



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

Minutes

Local Governing Body Meeting

Wednesday 21 October 2020

LOCAL GOVERNING BODY MEETING MINUTES

School:	Lostwithiel School
Quorum:	8 governors in post
Chair:	Mr D Solly
Clerk:	Mrs Hilary Dipper
Date of meeting:	Wednesday 21 October 2020 at 5.30pm
Venue:	Lostwithiel School – Meeting Room

Attendance:

Name:	Governor	Other (please state)	Present/Apologies/Absent
Mrs N Simmonds - Headteacher	Yes		P
Mr D Solly - Chair	Yes		P
Mr J Brown – Elected Parent Governor	Yes		P
Mrs K Webber – Elected by Staff	Yes		A
Mrs R Ellis – Community: Board Appointed	Yes		A
Mr T Miles – Community: Board Appointed	Yes		P
Mr M Stead – Elected by Support Staff	Yes		P
Mr D Parker – Community: Board Appointed	Yes		A
Mrs Hilary Dipper		Clerk	P

1	Welcome, apologies and confidentiality: Chair welcomed all. Apologies noted above.	Chair
2	Election of Chair and Vice Chair of Governors: <ul style="list-style-type: none"> Chair of Governors: Governors agreed the appointment of Dan Solly as Chair of Governors for a further tenure. Vice Chair of Governors: Governors agreed the appointment of Jon Brown as Vice Chair of Governors for a further tenure. TM appointed for a further term of office. 28.02.20-27.02.24. MS – tof to be reviewed Website/GIAS details for governors – to be updated 	Headteacher /Clerk
3	Pecuniary Interests - An opportunity to declare any additional business interests: No further interests declared. Annual forms to be circulated for completion.	Clerk
4	Minutes of Meeting – 26 February 2020: The minutes were agreed as an accurate record and signed accordingly.	Chair
5	Matters Arising: <ul style="list-style-type: none"> Circulate revised Governance Review: no longer relevant. Complete Pecuniary Interests Form: Clerk to circulate form. Skills Audit: Clerk to circulate audit and produce matrix Potential Governors: Following discussion of requirement for additional Governors, it was agreed to seek a Co-opted Governor immediately and advertise for two parent governors in January 2021. 	Chair
6	School Improvement Priorities for 20/21: Priority 1: <ul style="list-style-type: none"> School Improvement plan to be completed at half term. Baseline assessments completed. Performance management carried out with teachers. Establishing childrens’ gaps through Covid eg: if working as expected, or, working towards. Governor questioned the current position. Continuing to establish via Reading, Writing, ReadWrite.Inc. On schedule as Lostwithiel ensured as many children as possible attended during lockdown. The majority of EYFS attended. Document entitled PIRA/ PUMA Analysis tabled. Assessment completed. 	Headteacher

	<ul style="list-style-type: none"> Y5 boys an issue, a small cohort of 4. Governor questioned - Looking at the PIRA/PUMA analysis, it appears that progress has suffered in reading much more than maths. Is there a reason for this? And how will it be addressed? HT noted the Maths work was straightforward during lockdown; Reading is more difficult as it has complex strands for parents thus unable to measure. Lostwithiel is strong but early to do an assessment. The Y5 boys will not be a significant trend in terms of national data but we will work hard to address their gaps in learning. Governor: in general do you feel children are back to the behaviour of learning or struggling? Y4/5 – notable difference between the years who had attended; with routines embedded improvement apparent. No whole school assemblies held, now in bubble; children are not mixing. Proud of Staff who are working incredibly hard. <p>Priority 2: Pupil Premium and disadvantaged children:</p> <ul style="list-style-type: none"> Governor questioned will this involve additional funding? HT reported currently working with Head of Brannel, additional funding available; the focus is on quality of teaching. Investing in coaching within school by external personnel. This is a 3-year project. Considerable effort on establishing threads. Governor noted sensible for schools to collaborate. Establishing barriers to learning. <p>Priority 3: Pupil numbers.</p> <ul style="list-style-type: none"> The goal is to increase numbers. Governor recommended promotion/advertising the school. HT to open Facebook page. A video has been prepared. Effects of home schooling have had an impact. Pre-school: Experiencing difficulty. HT has discussed future of pre-school with Trust Lead and possibility for the school to manage. Assessed wrap around funding, HT has spoken with Treasurer. Pre-school numbers are low thus affecting the funding. No Manager currently in post. As HT teaches 1½ days insufficient availability. The sustainability of the pre-school is questionable. To train additional staff for various administrative tasks. Governor expressed concern regarding HT's teaching commitment. The priority is to grow numbers, time investment and social media. Governor questioned re. catch-up funding: Have you got plans how to spend the Covid catch-up funding, and how can we as governors monitor the effectiveness of this (as we do with PP)? HT noted document to complete to be submitted to DfE, reporting £80 per pupil, total £8,000. Action taken, includes extended time of two part time TAs to support intervention and social, emotional needs in nurture groups. Governor reflecting on priorities 1 and 2, will Covid catch up funding link in to pupil premium? Governor questioned whether the class with the social/emotional pupils is a class that requires catch up? HT noted provision not in place previously. Governor questioned is it appropriate to spend catch up funding on behaviour support? HT reported that behaviour and emotional need should be addressed so pupils are in best position to learn. The teachers are also providing after school tuition time and building relationships: Governor enquired are families engaged: very positive 100% engagement with tutoring 	
7	<p>Staffing Update:</p> <p>Governor: Can we please have an update on staff and pupil wellbeing, and anything particular that we as governors should be looking out for here? We are carrying out a wellbeing survey for staff and pupils and I will report back in the next LGB meeting in my HT report. Understandably, this is a hard time for all, and teachers and support staff are working incredibly hard. As a leader I am concerned about the sustainability of the workload on teachers and will be looking at what I can do to support my staff.</p> <ul style="list-style-type: none"> Lostwithiel Context Crib sheet: circulated defining current staff and pupil details. HT outlined additional details. Conkers class: Pupil admitted with high medical need pre lockdown; no EHCP in place; qualified SENCO working with pupil; EHCP now awarded; SEN Apprentice student employed who will assist. Apple class: Pupil with high medical need, such that cannot access school without 1:1 care. Trust Lead assisted as no EHCP in place. Trust Lead not concerned about the financial 	Headteacher

