

**MINUTES OF A MEETING OF  
THE CURRICULUM, STANDARDS AND WELFARE COMMITTEE  
OF LOSTOCK HALL PRIMARY SCHOOL  
ON TUESDAY 15<sup>TH</sup> OCTOBER 2025**

GOVERNORS IN ATTENDANCE:	Eddie Latch	(EL)	Chair
	Robin Muir	(RM)	Parent Governor
	Ben Sleeman	(BSL)	Co-opted Governor
OTHERS IN ATTENDANCE:	Elizabeth Dockry	(ED)	Head of School
	Marc Booker	(CLERK)	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>Apologies were received and accepted from the following governors:</p> <ul style="list-style-type: none"> <li>• Graham Hamilton</li> <li>• Jenny Myers</li> </ul> <p>No apologies were received from Mike Duzinkewycz or Sarah Simpson.</p> <p>With three governors, the meeting was quorate.</p> <p>There were two items of business tabled for discussion at the meeting:</p> <p>(i) Safeguarding policy</p> <p>(ii) Membership</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>• EL is employed by the TTLP Trust as a teacher at Poynton High School.</li> </ul> <p>There were no anticipated conflicts of interest with the business of the meeting raised by governors.</p>	
3.	<p><b>APPOINTMENT OF CHAIR</b></p> <p>Nominations were sought for the role of Chair of the Curriculum and Welfare Committee. EL advised that as he expected to be stepping down as a governor at Easter he felt that he shouldn't continue as committee chair. Given the level of attendance at the meeting it was agreed that the appointment of the chair should be discussed at the next LGB meeting. EL agreed to chair tonight's meeting.</p> <p><b>ACTION:</b> CLERK to add Appointment of Chair of the C&amp;W Committee to LGB agenda.</p>	<b>CLERK</b>
4.	<p><b>TERMS OF REFERENCE</b></p> <p>The Terms of Reference for the committee for 2025-26 were reviewed and no changes were proposed. The terms of reference were recommended for approval at the LGB meeting on 26.11.25</p>	



ITEM		ACTION
	<b>ACTION:</b> CLERK to add approval of the terms of reference to the LGB agenda on 26.11.25.	<b>CLERK</b>
5.	<p><b>PART ONE MINUTES AND MATTERS ARISING</b></p> <p>a) The part one minutes from the previous meeting on 13.05.25 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes. The CLERK would upload a signed copy of the minutes to Governor Hub – <b>ACTION.</b></p> <p>b) Governors reviewed the action log, and discussed the following matters:</p> <ul style="list-style-type: none"> <li>I. Action 3 (CLERK) ED agreed to check with the SBM whether she had received a signed copy of the minutes of 06.02.25 and to advise the Clerk if not – <b>ACTION.</b></li> <li>II. Action 5 (CLERK) Mike D Duzinkewycz had been identified as the Link Governor for Wellbeing. Link Governor roles for 2025/26 would be reconfirmed at the next LGB meeting.</li> <li>III. Action 8 (CLERK) ED advised that the Trust had required staff to complete Prevent, Wellbeing and Mental Health and GDPR as part of annual training this year. It was likely that governors would be asked to do the same. BSL noted that he had received a training completion request from the Trust so it was likely that other governors would too. The Clerk noted that an additional declaration had been added to Governor Hub this year regarding the Prevent Duty. This required completion of at least the Refresher or Awareness course.</li> <li>IV. Action 6 (GH) Governors noted that there was still a demand for more volunteers, particularly to support individual readers. ED would take a new action to add recruiting readers to the newsletter – <b>ACTION.</b></li> <li>V. Action 7 (ED) ED advised governors that the 50<sup>th</sup> Anniversary celebrations had gone well and helped to raised funds for the PTA.</li> </ul> <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><b>CLERK</b></p> <p><b>ED</b></p> <p><b>ED</b></p>
6.	<p><b>SCHOOL PERFORMANCE UPDATE</b></p> <p>The ‘School on a Page’ document had been circulated to governors prior to the meeting via Governor Hub. Additionally a copy of the ‘Whole School Summary’ document had been uploaded to Governor Hub, and which showed the number of pupils in the school who were either working towards, at expected or at greater depth in each subject. Additional commentary had been made available to governors via the Headteacher’s report.</p> <p>Attendance</p> <p>Governors noted the attendance percentage for 2024/25: 96.2% compared to a national rate of 93.6% and 96.3% for similar schools. Governors also noted the persistent absence rate for 2024/25 was lower than the national average but higher than when compared to similar school’s median persistent absence.</p> <p><b>Q: What is the Trust’s target for attendance?</b> <b>A: 97%.</b></p> <p>ED advised governors that for 2025/26, the school had not bought back Cheshire East attendance support, but the school had been RAG-rated green by Cheshire East and would receive a targeted visit from Cheshire East Attendance and Children Out of School</p>	



