

**MINUTES OF A MEETING OF
THE CURRICULUM, STANDARDS AND WELFARE COMMITTEE
OF LOSTOCK HALL PRIMARY SCHOOL
ON THURSDAY 6TH FEBRUARY 2025**

GOVERNORS IN ATTENDANCE:

Graham Hamilton	(GH)	Headteacher
Jenny Myers	(JM)	Staff Governor
Brenda Sigley	(BSi)	Co-opted Governor
Ben Sleeman	(BSL)	Co-opted Governor (Chair in abs. of EL)
Robin Muir	(RM)	Parent Governor

OTHERS IN ATTENDANCE:

Elizabeth Dockry	(ED)	Deputy Headteacher
Boo Edleston	(CLERK)	Clerk to governors.

MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting commenced at 5pm.

Ahead of the meeting all governors present completed the Governor Hub Skills Audit.

ITEM		ACTION
1.	<p>APOLOGIES AND ANY OTHER BUSINESS</p> <p>BS agreed to chair the meeting in absence of EL. The meeting was opened with acknowledgement of the challenges faced by the whole school community this term with the sudden death of the school's site manager, Mr Andy Walwyn in January.</p> <p>Apologies were received and accepted from the following governors:</p> <ul style="list-style-type: none"> • Eddie Latch • Sarah Simpson <p>No apologies were received from Mike Duzinkewycz.</p> <p>There were two other items tabled for discussion at the meeting under Any Other Business:</p> <ul style="list-style-type: none"> • The designation of two new parent Governors to respective committees • The consideration of the Admission Policy 	
2.	<p>DECLARATIONS OF INTEREST</p> <p>The following declarations were made by governors:</p> <ul style="list-style-type: none"> • GH's wife works for Connex Education who are employed to provide supply services to the school. 	
3.	<p>PART ONE MINUTES AND MATTERS ARISING</p>	



ITEM		ACTION
	<p>a) The part one minutes from the previous meeting on 15.10.24 were confirmed as a true and accurate record of proceedings. Governors approved the minutes.</p> <p>ACTION: The Head to sign a copy of the minutes electronically via Governor Hub.</p> <p>b) Governors reviewed the action log, and all actions were confirmed as completed.</p>	GH
4.	<p>SCHOOL PERFORMANCE UPDATE</p> <p>A copy of the Headteacher’s report containing updates on progress to date, was available on Governor Hub for Governors. Estimated end of year results were outlined with an update being provided by the Headteacher as follows:</p> <p>a) Early Years (Reception) Estimates June 2025</p> <p>On Track for Meeting or exceeding National Expectations.</p> <ul style="list-style-type: none"> • Reading 87% (Nat 67) • Writing 75% (Nat 58) • Maths 87% (Nat 68) <p>b) Key Stage 1 Estimates June 2025</p> <p>On Track for Meeting or exceeding National Expectations.</p> <p>It was highlighted to Governors that there are no longer national tests for Year 2 (end of Key Stage 1) pupils, the percentage estimates shared were based on assessments the school will set.</p> <ul style="list-style-type: none"> • Reading 87% (Nat 67) • Writing 75% (Nat 58) • Maths 87% (Nat 68) <p>c) Key Stage 2 Estimates May 2025</p> <p>Meeting or exceeding National Expectations</p> <ul style="list-style-type: none"> • Reading 93% (Nat74) • Writing 75% (Nat 72) • Maths 89% (Nat 73) • SpaG 89% (Nat 72) • Reading/Writing/Maths combined 75% (Nat 59) <p>Q: With writing, we traditionally track above national averages, but our writing results still always sit below our other results, what are we doing to improve this?</p> <p>Response: We have moved over to a fresh writing scheme ‘Pathways to Writing’ which is more systematic, and skills are carefully planned out and built on each year. We are starting to see, with learning broken down into better small steps, outcomes are improving. Over time we hope this will lead to more secure learning and more pupils achieving Greater Depth in their end of Year 6 assessments. We do however see a</p>	



