



Lostwithiel School
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Minutes of a Meeting of the Local Governing Committee of Lostwithiel Primary School held on 5th December 2018 at 6pm.

Present:

Absent:

Dan Solly (Chair), Kate Webber (Acting Headteacher), Becca Ellis, Tabatha Carnell, Tom Miles and Amanda Barrass

In Attendance: Jill Gerrish (Chief Operating Officer - Peninsula Learning Trust) for part of the meeting
Sue Blaxley (Clerk to the Governors)

1. Welcome

The Chair welcomed everyone to the meeting, including the new non parent governor, Amanda Barrass. He also welcomed Jill Gerrish from Peninsula Learning Trust. There were no additional business or pecuniary interests to declare. Apologies for absence were received and accepted from Mike Stead and John Brown. The Acting Headteacher outlined the evacuation procedure.

2. Minutes of the Meeting held on Wednesday 17th October 2018

The minutes of the meeting held on Wednesday 17th October 2018, having previously been circulated, were agreed as an accurate record. It was agreed that an action list would be added to the end of the minutes for each LGC meeting and that the Chair would sign the minutes which the Clerk would retain as the definitive record of approved minutes.

3. Matters Arising not included on the agenda

The Acting Headteacher said that she and Dan Solly had met with Bex Couch to assess governance and that a governance improvement plan will be produced in due course. She said that she would coordinate and diarise governor visits for the rest of the academic year.

4. Risk Register – to receive and consider a report from Jill Gerrish

The Chief Operating Officer from Peninsula Learning Trust, Jill Gerrish, explained her role within the Trust. She explained that the Lostwithiel Strategic Risk Register highlights any matters of concern to the Headteacher and links into the Peninsula Learning Trust Development Plan which is in effect until 1st September 2019. She explained that the risk register is divided into sections and that for each issue raised as a risk in each section of the document, three assessments are made: the inherent risk which is the risk if the school does nothing, the residual risk which is the risk at this point in time, given the measures in place and the target risk which is the overall aim in terms of minimising the risk. She said that governors should examine the risk register on a half termly basis and challenge the Headteacher on the document at each LGC meeting. She said that challenges may include asking what the impact of a particular risk would be if it happened or requesting that a risk be added or deleted from the register or challenging the Headteacher to



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explain why a particular risk has been weighted as it has. The Chief Operating Officer explained that the risk register is a living document and should always seek to incorporate risks that have changed and to add or delete risks as necessary. She explained that every school has to focus on eliminating risk and reducing risk and the document has to be presented to the Board for consideration on a regular basis. **A governor asked if the risk register is a public document.** The Chief Operating Officer said that it is not a public document but that it should be shared internally. She said that the risks identified in the risk register should be included in the SIP and SEF. **A governor challenged the Chief Operating Officer to explain the aim of the risk register.** She said it was to reduce the risk overall and to remove some risks completely. **A governor challenged the Acting Headteacher to explain why some high risk and complex risks, such as securing school improvement, had been grouped together in the document.** The Acting Headteacher said that it would be preferable to separate out some of these risks into more manageable items. **A governor challenged the Acting Headteacher to explain what the main focus of the risk register is.** She said that it is school improvement. The Chief Operating Officer said it is about making the document work for governors and to ensure that the school focuses on issues relevant to them. **A governor asked if Ofsted would want to examine the risk register.** The Chief Operating Officer said that it is more likely that they would want to see the SIP and SEF. **A governor challenged the Acting Headteacher to explain if there were any issues that surprised her in terms of the risks identified when she was compiling the document.** She said that there were not but that it had been a useful exercise and has certainly increased her awareness of the risks. It was agreed that all governors would read the document and challenge the Headteacher about the document at every LGC meeting. The Chief Operating Officer explained that there is an additional document to accompany the risk register which will aid governors' understanding. She said that she would circulate the additional document.