ITEM	ACTION
<p>Service on 3<sup>rd</sup> December 2025. Previously the buy-back involved monthly rather than targeted meetings with a Cheshire East officer who supported the school with:</p> <ul style="list-style-type: none"> <li>• Monitoring, analysing and advising on attendance data.</li> <li>• Benchmarking attendance data to identify areas of focus for improvement.</li> <li>• Feeding back on attendance reports to school staff and discussing concerns about attendance to the designated senior leader responsible for attendance.</li> <li>• Working with education welfare officers to tackle persistent absence.</li> <li>• Advising the headteacher (authorised by the headteacher) when to issue fixed penalty notices.</li> </ul> <p>Governors discussed the level of persistent absence.</p> <p><b>Q: What are we doing to intervene/ support persistent absentees with school work?</b>  <b>A:</b> We send homework and workbooks, making use of siblings where possible; pupils also have access to the <i>Purple Mash</i> platform.</p> <p>ED advised that where there are older siblings at Poynton High School who also have a high rate of persistent absence, the school is able to work in partnership with PHS to arrange taxi transport to facilitate improved attendance.</p> <p>Governors noted that the persistent absence data may be skewed by a limited number of individuals, particularly where they are related to one family. In the latter case, governors identified how this affected the FSM sub-group persistent absence data.</p> <p>Governors noted another case where a pupil no longer lived in the immediate area; school had recommended that it would be more convenient for the pupil to move schools so that their school was located closer to home. Location and transport had become barriers to the pupil's good attendance.</p> <p><b>Q: From a safeguarding perspective, are we confident about the safety and well-being of persistently absent pupils?</b>  <b>A:</b> We can undertake duty of care visits (accompanied by a second member of staff). In some cases where we have arranged transport, we've been able to visually check on siblings in the transport who are not coming into school.</p> <p>ED highlighted a number of other interventions to support good attendance including building a celebration culture of 100% attendance, promoting attendance through the school newsletter, and highlighting which classes are coming first, second and third in the school for highest attendance. Cheshire East are also able to undertake some home visits and undertake phone contact with parents; the latter often has an immediate and beneficial effect.</p> <p><b>Q: Who in this school has overall responsibility for attendance?</b>  <b>A:</b> ED is responsible for attendance as the Attendance Coordinator and is also the Designated Safeguarding Lead. ED works through the office for support with contacting parents (emails, texts and calls).</p> <p><b>Q: Do you have enough support?</b>  <b>A:</b> It would be helpful if we could have formalised and sustained access to the attendance support at Poynton High School. When we have worked collaboratively, it has been beneficial.</p> <p>EYFS  Governors noted the very strong results for Good Level of Development (GLD) in 2024/25 (91%) when compared to the previous year (78%) and the national average for 2024/25 (67%). This was based on 23 pupils.</p>	



