



Lostwithiel School
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Minutes of a Meeting of the Local Governing Committee of Lostwithiel Primary School held on 27th November 2019 at 6pm.

Present:

**Dan Solly (Chair), Natalie Simmonds (Headteacher),
Kate Webber (Deputy Headteacher), Becca Ellis, Tom
Miles, Mike Stead and John Brown**

Absent:

In Attendance: Jo Naylor

Sue Blaxley (Clerk to the Governors)

1. Welcome

The Chair welcomed everyone to the meeting. There were no additional pecuniary interests to declare. There were no apologies for absence, but it was noted that Amanda Barrass has resigned from the Local Governing Committee. It was agreed that a new governor needs to be appointed but ideally, a non-parent governor would be most suitable. The Headteacher said that active recruitment is taking place. It was noted that Jon Brown and Dan Solly are now Board appointed governors.

2. Minutes of the Meeting held on Wednesday 26th September 2019 and report on action points

The minutes of the meeting held on Wednesday 26th September 2019, having previously been circulated, were agreed as an accurate record.

3. Matters Arising not included on the agenda

It was noted that Amanda Barrass had been nominated as the Personal Development and Wider Curriculum Governor. Jon Brown said that he would become the Wider Curriculum Governor. **A governor questioned what personal development means.** The Headteacher said that it interlinks with behaviour and attitudes and involves moral and spiritual health and overall well-being. Tom Miles said that he would become the Personal Development Governor. The Headteacher said that the merger with CELT has taken place.

4. Election of Chairman

It was proposed by Becca Ellis and seconded by Tom Miles that Dan Solly be elected as Chairman of the LGC. All governors voted in favour of the proposal.

5. Reading and Writing

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Jo Naylor explained that reading and writing are part of the SIP and the new Ofsted framework. She said that the School Improvement Partner had visited the school and, as a result, seven priorities had been outlined for reading and a document has been created detailing these priorities. She said that the priorities include prioritising reading in school, promoting the love of reading and teaching phonics in EYFS. **A governor asked if a child can choose a reading book above their reading level.** The Headteacher said they could not do this as they have to choose a book within their reading range. The Headteacher explained that the bottom 20% of readers have been identified and they are read to a member of staff every day. In addition, she said that IEP Year 2 provided for those who fail their phonics test in Year 1. **A governor questioned whether the bottom 20% of readers has shown accelerated progress as a result of this intervention.** The Assistant Headteacher said this was the case in class but accurate measurement of this will be undertaken this week. **A governor questioned whether this will mean that there will be a lower percentage of children at the bottom in terms of their reading ability.** The Headteacher said this would be the case. She said that reading is a strength at this school. She said that the seven priorities identified in the document are embedded as they have taken place over a long period of time. She said that Ofsted will “deep dive” into reading. **A governor said that the challenge partner said that the school should have a reading governor.** The Headteacher said that she valued his opinion, but she did not think that a reading governor would have enough impact.

In terms of writing, Jo Naylor said that this is an area for development in school. She said that the English policy has been circulated to all governors and it covers all aspects of English. The Headteacher said there is a lot of work to do in respect of writing in school. She said that for KS1 children, the focus is on getting the children to read. She said that free write Fridays have been introduced for KS1 children. She said that for KS2 children, staffing changes have been made based on teaching quality in English. The Headteacher said that the aim is to write a long-term plan for English. **A governor challenged the Headteacher to explain what the overall aim is in writing.** She said that the overall aim is to ensure massive progress is made. **A governor asked what this massive progress will look like.** The Headteacher said that she will circulate teacher assessment data for writing and compare it to national data at the next meeting of the LGC. The Headteacher said that, in Year 6, there should be greater progress in writing than in last year’s cohort although the attainment will not be as good as that for the last two years. She said that the predicted figure for combined reading, writing and Maths for this year’s Year 6 is 78%.

Governors had submitted a number of questions to the Headteacher prior to the meeting which were as follows:

One of the main themes running through the Challenge Partner visit report is making better use of our website. Is this in hand, and when will it be achieved by? There are two stands to this; one is to ensure everything statutory is published on the website. This includes the new curriculum documents that will be in line with the new Ofsted framework. Our deadline for this is 10th January 2020, as we are working on creating these documents as a staff this term. The second, which is to make better use of celebrating our work through the website, will look at creating a page to celebrate the composites at the end of each half term. A realistic time frame for this is the end of spring term 1.