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	<p>strong link between greater depth writers and those pupils who are very enthusiastic and gifted readers.</p> <p>Governors also discussed possibilities to introduce reading incentives for pupils and a book vending machine for the entrance hall was highlighted as seen in other schools by GH.</p> <p>Phonics</p> <p>Attainment Estimates February 2024</p> <ul style="list-style-type: none"> Year 1 Phonics Checking Estimate June 2025 82% on track. Four children requiring intervention. Year 2 Phonics Checking Estimate June 2025 100% on track. (3 out of 3 children) <p>Q: How do you identify those children who need interventions? Is it just those that have SEN needs? Response: We use Little Wandle as a phonics programme and each half term we undertake the scheme intervention assessments and that then highlights to us those children that have gaps in their learning and need an intervention programme. Sometimes these are children who have SEN needs but not necessarily.</p> <p>Q: Do you have time to deliver these support programmes? Response: Yes, but it can be challenging, some of our SEN support Teaching Assistants deliver these interventions but we also run these interventions before and after school.</p> <p>GH shared data outlining the numbers of pupils with Special Educational Needs (SEN) . ED then updated Governors on how pupils are being supported across the school and her work with other SENCOs within the TLP trust.</p> <p>d) Special Educational Needs</p> <ul style="list-style-type: none"> Currently have 18 (9%) children on the SEN register in total, including Pre School and Reception. <p>Some pupils who have higher levels of needs have Individual Educational Health Care Plans, (EHCPs). In February we have:</p> <ul style="list-style-type: none"> Ten pupils with EHCPs and two more in process. By September it is expected there will be twelve children with EHCPs across the school. <p>EH shared that across the trust Lostock Hall are viewed as having a high number of pupils with the highest level of special educational need. Within the authority there is no specialist provision with places. Ideally, Lostock would like to set up its own provision within the school, more schools are now looking at this to try to best support all their pupils, both those with SEN needs and those without.</p> <p>Q: Would such a provision be inclusive though? Response: Yes. Such provision runs a blended model, pupils spend a maximum of 60% of their day within the provision. Each pupil has a carefully managed programme tailored to their individual needs.</p>	



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	<p>Q: How does this provision work with staffing, is it possible? Response: We have a bank of staff that could work together to best support our pupil's needs. Sometimes the children are taught by TAs and sometimes teachers and other times a mix.</p> <p>Q: Where could such a resource provision be located? Response: We have a number of suitable spaces that we currently use as break out spaces, this could work.</p> <p>ED then shared further updates on her work as Special Education Needs Coordinator. She discussed that whilst the number of pupils with EHCPs is high the numbers of pupils who are at a school level of special educational need (SEN support level or First Concerns), is lower than national average as we work hard to ensure pupils may go on the special education needs list but with carefully targeted interventions many move off this as their needs change.</p> <p>All SEN pupils are fully included in school life and their programmes of support are very personalised. The school reports they want to keep widening the support offered and how provision and progress is mapped for each SEN child. We want to do adaptations that benefit all our pupils, and an in-school provision could be part of this.</p> <p>ED shared the work she is currently undertaking with other Trust SENDCos and Gary Alban (a SEN specialist). Together they have developed an individual action plan to maximise the outcomes for pupils across the school and the Trust as a whole.</p> <p>ACTION: ED to share with Governors a PowerPoint Presentation which she shared with staff to support inclusion and understanding of adaptations for SEN pupils.</p> <p>ACTION: ED to share on Governor Hub the SEND Action Plan.</p> <p>e) Pupil Premium Progress</p> <p>The school currently has 17 Pupil Premium children. Progress was summarised within the report and an outline was given of provision for these pupils. GH highlighted progress was mixed with some making more progress than others . Many pupils have personalised programmes to address their individual needs.</p> <p>Q: I see on the report we have 15% English as an Additional Language (EAL) children Is this a challenge to manage? Response: Yes, we do need to make adaptations. Many of these are around ensuring spoken English is fully explained. Because of the extra explanations required this then benefits all the pupils in those classes.</p> <p>Q: In terms of PE, 100% of pupils in Key Stage 2 appear to be on track. Was that really the case at the end of last year? Response: Little Sports our previous Sports delivery company undertook the tracking, and they completed targeted support toward the end of the year. This year we will be doing in-house tracking as we no longer use Sports Premium Funding toward external sports providers.</p> <p>f) Sports Premium</p> <p>This year GH reported that the school has used all of the sports funding to offer every class a five-week block of Forest school lessons. He felt that staff have seen the key skills that are being taught through this provision particularly resilience and perseverance showing</p>	<p>ED</p> <p>ED</p>