5. Year 5 Classroom Refurbishment – to receive and consider a report from Jill Gerrish

The Chief Operating Officer explained that, in June 2018, the Board allocated £45,000 towards repairing the floor in the year 5 classroom. She said that, at that time, the Board made it clear that the classroom needed additional repairs including addressing the damp issue in the classroom and they said that they wanted to fully support the refurbishment of this listed building. She said that, at the time, there were issues relating to the fabric of other schools in the Trust and that £105,000 was retained by the Board until the outcome of those physical repairs was known. She said that the Board had agreed that any spare money would then be allocated to the refurbishment of the year 5 classroom. The Chief Operating Officer said that Cornwall Council has now examined the classroom and undertaken a risk assessment and as a result, had condemned the classroom due to the presence of black mould. As a result, the year 5 classroom was relocated to the library last Friday evening. Governors thanked the Acting Headteacher and the staff for all their hard work in this respect. The Chief Operating Officer explained that, during next week, spore samples of the black mould will be analysed to ascertain if there is a risk to respiration. She said that the rear wall of the classroom needs "tanking", the walls of the classroom need re-rendering and a new floor is needed. She said that quotations are being sought from appropriate contractors. She emphasised that the Board want to provide an excellent working space for the children. **A governor asked if Lostwithiel Educational Trust need notifying of this issue.** The Acting Headteacher said this was the case. **A governor challenged the Chief Operating Officer to explain why the classroom was not condemned in June 2018.** The Chief Operating Officer said that the bid for the works was submitted in March 2018 and that she had asked the PLT Estate's team to assess the classroom in June 2018. She said they did assess the classroom and ascertained that, whilst the classroom floor needed replacing, there were also other issues, such as the damp problem, which would need



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addressing. The Acting Headteacher commented that she considered that the possibility of additional funding being forthcoming and hence the delay to the works to the classroom floor, could have been better communicated to the school by the Board. She said that the school was under the impression that the works to the classroom floor were going to take place during summer 2018. **A governor challenged the Chief Operating Officer to explain if the Board offered assistance with the emergency relocation of the year 5 classroom.** She said that the site manager from Peninsula Learning Trust was at the school and there has been extensive IT support from the Trust. **A governor asked if the year 5 classroom is completely out of operation for all purposes.** The Chief Operating Officer said that she did not know until the results of the spore analysis are known. **A governor challenged the Chief Operating Officer to explain if the remainder of the building will be assessed for damp problems.** She said that a risk assessment on the entire building will be undertaken in due course. **A governor challenged the Chief Operating Officer to outline the timetable for the works to the year 5 classroom.** She said that quotations from contractors are likely to take between 48 hours and 2 weeks to arrive with the Board. **A governor commented that if there is a significant damp problem, Listed Buildings' Officers will become involved which will inevitably result in protracted discussions about the refurbishment work, with the end result of a refurbished classroom being a significant time in the future.** **A governor challenged the Acting Headteacher to explain how long the year 5 children will be accommodated in the library.** She said that it would be in their best interests to keep them in this space for the remainder of year 5. **A governor asked where the library books can now be found.** The Acting Headteacher said that they are outside the relevant classrooms. **A governor asked if the afterschool club and the breakfast club still take place in a classroom space.** The Acting Headteacher said that they do and acknowledged that this is not ideal. She said that staff are responsible for ensuring that the classroom is ready for the school day after each session of the clubs.





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10. Impact Reports – to receive and consider impact reports from the Maths and English Leads