Can the SIP objectives be made more SMART? They all sound very sensible and in line with known areas for improvement, but I'm not sure how governors can measure whether and when some of the goals have been

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achieved. I will add milestones to the termly impact sections so Governors can compare progress made to what would be seen as positive impact.

What are the current rates of progress and attainment for these pupils? What do we want to raise them to? When do we want this to be done by? Some of the actions are certainly specific ('identify pupils into virtual cohort', 'devise each pupil an individual progress plan'), but how will we be able to measure the impact?

These differ pupil by pupil, on an individual basis. This is why they all have individual targets. What is common is that they are working towards or below age related expectation. We have identified 18% of children as working at this level and would like to reduce this to below 10% so that 90% of the children in school would be working at ARE or above by the end of the academic year. We will review each individual's targets at the end of each half term and assess if they have met this target or not to measure the impact of the individual targets set. **A governor asked if 10% is achievable.** The Headteacher said that it is but acknowledged that it is an ambitious target.

"Construct a curriculum with a broad range of subjects, that is ambitious and coherently planned. Ensure that this meets the needs of disadvantaged and SEN learners." How will we be able to evaluate whether this has been achieved, and what the impact has been? We will evaluate this through our usual monitoring and evaluation systems, planning scrutiny, book scrutiny, pupil conferencing, learning walks and lesson observations.

The Ofsted Inspection Data Summary Report advises us that writing progress has declined in 2018-19 which is in contrast to its improvement in 2017 and 2018. One of the key reasons may be to do with the strengths of particular cohorts as they journey through the school, but given the extensive and really creative resources and curriculum planning that I can see is happening both in my visit and from Jo Naylor's report, can we be assured that the rates of decline in attainment over time will return to an improvement in outcomes, and to what degree of confidence? The decline in question is really down to a small minority of pupils (3) two of which came to Lostwithiel in Year 5. The numbers shown in the IDSR show that due to cohort size, this is not a significant trend. That withstanding, we are expecting positive progress this year and will continue to strive to improve outcomes in writing for all pupil as per the SIP.

In my visit, I saw some excellent resources such as sentence starter cards designed to improve the complexity of written sentences. Is there a sense amongst all teachers that the resources are supporting improvements in writing confidence? Yes, however leaders are still bringing about the plans to link this further with the curriculum and will be making the intent of the learning more precise to ensure this is happening.

Free Write Fridays should provide enormous opportunities for children to improve their skills – what systems are being used to monitor and assess writing improvement during these lessons? We will be using the same monitoring and evaluation systems we use to assess the quality of teaching and learning across the school. These include, lesson observations, pupil conferencing, book scrutiny, planned moderation as a staff and through the KTSA. Jo Naylor is linking with Fowey School to look at comparative judgements in writing following KTSA training. This will strengthen teachers' subject knowledge further.



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There is a significant performance gap between boys and girls in writing with girls above and boys well below national progress: how is this being addressed and monitored for improvement? This was cohort specific. We have identified the pupils working below expectations across the school and this is not a boy issue but a writing issue. This is being addressed as per the SIP.

Have individual progress plans now been created for all learners, and intervention in place for lower attainers through the virtual cohort? Yes

Is a focus on writing embedded into all other non-core curriculum areas? This is still embedding. Leaders are still bringing about the plans to link this further with the curriculum and will be making the intent of the learning more precise to ensure this is happening.

Are all teachers meeting the expectations of leaders in planning for improvements in writing? This is not done in isolation as we are planning for these improvements as a team so that the intent and implementation is precise, planned and cohesive across school. Therefore, teachers will meet expectations as they are doing this alongside senior leaders.

The challenge day visit report makes some recommendations in relation to improvement in reading. These are in the better use of the school website and learning environment in showcasing work, the use of reading roundabouts, and providing high-quality intervention for weaker learners. Is there a plan in place to address these findings and is it in place? Both have been completed. The seven aspects of reading will be published by Wednesday 4th December 2019 and will be shown in the LGC meeting by Jo Naylor.

