



Lostwithiel School
Bodmin Hill
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Cornwall
PL22 0AJ

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Telephone: 01208 872339

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Minutes of a Meeting of the Local Governing Committee of Lostwithiel Primary School held on 17th October 2018 at 6pm.

Present:

Absent:

**Dan Solly (Chair), Kate Webber (Acting Headteacher),
Becca Ellis, Tabatha Carnell, Tom Miles, Mike Steak,
John Brown**

In Attendance: Jason Hurr (Peninsula Learning Trust) for part of the meeting

Amanda Barrass (Prospective Non Parent Governor)

Sue Blaxley (Clerk to the Governors)

1. Welcome

The Chair welcomed everyone to the meeting, including the new Clerk, Sue Blaxley and Amanda Barrass, a prospective new non parent governor. He also welcomed Jason Hurr from Peninsula Learning Trust. There were no additional business or pecuniary interests to declare and there were no apologies for absence.

2. Data System – to receive and consider a presentation from Jason Hurr

Jason Hurr explained that he will work with the school in setting up a data system which will go into the data tracking system. He said that the system is designed to give schools an overview of how students are likely to achieve against the national outcomes. He said that there are three main bands of progress: high score, expected standard and working towards the expected standard. He explained that teachers are asked to forecast what outcome each student is most likely to be heading towards in terms of these three bands and that within the bands, each student is forecast to be either high, secure or low. He said the latter allows for smaller steps of progress to be recorded and it identifies those students who are making good progress and those who may be slipping behind in terms of progress. He said that a progress “flight path” is therefore identified for each student. The Acting Headteacher said that progress is assessed half termly. She said that the data for Summer 2018 had been circulated to governors in advance of the meeting. **A governor challenged the Acting Headteacher to confirm that this data is accurate.** She said that it is and that the teacher assessments were accurate and possibly slightly less than generous. She said that the data was very positive as the only group that were highlighted as working at the expected level as opposed to above were Year 4 students. However, she said their progress was good. **A governor challenged the Acting Headteacher to explain why the data is so poor for this half term.** She said that it is data from a snapshot in time and enables teachers to ascertain how students are settling in to the new academic year and the new expectations of the year group. She explained that the data represents a normal transitional judgement and has enabled the school to identify areas of weakness and to put appropriate measures in place to address them. **A governor asked the Acting Headteacher to share the progress scores at the end of each term.** She said that she would and emphasised that it is very early in the academic year to be sharing the data. She said the important issue is that the school is going through a rigorous process looking at progress and is having any



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necessary conversations with pupils and staff. **A governor challenged the Acting Headteacher to explain if the end of KS1 students are moving in the right direction in terms of progress as the data is not very positive.** The Acting Headteacher said this was definitely the case. **A governor asked the Acting Headteacher to explain if the Year 4 action plan identified in the SIP for 2017/18 had worked.** She said that it had and although this year group is not specified in the SIP for 2018/19, the SIP will impact on them, as it will for all learners. **A governor challenged the Acting Headteacher to explain whether, aside from the data, if the functioning in the classroom for Year 5 is positive.** She said that it is and whilst the data is not necessarily where the school would like it to be, it gives a benchmark from which to work.

Jason Hurr explained that in any new academic year, a drop off in data scores would be expected for Years 1, 3 and 5 at this time of year as there is a large step up in terms of expectations of the students. The Acting Headteacher said that there has not been such a big drop off in Year 1 as the children have experienced a different and less disruptive transition this year as they have moved into a building which is next door to the Early Years facility. **A governor challenged the Acting Headteacher to explain if any new issue have been highlighted in the data to October 2018.** She said that all the issues, such as Maths, have been identified in the SIP for this academic year.

A governor asked the Acting Headteacher to send all minutes of the RAP meetings to governors. She said that the RAP meetings were difficult to minute as there was not a Clerk and she acknowledged that there was a need to look at that process. She said that governors could be provided with headline information from the RAP meetings or receive a written report as soon after the meeting as possible. She explained that the RAP meetings do not look solely at the data but also at the quality assurance process behind the data. Governors agreed that although the data is scrutinised at the RAP meetings, there is still a need for challenge at the LGB level.

3. Allocation of Governors to roles and responsibilities

It was agreed that governors would be allocated to the following areas of responsibility: Becca Ellis to Safeguarding, Dan Solly, John Brown and Tom Miles to Standards with Dan Solly and John Brown responsible for Maths, English and RAP, Tabatha Carnell to SEN and Mike Steak to Health and Safety. The Acting Headteacher said that a governor should be responsible for the wider curriculum as Ofsted exposed weaknesses in the wider curriculum development. It was agreed that this responsibility should be within the RAP remit. **A governor challenged the Acting Headteacher to explain if primary teachers should have full knowledge of the whole curriculum.** She said that they should and if there are gaps in their knowledge, CPD can be provided within PLT, within Kernow Teaching School Alliance or within the school itself.

4. Minutes of the meeting held on Wednesday 18th July 2018

It was noted that the minutes had not been circulated. The Acting Headteacher said she would circulate them as soon as possible.

