

**MINUTES OF A MEETING OF
THE CURRICULUM, STANDARDS AND WELFARE COMMITTEE
OF LOSTOCK HALL PRIMARY SCHOOL
ON TUESDAY 15TH OCTOBER 2024**

GOVERNORS IN ATTENDANCE:	Eddie Latch	(EL)	Chair
	Graham Hamilton	(GH)	Headteacher
	Jenny Myers	(JM)	Staff Governor
	Brenda Sigley	(BSi)	Co-opted Governor
	Ben Sleeman	(BSL)	Co-opted Governor

OTHERS IN ATTENDANCE:	Elizabeth Dockry	(ED)	Deputy Headteacher
	Marc Booker	(CLERK)	Clerk to governors

MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting commenced at 5pm.

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"> • Mike Duzinkewycz <p>No apologies were received from Joelle Halliday.</p> <p>There were no other items of business tabled for discussion at the meeting.</p>	
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 tutoring services to the school. • EL is employed by the TTLP Trust as a teacher at Poynton High School. <p>There were no anticipated conflicts of interest with the business of the meeting raised by governors.</p>	
3.	<p>APPOINTMENT OF CHAIR</p> <p>Nominations were received for the role of Chair of the Curriculum and Welfare Committee. EL was nominated for the role of Chair and duly elected for a one-year term of office.</p>	
4.	<p>TERMS OF REFERENCE</p> <p>a) The Terms of Reference for the committee for 2024-25 were reviewed and no changes were proposed. The terms of reference were recommended for approval at the LGB meeting on 26.11.24</p> <p>ACTION: Add approval of the terms of reference to the LGB agenda on 26.11.24.</p>	LGB Clerk
5.	<p>PART ONE MINUTES AND MATTERS ARISING</p> <p>a) The part one minutes from the previous meeting on 09.05.24 were confirmed as a true and accurate record of proceedings.</p>	



ITEM		ACTION
	<p>Governors approved the minutes. The Chair signed a copy of the minutes which would be retained by the school.</p> <p>b) Governors reviewed the action log, and discussed the following matters:</p> <ol style="list-style-type: none"> I. Action 3 (09.05.24) would be carried forward – the Clerk would follow-up with Sarah Lomas. II. Link Governor monitoring visits were an opportunity for governors to provide strategic challenge and to be a critical friend to subject leaders in their articulation of their vision for the subject within the curriculum. The LGB meeting would be a useful occasion to discuss and clarify governor and staff expectations of monitoring visits. ACTION: Add governor monitoring visits to the LGB agenda on 26.11.24. <p>c) It was confirmed that all other actions, which would not be addressed elsewhere in the meeting, had been met and closed as appropriate.</p>	<p>CLERK</p> <p>LGB Clerk</p>
<p>6.</p>	<p>SCHOOL PERFORMANCE UPDATE</p> <p>A copy of the Inspection Data Summary Report (IDSR) containing provisional Phonics and KS2 data, as released on 10th October 2024, had been circulated to governors prior to the meeting via Governor Hub. An update was provided by the Headteacher as follows:</p> <ul style="list-style-type: none"> • The percentage of KS2 pupils achieving the expected standard in RWM was significantly above the national value and placed the school in the 93rd percentile. • The percentage of KS2 pupils achieving the expected standard in Writing was significantly above the national value and placed the school in the 97th percentile. • The percentage of KS2 pupils achieving the expected standard in Maths was significantly above the national value and placed the school in the 94th percentile. <p>Governors noted that for RWM, the school had achieved its target relative to the 2019 benchmark.</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 – 78% of pupils achieved a good level of development, better than the national value for 2023 and exceeding the school’s 2019 benchmark.</p> <p>b) KS1 – End of KS1 assessments were no longer statutory from the academic year 2023 to 2024 onwards. However the school has continued to track outcomes. The Year 2 outcomes were reported as follows: Reading – 78% of pupils meeting expectations with 35% at greater depth. Writing – 74% of pupils meeting expectations with 32% at greater depth. Maths – 78% of pupils meeting expectations with 30% at greater depth. Phonics – 90% of pupils passed the screening check in Year 1, comparable to 2019, and 100% of pupils passed in Year 2. Both year groups exceeded the national average.</p> <p>c) KS2 – The Year 6 SATs results were reported as follows: Reading – 86% of pupils meeting expectations with 39% at greater depth. Writing – 93% of pupils meeting expectations with 25% at greater depth. Maths – 93% of pupils meeting expectations with 25% at greater depth.</p> <p>Q: How are you addressing the number of pupils who are below age-related expectations (ARE), for example, 14% of Year 6 pupils in Reading were below ARE, and 10% of last year’s Year 5 who are now in Year 6.</p> <p>A: Given the cohort sizes, this level refers to one or two pupils, often EAL pupils. The Class teacher for Year 6 has indicated that we are on target for 95% of pupils meeting</p>	