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	<p>evidence in other aspects of school life. After sessions pupils are calmer and are reporting they are enjoying the sessions.</p> <p>Q: Has anyone spoken to eight-by-eight sports provision regarding the provision of free boots and shin pads for pupils unable to access these to ensure they can still participate fully? Response: We have and are now letting them know sizes needed.</p>	
5.	<p>ATTENDANCE AND WELLBEING</p> <p>a) Attendance The latest attendance figure stands at 95.89% which is higher than the same period (first seven weeks of term) last year. A summary of the attendance to date was embedded into the Headteacher’s report.</p> <p>Q: Why is it Year 1 results lower than other classes? Response: There has been a range of illnesses in that class that has affected attendance.</p> <p>b) Pupil Wellbeing Governors noted that the school continues to collaborate closely with a member of the Cheshire East Attendance and Children Out of School Team in order to share attendance and absence data. A review of the last two terms’ data indicated that the school was RAG-rated as amber and not red and is not classed as ‘at risk.’ The attendance officer has been supportive and will go out on home visits, send letters to parents, help get pupils back into school and plan support for families who have struggles getting pupils back into school regularly. ED spends time every month looking at every child’s attendance, targeting the lowest attendees, and planning best ways to support an improvement. School is working hard to keep communication open and supportive with parents.</p> <p>Q: Do you give absent pupils work to complete? Response: If needed we have Google classroom and Purple Mash ready to send links to pupils absent so they are then able to access suitable work. This can however be a problem as not every child has access to a home computer and/or internet.</p> <p>ED explained that detailed information about the reason for absence was collected and maintained as part of attendance monitoring, and that if there were any doubt as to the legitimacy of the reason given for an absence, parents were asked for evidence. GH informed governors that the message about attendance matters and fining had gone out to and been received by parents. GH highlighted to Governors that from September the Cheshire East Attendance Support is stopping and the school is looking for solutions to replace what has been a very productive support in the past few years in improving and maintaining good attendance.</p> <p>ACTION: For the Clerk to communicate to the Trust that, the Governors are keen to explore a Trust-led solution to the loss of the local authority attendance support from September 2025.</p> <p>c) Staff Wellbeing Governors reflected on the challenges that recent events have posed for members of the school, particularly in the week of the event. GH highlighted the ways they were supported by the Trust taking actions to protect and support all the Lostock School community.</p>	CLERK



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	<p>highly than distance from the school. Governors felt this was a really positive change that both supports our pre-school pupils and their families, helps to build numbers on role and supports the long-term financial forecasts for the school based on pupil numbers.</p> <p>As this is now the case a discussion took place on how such an alteration in criteria could be put into place at the Trust secondary schools, principally Lostock's main secondary school – Poynton High School (PHS). All agreed it would support the school's finances and pupil and families of the school community if pupils who attended Trust primary schools were given preference in the allocation of places at PHS above pupils who had not attended a Trust Primary school.</p> <p>ACTION: The clerk to communicate with the Trust that the Governors would like to explore the possibility of a Trust-wide alteration to admission's criteria of each Trust school to give preference to Trust primary school pupils being allocated places in their local Trust Secondary School. The Governors feel this would be advantageous to both primary and secondary schools within the Trust.</p>	CLERK
8.	<p>TERM DATES</p> <p>The school confirmed that the term dates for 2025-26 have been set and published on the school website.</p> <p>The term dates for 2026/27 were approved, to be ratified at the LGB in March.</p>	
9.	<p>DIRECTOR'S REPORT</p> <p>Relevant items from the Director's Report were highlighted to governors and the following item were noted:</p> <ul style="list-style-type: none"> • Cheshire East Governance Team are offering a range of courses this term and next and these are regularly shared on the Notice Board of Lostock Hall's Page on Governor Hub. • Safer Internet Day on February 11th was highlighted and National Governor's Awareness Day on February 13th. • Changes to waste separation in all schools with affect from March 31st • The DfE have extended the wraparound childcare funding to March 2026. • The contact details of the Governance Clerk must now be added to a school's Getting Information About Schools (GIAS) page. • The latest OFSTED summary report continues to highlight the strain on the SEND system and on educational settings. • All governor's need to undertake the NCSC Cyber Security Training as part of the condition of the schools RPA Insurance. • Changes are being made relating to the number of branded school items of uniform that parents are required to purchase (Three in a Primary School and Four in a Secondary School). This will come into effect from September 2026. <p>ACTION: Clerk to share link to the NCSC cyber security training link via the Governor Hub Notice Board on Lostock Hall's page.</p>	CLERK
10.	<p>GOVERNOR MONITORING AND TRAINING</p> <p>The meeting began with all present completing the Governor Hub Skills Audit effectiveness Tool. The remaining Governors will be asked to complete this at the forthcoming Finance and Staffing Committee Meeting on March 4th. This will then provide a whole board overview for the Trust and Board to consider any vacancies and the essential skills that would ideally support the school strategically.</p>	