	<p>implication as considered it was paramount for child to attend school. Appointed person with nursing background, training completed. EHCP applied for with strong evidence. The child's need may reduce over time. Governor questioned financial aspect of EHCP and whether it would be backdated? HT noted school required to contribute £6,000, the EHCP will not be backdated; Trust SENCO dealing with EHCP applications. Governor questioned re. TA work; confirmed working across classes.</p> <ul style="list-style-type: none"> • SENCO excellent and has met with Trust SENCO. Governor noted support required from SEND Governor. • Sports Coach: Appointed TM. • TA: Appointed SM. 	
8	<p>Pupil Update:</p> <ul style="list-style-type: none"> • Baseline Assessment: Governor: Thank you for all the data - I wasn't really expecting so much yet. In fact I'm finding it a bit confusing. For example, the PUMA baseline analysis says that 72% of Y6 are at EXS+ and 27% are at GDS+. But the Lostwithiel summary baseline document says that 68% are at EXS+, and 0% at GDS+ in maths. Can you let us know which we should be looking at here, and summarise the headlines for us? The summary baseline is purely Teacher Assessment, in which teachers have been conservative. The PIRA and PUMA is hard data from the tests taken in assessment week (16th Sept 2020). We are using the PIRA and PUMA data to compare our school to other trust schools so I would direct you to use that at this time until Teacher Assessment has become more secure with children being in school for a longer period of time. Governor queried PUMA data using for comparison and headline to benchmark. Progress noted. Governor: is that showing us where the children in that class should be? standardised score is 100 Governor: if children who achieved brilliantly is that the progress? Noted progress slightly lower. It will look different in December. • KS1/KS2 Statutory Assessment: no concerns. Governor: Is the 2020 KS1 and KS2 statutory attainment and progress data (and FFT docs) based on where pupils were before lockdown? Or was it extrapolated to where you thought they'd be at the end of the year? And how much do we need to worry about this given that they won't be published? • Data available: Attainment lower than previous years; progress would be exceptional in normal circumstances. Essential to acknowledge as huge amount of progress. Governor: where did data come from? confirmed teacher assessment, conservative with assessing. Governor: requested are you confident in teacher assessment? Confirmed it would have been helpful to make comparisons. • Y6 strong: • Governor: in terms of marketing the school, could we use the excellent data when advertising? confirmed. • Attendance: 97.93%:- <ul style="list-style-type: none"> • one term-time holiday: required to isolate on return; holiday recorded as unauthorised; Covid isolation authorised. Pursuing fixed penalty notice. • persistent absence: 7% over shorter period; aware of pupils to support; previously used PP funding, if disadvantaged can support with PP eg to provide taxi transport to school. Governor: If the absence figure is 2%, does that mean attendance is 98% despite Covid issues?! If I've misunderstood this, can we please have an attendance breakdown? This absence figure was last academic year. Although our attendance has been over 97% despite the Covid pandemic. 	Headteacher