It was noted that these reports had been circulated in advance of the meeting. In terms of the literacy impact report, the Acting Headteacher explained that the overall message was that there has been strong overall progress. She said that the report enables middle leaders to demonstrate what has happened in their specific areas of learning and the impact that the measures have had. **A governor asked what period of time the impact report related to.** The Acting Headteacher said that the report related to the data as at July 2018. **A governor challenged the Acting Headteacher to explain if middle leaders are allocated time in a working week to prepare the impact report.** She said that this was not the case as it was undertaken as part of a whole school impact remit. It was noted that the impact report identified the training that the literacy staff have had, who has examined the literacy work of the children, pupil voice in terms of literacy and the impact of interventions in literacy on pupil premium children. **A governor commented that some of the literacy impact report would benefit from additional scrutiny and analysis with the data being more clearly referenced. A governor also said that the Maths and Literacy impact reports should model the Headteacher's report in terms of their reporting styles. A governor asked what expected + means.** The Acting Headteacher said that it relates to children achieving the expected progress or above. **A governor challenged the Headteacher to explain if 6% above national is significant for year 6 writing.** The Acting Headteacher said that any result above national is significant. **A governor challenged the Acting Headteacher to explain what targets are based on.** She said that the targets are based on this year's cohort.

In terms of the Maths impact report, the Acting Headteacher said there is a strong positive picture across the year groups. She said that it highlights the "watch groups" and shows an analysis of pupil premium children and an SEN analysis. Governors agreed that the Maths impact report was quite clear and able to be understood.

Governors agreed that Arial font should be used on both impact reports.





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

Governors thanked the Acting Headteacher for all her endeavours in respect of the budget and for retaining the expenditure in line with the budget. She said that it was fortunate that the LSA and COOP funding had come to fruition.

The Acting Headteacher explained that it had not been possible to provide more in depth data in the report due to the timing of the processes involved in obtaining and agreeing the data. In terms of standards, the Acting Headteacher said that there had been 19 lesson observations, 15 of which were good or outstanding. She said the other four were observed as requiring improvement. She said that 9 learning environment monitoring visits had been undertaken and all were observed as good or outstanding. **A governor asked if staff know when their lessons will be observed.** The Acting Headteacher said that they know the week of the observation but not the exact time. She said that teachers receive immediate feedback. **A governor challenged the Acting Headteacher to explain if the number of good or outstanding observations were an improvement on the Ofsted Inspector's observations.** She said that, percentage wise, they were the same and explained that the Ofsted Inspector had identified that the level of teacher talk in the year 3 and 4 lessons was too high. However, she said that neither of these teachers who had been observed by the Ofsted Inspector was still at the school. **A governor asked if the observation process is standardised.** The Acting Headteacher said that she is the sole observer at the present time but observations would usually involve the Headteacher as well. She said that Ofsted were satisfied that the standard of internal observations was good. The Acting Headteacher explained that the Challenge Partner Inspection had taken place on Monday and they examined Maths, books and the data. She said that it was a positive inspection and hopes the report reflects this. **A governor challenged the Acting Headteacher to explain what measures have been put in place to support those teachers whose lesson observations were observed as requiring improvement.** She said that staff are now invited to book scrutinies so they are aware of the expectations in this respect. She said this is a positive, collaborative process. She said this has been very positive for the year 3 teacher and the books in that class are looking a lot stronger. She said that 3 monthly reviews have been put in place for the year 3 teacher which highlights areas of focus in her teaching. She said that this has been met positively by the member of staff concerned. In terms of the year 1 teacher, she explained that an informal support plan has been put in place which includes basic strategies to enable her to manage a challenging class more effectively. She said that this has been met positively too. **A governor challenged the Acting Headteacher to explain how marking is demonstrated to the children.** The Acting Headteacher said that there is a marking policy in place to ensure a consistent approach. She said that children receive a stamp in their books which specify change or challenge. **A governor challenged the Acting Headteacher to explain the gold star system.** She said that a gold star is awarded for an outstanding piece of work and the reward is to visit the Headteacher and to receive a gift. **A governor commented that children would benefit from this being verbally reinforced.** Governors agreed that, in terms of marking, there is a need to ensure effective and consistent feedback. **A governor challenged the Acting Headteacher to explain if the marking policy is available on the website and commented that a parents' guide to the marking policy would be useful.** The Acting Headteacher said that she would check if the marking policy is on the website. **A governor challenged the Acting Headteacher to explain what "take up time" refers to.** She said this is the pupils' response time to the change or challenge stamp and it ensures that teachers are providing the opportunities for the children to do this.