6. Safeguarding, Stakeholders and Standards

It was noted that the Headteacher had circulated a bulletin prior to the meeting regarding safeguarding, stakeholders and standards.

The Chair of Governors said that he had undertaken a visit to school and was very impressed. He said that he witnessed incredibly good behaviour and that the children were very engaged in their learning and it was an absolute joy to visit the school. It was agreed that there is a need to put this in the newsletter as it is a cause for celebration. In addition, she said that the SIP partner had identified excellent behaviour in school. The Headteacher said that there had been a Parent Steering Group and it was noted that a lot of parents had made positive comments. The Headteacher explained that work next term will focus on lesson planning and producing statements of intent in line with the national curriculum. **A governor asked when this work will be completed.** She said that this is anticipated to be complete by December 20th 2019 and the information will be on the website by 10th January 2020. It was agreed that the Headteacher will inform the LGC as to which members of staff are the subject leaders. **A governor asked if there is a policy for all subjects.** The Headteacher said there is a calculation policy for Maths but there are not policies for individual subjects. She explained that documents of intent are being produced for these subjects. **A governor asked if most policies are produced at Trust level.** The Headteacher said that they are. It was noted that all governors safeguarding training is up to date and satisfactory. She said that statutory documents including curriculum overviews will be on the website. She said

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that celebratory work can be put on the website at a later date (at the end of Spring term 1) but she said that careful thought has to be given as to how this is done as the material becomes out of date very quickly. Governors agreed that the website looks good. **A governor asked if milestones on the SIP will be added on for each term percentage.** The Headteacher said they would. **A governor asked if the School Council looks at learning.** The Headteacher said that it does, and the pupil conferencing is very informative and effective. She said that the School Improvement Partner will visit the school on 10th March 2020 to look at the broad curriculum and that as the school is a RI school, 3 days of support will be provided by the DoE. **A governor asked what the FFT dashboard entails.** The Headteacher said it is the Fisher Family Trust and it comprises the last 3 years of data.

Behaviour Policy – to ratify the Behaviour Policy

7. Governors agreed that it is a very clear policy without ambiguity. The Headteacher said that she had done two Fte for the same child this academic year. She said that various outside agencies have been asked to provide support for this child and that, in school, 1:1 support is in place. **A governor asked how this is being paid for.** The Headteacher said that the money has come from the “supply” budget. **A governor challenged the Headteacher to explain if the child is responding to the support.** The Headteacher said that there is not a consistent and positive response. She emphasised that the behaviour of this child is not, in any way, impacting on the other children. **A governor said that Ofsted had recommended an external review of governance and questioned whether this had ever taken place.** The Headteacher said that she would ask the governance officer at CELT for her opinion on the necessity of this.

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

LOSTWITHIEL SCHOOL LGC

27th NOVEMBER 2019

ACTION POINTS

<u>Minute Number</u>	<u>Action</u>	<u>By Whom</u>
5	Circulate teacher assessment data for writing and compare it to national data	NS
7	Ask the governance officer at CELT whether a review of governance is needed.	NS





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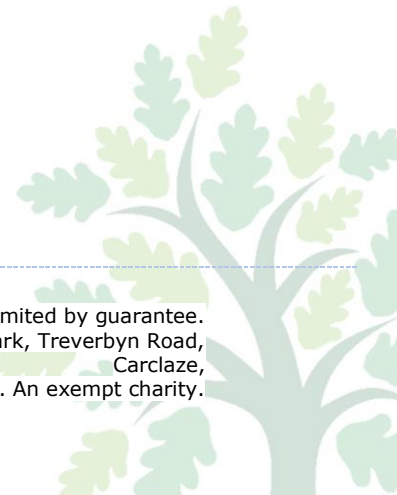
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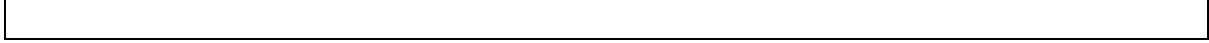




