school has followed that trend but is above antional. The school believes that the new schemes will help.</p> <p>Q: Does the school expect that impact on results will be seen next year? A: Yes.</p> <p>The school confirmed that they have also made changes to how maths is taught and are seeing the impacts from this.</p> <p>Governor Comment: From a parent perspective, the changes in maths are evident.</p> <p>d) SEND – The school has 8 pupils on EHCP’s ranging from pre-school to Year 4.</p> <p>Currently staff are working on SEND support and the reviews of pupils needs. A small number of pupils have been moved on to first concerns plans. There is one child on SEND support in Year 6. There was a pupil in Year 6 that was predicted to meet expectations but unfortunately struggled on the day of the tests and did not achieve the results expected. The pupil had access to additional time as part of their support plan and had been well prepared for the tests so the events could not have been predicted.</p> <p>Q: In terms of resources, is the school satisfied that they have the level of staffing required to provide support to meet the needs of pupils? A: A new TA has been appointed who is known to the school and pupils having previously undertaken supply work. In one of the classes there will be four EHCP’s so the school is proposing to staff this class with two TA’s and one teacher. The high needs is an area of challenge for the school. There is one pupil requiring a part time timetable at present.</p> <p>Q: Is the school meeting the needs of the support plan for this pupil in terms of staffing? A: Yes, the school is working to the requirements of the plan.</p>	



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	<p>Governors noted the change to the funding scheme for high needs pupils to a banding system from the previous awarding of funded hours to pupils.</p> <p>The school confirmed that given the changes to the system they are working to not employ additional TA's where other forms of support could meet need. The school are in the process of requesting an alternative placement for a pupil which the Local Authority have refused and have instead asked the school to work with Springfield Special School to meet need. The school are working with Springfield to demonstrate that need for this pupil cannot be met in school.</p> <p>Q: When will the school find out if an alternative placement has been sourced? A: There is an interim review due to take place in November and the school will request alternative placement, based on the evidence from the work with Springfield, at this meeting.</p> <p>Governors noted that the parents of the pupil are understanding and aware that need is escalating.</p> <p>e) Pupil Premium – In 2022-23 there were 20 Pupil Premium (PP) pupils and there are currently 15 in 2023-24. School has met with parents for the first time this year to discuss how they felt the funding would be best utilised. These meetings were suggested following attendance by JM at a Local Authority course and have been a positive step.</p> <p>Funds have been used to purchase uniform, music lessons, PE kits, forest school attendance and the school are now able to forecast the spend for pupils.</p> <p>There are 8 PP pupils in KS2. 50% achieved greater depth in reading, 25% met expectations and 25% were below. The 25% below equates to two pupils and Ofsted would not consider this as it is not statistically significant. There have been no significant gaps identified in PP pupils learning and they broadly make the same progress as non-PP pupils.</p> <p>f) The sports premium report has been uploaded to the school website. The total funding received was £17,540 of which the majority was spent on Little Sports coaching provision and sports events as part of the Macclesfield Sports Partnership with associated coach travel. A summary of the performance in PE has been circulated via Governor Hub which shows aggregated figures with 96% of pupils meeting age related expectations with 18% at greater depth. Governors noted that the school needs more refinement in PE assessment to provide the most accurate data.</p> <p>The school confirmed that the use of Little Sports Coaching has reduced, and class teachers have returned to teaching PE with a new scheme of work in place which is building staff confidence in assessing pupils.</p> <p>g) Catch Up Premium – The school confirmed that all funding has been spent on providing small group interventions and this work forms part of the wider picture of attainment.</p> <p>Q: Does the school continue to receive catch up funding? A: Yes, but the school has not spent any funds for this year as yet. The funding has reduced to 50% from 60% last year. Teachers have previously taught additional sessions and the school are then able to pay staff for this additional time. Tracking of pupils will be undertaken after Christmas and then the school will be able to identify the gaps that need to be closed and spending will commence in the new year.</p> <p>Q: In the Headteacher's report, reference is made to looked after children and those pupils identified as a child in need – does the school need to do anything additional to cater for these pupils?</p>	