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A governor asked if Peninsula Learning Trust have provided the suite of support that was promised when the Acting Headteacher came into post. The Acting Headteacher said that some support has been provided by Paul Towe but that other Headteachers from schools in the Trust have not been into school to provide support in terms of matters such as the pupil premium plan or undertaking learning walks as was promised. The Acting Headteacher said that she would demand help from PLT if she really needed it. It was acknowledged that the promised support from Peninsula Learning Trust has not been forthcoming in totality. The Acting Headteacher commented that it is often difficult, in a small school, to provide subject leads which inevitably increases her workload. She said that the new non parent governor will be visiting the school and undertaking a wider curriculum scrutiny. **A governor asked if there was a pro forma to complete following a governor visit.** The Acting Headteacher said that she would circulate the pro forma to all governors.

In terms of absence, the Acting Headteacher said that she had added persistent absence to her stakeholders report. She explained that the majority of persistent absence relates to holidays. She said that attendance of year 1 and EYFS children had dropped due to an outbreak of scarlet fever. She also said that the attendance for year 5 pupil premium children had shown a slight increase of 2%. **A governor asked if the absence figure for year 1 pupil premium children related to one child.** The Acting Headteacher said that it did and that the absence was due to scarlet fever.

In terms of staffing, the Acting Headteacher explained that a member of staff who was budgeted to stay until Easter will now be leaving on 1st February 2019 as her contract of employment erroneously terminated her employment before the agreed date. The Acting Headteacher said that this means that there will be a period of two weeks up until 25th February 2019 without an EYFS teacher in place. **Governors fully supported the proposal that her new employer could defer her start date until 25th February 2019.** The Acting Headteacher said that the site manager is only employed for 15 hours a week and if he is absent, this causes a problem as his duties are not covered. **A governor challenged the Acting headteacher to explain the impact of this.** She said that it presents a very challenging situation if the site manager is not in school for one of his two days in any one week. **Governors challenged the Acting Headteacher to investigate the process for obtaining cover for the site manager in his absence.** It was noted that one member of staff is due to have a knee operation in due course.

In terms of safeguarding, the Acting Headteacher said that a temporary supply TA will provide additional support for a year 1 child with challenging behaviour. She said that the member of staff has just started in this role but it appears to be beneficial. **A governor asked if this support was accounted for in the budget.** The Acting Headteacher said it was not. **A governor commented that there are a high number of EYFS behaviours.** The Acting Headteacher said that one member of staff is now working on this. The Acting Headteacher said that there was one incident of Team Teach and one external exclusion for a day. **A governor challenged the Acting Headteacher to explain if such behaviour disrupts other children in the class.** She said the aim is to minimise class disruption and if necessary, exclude the offending child from the classroom in order to minimise disruption. **A governor asked if pupil premium children can be permanently excluded.** The Acting Headteacher said that she was unsure if different rules apply to pupil premium children. **A governor challenged the Acting Headteacher to explain if parents are informed of significant disruptions in the classroom as these are often mis-communicated by parents.** The Acting Headteacher said that she would seek advice as to how best to communicate this quickly, efficiently and sensitively to parents.



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The next meeting of the Lostwithiel School Governing Committee will be on Wednesday 6th February 2019 commencing at 6pm.

There was no further business and the meeting closed at 7:55pm

LOSTWITHIEL SCHOOL LGC

5th DECEMBER 2018

ACTION POINTS

<u>Minute Number</u>	<u>Action</u>	<u>By Whom</u>
4	Read risk register	All
4	Circulate additional risk register document	JG
11	Check marking policy is on website	KW
11	Circulate governor visit proforma	KW
11	Investigate process for obtaining site manager cover	KW
11	Diarise and coordinate governor visits for the academic year	KW
11	Seek advice on communicating significant behaviour issues in a classroom to parents	KW





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