5. Matters Arising not included on the agenda

None



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6. Headteacher's Report – to receive and consider the Headteacher's Report

It was noted that the report had been circulated in advance of the meeting. The Acting Headteacher explained that the SIP for 2018/19 identified areas that need addressing as a result of the summer 2018 data. Governors acknowledged the brilliant end of summer results and thanked the staff for all their hard work. Governors also acknowledged that the pupil premium data at the end of the last academic year was strong and that this was something that had been addressed in school over the course of the year. As a result, it was noted that there is a much improved process in place for pupil premium students. It was noted that the pupil premium data only relates to two students. The Acting Headteacher said that, in terms of Maths, there will be a focus on greater depth in Maths across the school. She said there is a lot taking place in respect of Maths, such as the Babcock review and greater depth targets for the Maths lead. **A governor asked the Acting Headteacher to share the pupil premium plan with governors.** She said that she will share the document. **A governor questioned what is entailed in the Babcock Review.** The Acting Headteacher said that the review looked at the whole school Maths practice. She said that the review fed back that there was a need to focus on fluency in Maths. **A governor commented that Ofsted had highlighted the fact that the school was not doing so well in Maths and questioned whether there had been any improvements.** The Acting Headteacher said that there had been improvements in terms of the data but there was a need to focus on greater depth in Maths. **A governor asked what is entailed in fluency in Maths.** The Acting Headteacher said that it is about the understanding of the Maths and being secure in all aspects of the subject. **A governor asked what is entailed in mastery.** The Acting Headteacher said it is the ability to understand and apply the Maths.

In terms of SEN students, a governor asked why all SEN students are grouped together when their reasons for being categorised as SEN are very diverse. She said the group should be split into physical and cognitive SEN students.

It was noted that the wider curriculum update was also detailed in the Headteacher's report. The Acting Headteacher said that she considers the school has already made good progress in this respect. **A governor asked what the process and timeframes are for action plans for subject leaders which are evaluated using the ragging system.** The Acting Headteacher said that the whole process will be on a termly basis and subject reports will be presented to governors. **A governor asked what the curriculum concerns identified by Ofsted related to.** The Acting Headteacher said that Ofsted considered that the outcomes for a wide range of subjects are weak and need to be formally assessed. She said that the students are now much more aware of the subject area they are being taught than they were before. **A governor asked how the teachers are coping with the additional workload.** The Acting Headteacher said she did not know as yet. She said the assessment system has been collaboratively undertaken by staff which has been valued but it does require monitoring. **A governor asked if the learning walks had been undertaken by an external moderator.** The Acting Headteacher said they had been undertaken internally and that four out of the six undertaken to date were rated as being good. **A governor asked if there was a possibility of external moderation.** The Acting Headteacher said it was possible that governors could undertake learning walks. She said that Kernow Teaching School Alliance has a new school improvement partner who will also undertake whole school visits.



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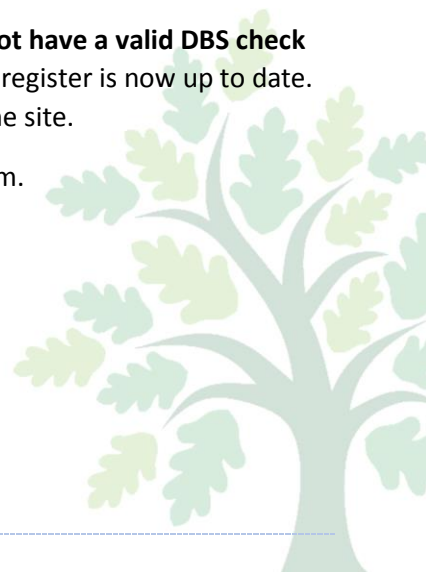
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In terms of the data presented, governors agreed that a close scrutiny of the data is required at the next LGC. It was noted that greater depth has dropped off in all year groups this academic year. The Acting Headteacher said that teachers are being very cautious about forecasting greater depth at this stage of the academic year but governors should not be concerned about the data. **A governor asked what focused intervention in writing refers to.** The Acting Headteacher said that there are two TAs in the classroom, Read Write Ink is in place as well as precision teaching.

In terms of stakeholders, governors noted there are 144 students on roll and that many prospective students are being shown around the school. She said that one new starter in EYFS is confirmed. It was noted that attendance is strong. **A governor asked the Acting Headteacher if many fines had been issued to parents for taking their children out of school during term time in order to go on holiday.** The Acting Headteacher said that a lot of fines have been issued which has been unpopular with parents. She explained that fines are incurred if a student has more than 10 sessions unauthorised absence in 10 weeks. She said that certain personal absences, such as funerals, are authorised. She said that she has also used her discretionary power and authorised a holiday in Spring 2019 for a family who have had multiple bereavements. She said that a parent had complained to the governors as they considered the policy on fines for unauthorised absence was not being fairly applied and that the policy is poor. The Chair said that the matter had been dealt with through discussion with the parents concerned. It was acknowledged that there is some concern about discretion in the policy which governors need to address. **A governor asked if absence includes late arrivals at school.** The Acting Headteacher said this is a different issue which is dealt with in school. **A governor challenged the Acting Headteacher to detail the persistence absence figures.** She said that persistent absence is still very good and that the data will be added to the next Headteacher's report. In terms of other stakeholders, it was noted that the LGB has a new Clerk and a potential new governor. The report also detailed a staffing update. Governors noted that in terms of safeguarding, all staff had had level 2 training and that all new staff have had Cpoms logins and training. It was noted that Year 6 students are to be Stay Safe mentors. A CPOMs update was also circulated.

A governor said there was some concern in PLT that some visitors to schools do not have a valid DBS check in place. The Acting Headteacher said that she was satisfied that the single central register is now up to date. She said that she was also looking into the public liability insurance for visitors to the site.

It was agreed that the Chair would arrange LGB visits to school for the next half term.





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7. RAP – to receive and consider a RAP report

It was noted that there were no outcomes to report from the last meeting apart from the data. The Chair said that RAP – Rapid Action Plan - is still in very early stages. The Chair said the aim is to focus on standards. It was noted that the group are looking at writing as a whole school focus which is about students honing their writing skills across different genres and subjects as well as oracy and a general awareness of language.

The next meeting of the Lostwithiel School Governing Committee will be on Wednesday 5th December 2018 commencing at 6pm.

There was no further business and the meeting closed at 7:40pm





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