ITEM		ACTION
7.	<p>ATTENDANCE AND WELLBEING</p> <p>a)/b) Attendance and Pupil wellbeing – The latest attendance figure stands at 92% which is lower for the same period (first seven weeks of term) in previous years.</p> <p>Q: Why is it lower? A: A few pupils were late back from holidays and one pupil returned to Ukraine for 10 days.</p> <p>Q: Did parents ask for permission beforehand? A: Yes, but holiday absence was not authorised.</p> <p>Governors noted that the school works closely with 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'.</p> <p>Q: How much of a problem has illness been this term? A: There have been a significant number of viral colds and coughs.</p> <p>ED explained that detailed information about the reason for absence was collected and maintained as part of attendance monitoring, and that where there was 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. Governors noted the use by the school of positive rewards for good attendance.</p> <p>c) Staff Wellbeing – Governors reflected on the death of a long-serving member of Lostock Hall School's staff and the challenges that this posed for members of the school, particularly in the week of the funeral.</p> <p>Q: What support has the Trust given to staff members? A: The Trust's HR team have provided support through the <i>Vivup</i> platform. Q: How many staff members will be attending the funeral? A: Between 7 and 8 – it only affects up to 4 class teachers.</p> <p>Governors expressed their deep sympathy for the school community at this time and requested that the Headteacher advise them as to whether there was anything further that they could do as a board to support the school. GH noted that governor check-ins had been helpful.</p>	
8.	<p>SCHOOL DEVELOPMENT PLAN UPDATE</p> <p>GH explained that as part of a development planning evening, staff had participated in a 5-Whys exercise (root cause analysis). The outputs had resulted in a draft three-year School Development Plan. Four Teaching and Learning objectives had been refined:</p> <ul style="list-style-type: none"> • T&L1 Secure high attainment and progress in RWM combined. <p>Governors noted that in addition to embedding the implementation of Pathways to Read and Pathways to Write, continued embedding and evaluation of the Mastery Mathematics approach to teaching would also take place. JM was putting in place a programme for staff to observe good practice in other schools as part of Mastery Mathematics. Governors understood how the programme was designed to improve pupils' mathematic reasoning and test scores on reasoning as opposed to arithmetic papers.</p> <p>Q: Can you apply the Mastery Mathematics approach to other subjects?</p>	



ITEM		ACTION
	<p>A: Yes, we believe that we can use the ‘You do, We do, I do’ process in other subjects.</p> <p>Governors commented on the speed with which Mastery Mathematics had been implemented.</p> <p>Q: Did teaching staff receive a Scheme of Work for Mastery Mathematics?</p> <p>A: Yes, a Teacher’s Guide, and textbooks to support, explore and guide practice, and pupil workbooks.</p> <ul style="list-style-type: none"> • T&L2 Leaders at all levels deliver improved outcomes for all pupils through a deep and accurate understanding of school’s effectiveness. <p>GH explained to governors that this objective would help to deliver a more inter-woven curriculum where knowledge and skills are embedded, and connections made between subjects. The aim is that the Quality of Education is Ofsted Outstanding.</p> <ul style="list-style-type: none"> • T&L3 Develop the quality of teaching ensuring that all teachers understand metacognition and use the most effective strategies to support learning. • T&L4 Build Subject leader capacity to monitor and evaluate the impact of curricular change. <p>GH noted the financial contribution of the Trust’s Director of Education, Debbie McGloin, in supporting teaching staff to visit other schools. In summary, the draft presented to governors was not a radical overhaul but a set of objectives and deliverables that would enable the Quality of Education to be judged by Ofsted as ‘Outstanding’.</p> <p>Q: Will there be anything in SDP regarding environmental improvements to the school?</p> <p>A: There will be provision for repainting classrooms and to maintain computer hardware.</p> <p>GH advised governors that there were no further planned ‘big curriculum spends’.</p> <p>Governors turned to the use of Teaching Assistants in the classroom, particularly given their role in delivering the curriculum.</p> <p>Q: Do you have enough TAs?</p> <p>A: We are taking part in the Trust’s SENCo audit and are looking at the process of SEND referral and how we can reduce the number of pupils ultimately requiring TA support. If TAs are in a teaching room, they are being deployed only where they are required.</p> <p>Governors were invited to provide feedback on the draft. Other sections (Finance and Personnel) weren’t complete yet but would be shared with governors in due course. The final SDP would be signed off at the February curriculum meeting.</p> <p>ACTION: To feedback to GH on draft SDP.</p>	<p>ALL GOVS</p>
<p>9.</p>	<p>DIRECTOR’S REPORT</p> <p>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 all pupils received an hour of classroom teaching of Music each week, meeting the government’s expectation. 	
<p>10.</p>	<p>CONFIRM APPROVAL OF TERM DATES 2025-26 INCLUDING 5 INSET DAYS.</p>	



ITEM		ACTION
	The school confirmed that the term dates for 2025-26 have been set and published on the school website.	
11.	GOVERNOR MONITORING AND TRAINING This would be discussed at the forthcoming LGB meeting.	
12.	ANY OTHER BUSINESS There were no other items of business tabled for discussion at this meeting.	
13.	POINTS TO HIGHLIGHT/COMMUNICATE TO THE LGB AND TTLP <ul style="list-style-type: none"> • GH had met with the Trust's Acting CEO, Richard Woods • The Headteacher and governing board wished to congratulate Debbie McGloin on her appointment as the Trust's Director of Education. 	
14.	IMPACT OF THE MEETING Governors helped to move the school forward in the following ways during this meeting: <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 reviewed the draft Teaching and Learning objectives 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 classroom-led music education. 	
15.	DATES OF NEXT MEETINGS: The dates of the remaining meetings for 2024-25 were confirmed as follows: <ul style="list-style-type: none"> • Thursday 6th February 2025 at 5pm • Tuesday 13th May 2025 at 5pm 	

The meeting moved to Part Two.

.....Chair

.....Date