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	<p>New Governors were encouraged to sign up for training courses and look at those posted on Governor Hub. Both new parent Governors were actively encouraged to attend both committee meetings then consider where they feel their skills and experience best fit to then be formally placed against one of the two standing committees alongside their membership of the Local Governing Board.</p> <p>Link governor roles are to be reviewed at the LGB meeting on 25th March . GH outlined that now all subject leads have reviewed their subjects and set their key objectives for their subject for the year, as part of the School Development plan, he would share this with all Governors to support their thoughts when looking at which subjects they would like to link with.</p> <p>ACTION: GH to share key actions summary for all curriculum subjects document on Governor Hub to support Governor consideration of subjects to link to.</p> <p>ACTION: To add allocation of link governors to curriculum subjects and specific areas of responsibility to the LGB agenda on 25.03.25. and the allocation of new governors to specific committees.</p>	<p>GH</p> <p>CLERK</p>
11.	<p>ANY OTHER BUSINESS</p> <p>The consideration of the two new governors into committees was covered in Item 10.</p> <p>The consideration of the Admission policy was covered in Item 7.</p>	
12.	<p>POINTS TO HIGHLIGHT/COMMUNICATE TO THE LGB AND TTLP</p> <ul style="list-style-type: none"> • The Governors are keen to explore a Trust-led solution to the loss of the local authority attendance support from September 2025. • The Governors would like to explore the possibility of a Trust-wide alteration to admissions criteria of each Trust school to give preference to Trust, primary school pupils being allocated places in their local Trust Secondary School. The Governors feel this would be advantageous to both primary and secondary schools within the Trust. • To express the school's appreciation for the excellent support the Trust offered the whole school community during recent challenges faced at Lostock Hall. 	
13.	<p>IMPACT OF THE MEETING</p> <p>Governors helped to move the school forward in the following ways during this meeting:</p> <ul style="list-style-type: none"> • Governors received an update on school performance, challenging the outcomes for disadvantaged and SEND pupils. • Governors considered the latest attendance data and strategies employed to secure improvement and minimise unauthorised absence. • Governors discuss the draft SDP for the 2024-25 SDP and supported the intention to secure an Outstanding Ofsted judgement for the Quality of Education. • Governors confirmed that the school was meeting national expectations in the delivery of sports provision. • Governors ensured the wellbeing of staff and pupils was considered in light of recent challenges faced by the school and that support has been offered and is on-going. • Governors ensured that, following on from recent incidents in school, safety equipment was fully working, and emergency services would be signposted to the fact that the school has a defibrillator on site if required. • Governors reflected on their skills, knowledge and experience and completed an annual skills audit. 	



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	<ul style="list-style-type: none"> Governors supported the long-term plans for the schools by exploring ways in which greater numbers of pupils could be secured on the school role through seek Trust-led adaptations of the school's admission policy. Governors reflected on the part the school plays as part of The TLP Trust and the strength and support that The Trust can give to the school in times of challenge. 	
14.	<p>DATES OF NEXT MEETINGS: The dates of the remaining meetings for 2024-25 were confirmed as follows:</p> <ul style="list-style-type: none"> Tuesday 13th May 2025 at 5pm <p>Noted that BS gave her apologies for her absence at this meeting as she was already aware she would not be able to attend on 13/05/25.</p>	

There were no Part Two Minutes or Actions therefore no Part Two took place.

Meeting closed at 6:04p.m.

.....Chair

.....Date