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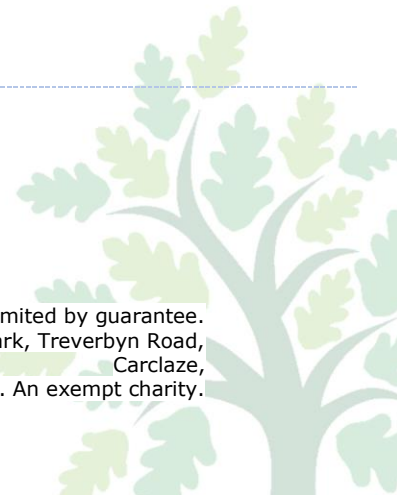
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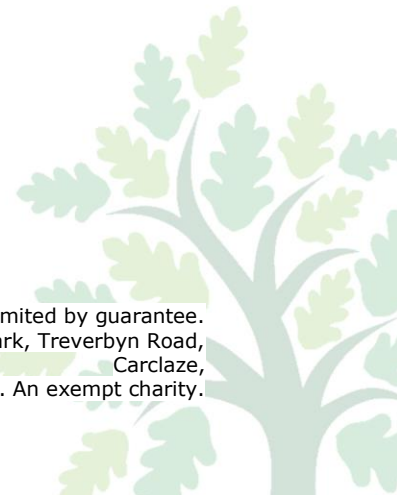
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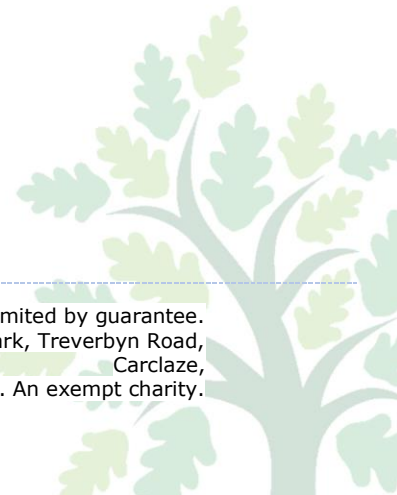




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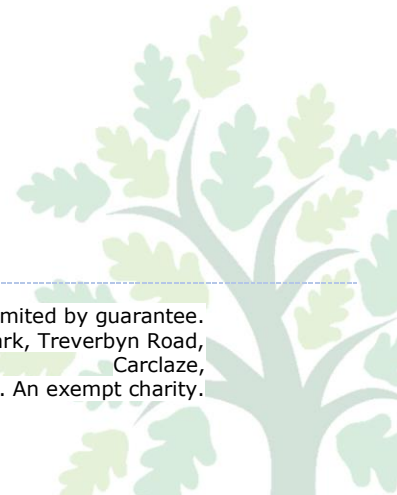
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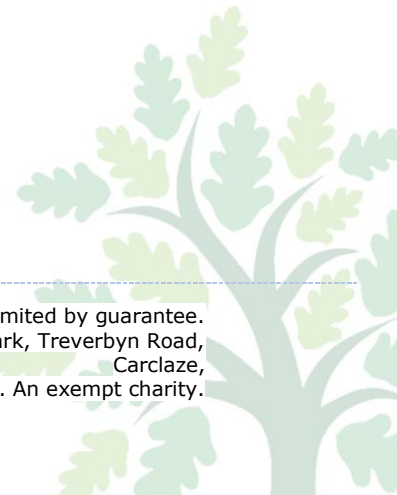
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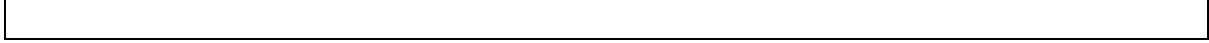