ITEM	ACTION
<p><b>Q: How do you achieve a GLD?</b>  <b>A:</b> A 'good level of development' can be defined as a child reaching the 'expected' level of development at the end of their reception year, at the end of EYFS. It is an outcome of a summative assessment based on learning outcomes in regard to the prime areas of learning. Progress is evaluated against the Early Learning Goals: Communication and Language, Physical Development, Personal, Social and Emotional Development (PSED), Literacy, Maths, Understanding the World, and Expressive Arts and Design.</p> <p>Years 2 and 3 Writing            Governors noted that 26% of Year 2 pupils and 39% of Year 3 pupils were below Age-Related Expectations for Writing.</p> <p><b>Q: Why are the percentage of pupils below ARE for Writing in Years 2 and 3 at this level?</b>  <b>A:</b> There were some issues in those year groups with Phonics which required interventions. Lots of work is going on those classes to support writing development.</p> <p>Governors queried some of the data contained on the SOAP document (all pupils totals by year group and if this affected percentage outcomes recorded in the table). Governors requested confirmation as to whether e.g. Year 1 was Year 1 in 2024/25 or 2025/26. Pupil numbers didn't seem to correlate with the school organisation chart in the Headteacher's report.</p> <p><b>ACTION:</b> GH to review SOAP data and update as necessary.</p> <p>Whole School Summary            ED explained to governors the data collection process by class and by subject and how the aggregate numbers of pupils working towards, at expected or at greater depth in each subject across Years 1-6 had been generated.</p> <p>Governors requested the inclusion of trend data and the ability to see year group differentials within subjects. This would enable to better understand relevant lines of enquiry.</p> <p><b>Q: How does the school track pupil progress across Foundation subjects? How do you know pupils are on-track against targets?</b>  <b>A:</b> The school is utilising Bromcom to produce a 'single source of truth' which will enable it to consistently track pupil progress against targets and enable reports to be produced which can be filtered, including according to sub-groups such as EAL, Pupil Premium and SEND. The system is capable of flagging when a pupil is not on target as soon as data is inputted. This reflects the significant investment made by the Trust in Bromcom and a desire on the part of the Director of Education, Debbie McGloin to support tracking in a consistent way across schools. The system was shared with staff members on 14<sup>th</sup> October 2025.</p> <p><b>Q: What is the timeline to report back to governors using progress data from Bromcom?</b>  <b>A:</b> At the next C&amp;W meeting in February.</p> <p><b>Q: Do you need more training on data analysis/ exporting data from Bromcom?</b>  <b>A:</b> Our Trust HR partner is supporting this.</p> <p>Governors supported the use of Bromcom to track pupil progress and maintain pupil targets, progress and attainment data, and the move away from documents which relied upon individual input of data and calculation.</p>	<p><b>GH</b></p>



ITEM		ACTION
	<p>ED confirmed that all staff had recorded their Autumn term data and had completed their tracking grids with appropriate pupil targets.</p> <p>Governors wished to put on record their appreciation of the work undertaken by all staff but particularly Mrs Myers in preparing Year 6 pupils, and for the extremely strong Key Stage 2 results in 2024/25.</p> <p>Governors noted that there was a fantastic opportunity for the school to share its best practice in Maths with other Trust primary schools.</p>	
7.	<p><b>ATTENDANCE AND WELLBEING</b></p> <p>a) Attendance had been discussed under Item 6.</p> <p>b) Pupil Wellbeing – ED confirmed that pupil wellbeing was generally fine and that there were no issues to report to governors at this time.</p> <p>c) Staff Wellbeing was discussed as a Part Two item.</p>	
8.	<p><b>SCHOOL DEVELOPMENT PLAN UPDATE</b></p> <p>An update on the current development plan had been provided in the Headteacher’s report to governors. Governors had received the SDP 2024-2027 at the May C&amp;W meeting.</p> <p>ED explained to governors that as part of the annual review process a planning meeting with Trust Director of Education Debbie McGloin and Trust CEO Geoff Baker had taken place last week. Being a three-year development plan, it was the case of identifying additional actions and/or outcomes which reflected what the school could do even better, not simply producing a new plan every year.</p> <p>Governors noted that the final draft of the updated SDP would be produced in January.</p>	
9.	<p><b>DIRECTOR’S REPORT</b></p> <p>The Clerk highlighted the updated Relationships, Sex and Health Education (RSHE) Statutory Guidance which had been published by the DfE in July 2025. Schools must implement the new requirements by 1<sup>st</sup> September 2026, and which apply to all school types including academies. Governors are responsible for ensuring RSHE is:</p> <ul style="list-style-type: none"> <li>• Delivered in line with statutory guidance</li> <li>• Inclusive, age-appropriate, and responsive to safeguarding needs</li> <li>• Underpinned by a clear, up-to-date policy developed with parent/carers input</li> <li>• Monitored for leadership, curriculum content, quality of delivery, staff training, and handling of sensitive topics</li> <li>• Aligned with the school’s wider safeguarding and wellbeing strategy.</li> </ul> <p><b>ACTION:</b> ED and Mrs Hickey to review current policy (June 2022) in light of updated guidance and present new policy to governors before 1<sup>st</sup> September 2026.</p> <p>Governors discussed how to monitor RSHE, for example through a link governor role. This would be further discussed</p>	ED
10.	<p><b>CONFIRM APPROVAL OF TERM DATES 2025-26 INCLUDING 5 INSET DAYS.</b></p> <p>The school confirmed that the term dates for 2025-26 have been set and published on the school website. Dates were in line with other Trust schools. Governors confirmed their approval.</p>	