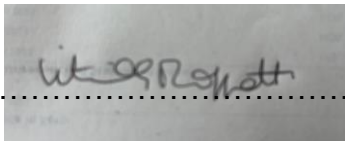


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	<p>A: These pupils relate to one family. ED attends the meetings with social care and the meetings are used to inform social care of the educational progress made by pupils. Visits to school are conducted by the social worker and school nurse and the family engage with school. There is one previously looked after pupil who will be in receipt of some additional funding.</p> <p>ED left the meeting at 4:28pm.</p>	
7.	<p>ATTENDANCE AND WELLBEING</p> <p>a) Attendance – The latest attendance figure stands at 96.2% which is above the national average. There is a 13% persistent absence rate.</p> <p>Q: What counts as persistent absence? A: Any attendance rate below 90%.</p> <p>It was clarified that governors’ duty is to monitor attendance and ensure that plans for monitoring and managing attendance are in place.</p> <p>The school confirmed that plans are in place and the school have purchased the services of a Local Authority Attendance Officer who will visit every 2-4 weeks. The attendance officer will review the attendance codes and check for any trends or issues. ED monitors the overall school attendance but there is expectation that teaching staff take responsibility in this area as well. The school confirmed that they are reluctant to issue fines to families as this leads to alienation and challenges for families, but letters have been issued as warnings and in some cases referred to the LA to issue fines.</p> <p>The content of absence letters and the wording used was raised for discussion as letters assume that there has been no communication with class teachers when in some cases there has been regular communication regarding absences and that letters need to be issued and personalised on a case-by-case basis. The school responded that they have worked to personalise the absence letter template that is used.</p> <p>Governor Comment: The school must ensure that it does not alienate parents through poor communication by having a structure in place that protects against this.</p> <p>b) Pupil Wellbeing – The school confirmed that pupil wellbeing is good and this is reflected by the high attendance rate.</p> <p>c) Staff Wellbeing – The staff continue to work hard and are adapting well to the changes that are being made. Wellbeing is taken seriously and monitored through the performance management process. The school also allows staff to take their PPA time at home which staff appreciate.</p> <p>Staff Comment: There has been a significant amount of change, but GH always listens to staff and there is an open door policy in school with support provided to all members of staff and clear lines of communication.</p> <p>Staff confirmed that they were happy for MD to continue to attend the staff wellbeing meetings.</p> <p>MD, RP and JM left the meeting at 4:35pm.</p>	
8.	<p>SCHOOL DEVELOPMENT PLAN UPDATE</p> <p>Writing is the main subject focus of the SDP and work will continue to embed the maths and reading work that has been undertaken.</p> <p>There is also a focus on leadership, metacognition and pedagogy. These are in the intent and implementation phase and the school feel that changes are well embedded now. The school is now moving into the next phase of work centred around deepening understanding</p>	



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	<p>through monitoring and impact to ensure that leaders have a clear understanding of the effectiveness of their subject.</p> <p>Governor Comment: It is positive to see a clear thread of how all the subjects are linked and progressed through each year group.</p>	
9.	<p>DIRECTOR'S REPORT Relevant items from the Director's Report were highlighted to governors and the following items were noted:</p> <ul style="list-style-type: none"> The school confirmed that Helen Topliss is the Educational Visits Coordinator and there is an Educational Visits Policy in place. 	
10.	<p>CONFIRM APPROVAL OF TERM DATES 2024-25 INCLUDING 5 INSET DAYS. The school confirmed that the term dates for 2024-25 have been set and published on the school website.</p>	
11.	<p>GOVERNOR MONITORING AND TRAINING It was confirmed that CH is putting together a report of training that has been completed so that gaps can be identified and a plan put in place for future training and development.</p> <p>It was confirmed that dates for next link visits are to be scheduled.</p> <p>GH will be compiling a new draft of the School Development Plan and will be asking staff to present at governor meetings which governors will then have the opportunity to challenge and engage in further discussion.</p> <p>A training session for governors has been scheduled with Gary Bevan from TTLP on Ofsted and Safeguarding.</p>	
12.	<p>ANY OTHER BUSINESS There were no other items of business tabled for discussion at this meeting.</p>	
13.	<p>POINTS TO HIGHLIGHT/COMMUNICATE TO THE LGB AND TTLP A bid had been made to the Trust for SCA funding to upgrade the Fire Alarm system to install a flashing light element for those with hearing impairments but was unsuccessful. It was proposed that this bid be resubmitted for the forthcoming year's funding.</p> <p>BSL confirmed that the issue of the lighting installation would be raised with the Trust. The school confirmed that a team is scheduled to visit to undertake snagging.</p>	
14.	<p>IMPACT OF THE MEETING Governors helped to move the school forward in the following ways during this meeting:</p> <ul style="list-style-type: none"> Governors challenged the school performance and the steps in place to improve outcomes in writing. Governors challenged the communication methods to parents to ensure personalisation to maintain positive relationships. The focus for the 2023-24 SDP was confirmed with governors assured of the clarity of targets. Governor development was prioritised with a review of training planned to inform future development and identify any gaps. 	
15.	<p>DATES OF NEXT MEETINGS: The dates of the remaining meetings for 2023-24 were confirmed as follows:</p> <ul style="list-style-type: none"> Thursday 1st February 2024 at 5pm Thursday 9th May 2024 at 5pm 	

The meeting moved to Part Two.


Chair
01.02.24.....Date