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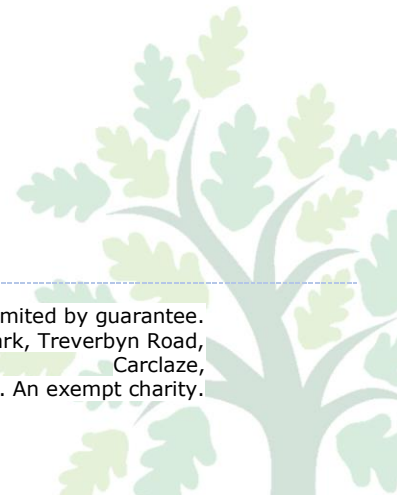
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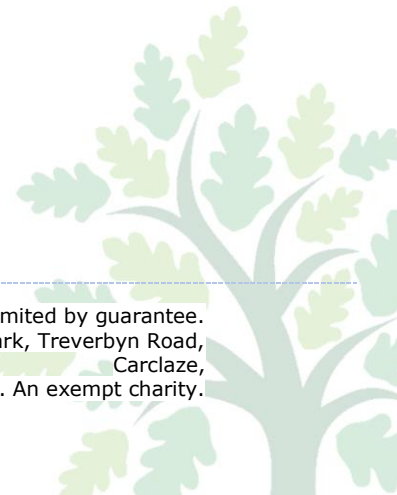




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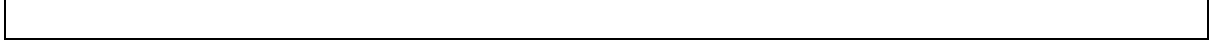




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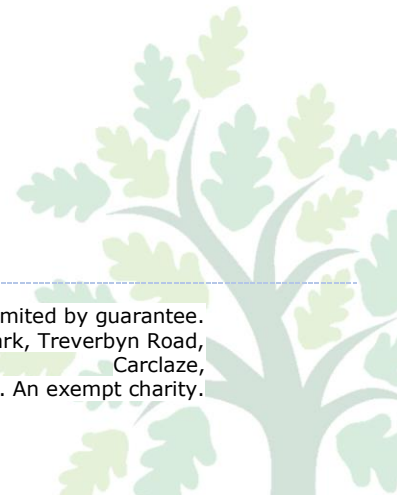
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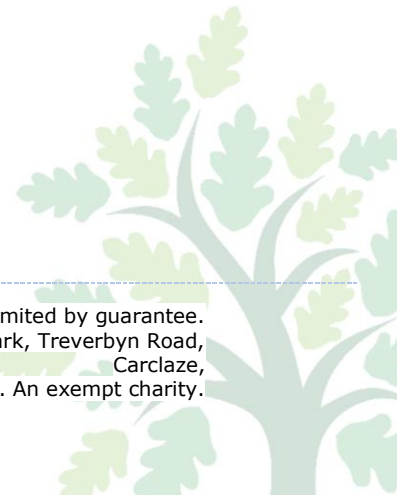
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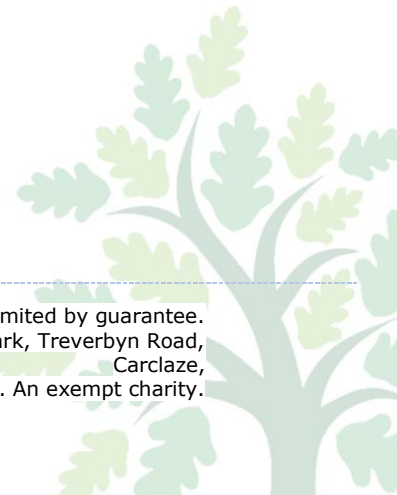
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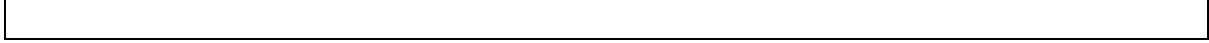




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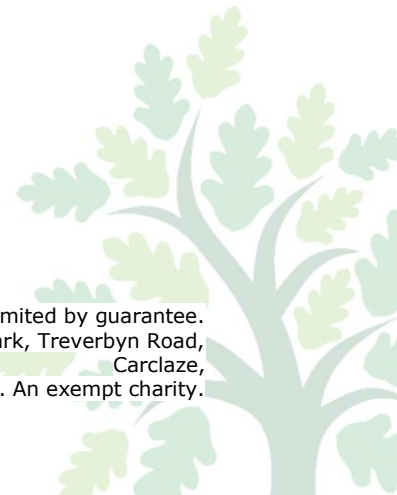
www.lostwithiel.cornwall.sch.uk
Telephone: 01208 872339

**PRIDE,
PASSION,
PARTNERSHIP,
PERSEVERANCE,
PARTICIPATION.**



Headteacher: Natalie Simmonds

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