9	Safeguarding: <ul style="list-style-type: none"> • Full report to be issued for next meeting. • Safeguarding training all staff completed Tier 2. Focus on mental health, part of online training; • 1 referral to MARU Social Worker contacted – these pupils attended during lockdown as well as the more vulnerable. Governor: has there been a Covid impact on these children? HT noted invited children with challenging behaviour in during lockdown; there has been an impact but manageable. One pupil with Social Worker attended after persuasion. Children who were borderline vulnerable attended. Although stretched there was full attendance. Correspondence positive. • SCR: School Central Record: Validated by HT and Safeguarding Governor, organising external assessment of SCR. To inform Ofsted TM– Sports Coach and Sarah Middleton TA – recruited during lockdown via TEAMS through HR and usual safer recruitment processes. • Governor questioned - In the absence of school trips, how are children accessing the wider experiences that these would normally offer? And are plans in place for summer trips in case these can happen? HT confirmed the following activities:- one club for each bubble; football; to book Cornwall Outdoors residential, will refund if required to cancel, transport to be arranged. Researching trips and visits for next term. Governor emphasised the value of sports and educational visits. Following Art, Computing, History, a full curriculum in place. • Governor questioned - How is the new curriculum settling in? Have you been able to really launch it, or are you having to focus on catch-up curriculum? We are teaching a full curriculum offer with the exception of swimming and some music. Monitoring shows teachers are following the new curriculum plans (see website). • The ambience In school is 'business as usual'; Trust Lead confirmed this during a recent visit. Children are excellent, enjoying being back. 	Headteacher
10	Health & Safety: <ul style="list-style-type: none"> • Lunchtimes: children eat their lunch in their Bubbles. • Risk Assessment: circulated. • Yoga: being delivered by external visitor, temp checked on entry, maintains distance. • Parents' Evenings: discontinued; consultations via 'phone call. • Teachers at gate with staggered drop off and pick up - has been an advantage for maintaining contact. 	Headteacher
11	Policies to review/approve: <ul style="list-style-type: none"> • Safeguarding - all completed on school website as guided by trust safeguarding lead • Keeping Children Safe In Education: HT to note key points. Clerk to prepare signature document for governors. 	Headteacher
12	Premises: <ul style="list-style-type: none"> • Office area: outer wall subsiding; as not a listed building plans in place to demolish, surveyors report awaited; Trust Board agreed to fund a new entrance hall, reception area, front office, HT office and medical room. The Trust will fund the building of shell of the medical room and County will fund the internal requirements. Hoping to be completed during summer break. 	Headteacher
13	Stakeholders: <ul style="list-style-type: none"> • Website: blended learning offer guide posted; learnt in first 24 hours need 'phone call from parent and class teacher to ensure all is in place eg: letter etc. No dialling to live lessons, do not have appropriate internet feed or kit. HT accessed the website to exhibit the considerable work carried out. Foreward, curriculum rationale, subject information on Covid 19, guide included to show how to use. Detailed curriculum information, vocabulary, key dates, chronologies etc. Key vocabulary and Key Learning for each topic. HT identified staff responsibility. Assists with planning. Monitoring to observe knowledge grid. Governor: enquired how often required to update? confirmed rolling programmes for Y5/6; Y3/4 to be taught a different aspect. Science progression, 	Headteacher

	<p>knowledge, skills and vocabulary. Governor: is this something all Trust schools are doing? Some schools in the Trust using Cornerstones, did not consider this system appropriate for Lostwithiel. Class pages completed – parents can access home learning/ blended. If Bubble closed able to send out via eSchools.</p> <ul style="list-style-type: none"> • Lostwithiel Education Trust and Lostwithiel Rotary: donated £5,000 for Laptops. • Video displayed of school activities, lessons etc. parents being notified of the video via newsletter on Friday. • Open Morning: organised for Saturday in November, 4/5 registered. 	
14	<p>CELT Update: Gill Gerrish and Andy Keast retired.</p> <ul style="list-style-type: none"> • Chief Operating Officer appointed. • HT commended support from the Trust during a recent situation regarding a pupil. • HT meetings being held at Atlantic Trust. • Governor enquired re. governor roles; HT confirmed monitoring visits can now be arranged. • SEN Visit to be arranged for next month to meet SENCO. • Committees: Governor enquired re. current requirement; to be reviewed. HT to provide performance management outcomes at the next meeting. Governor: questioned current HT performance management procedure; HT noted arrangement with Trust Lead on 05 November at St Austell Offices; Chair agreed to attend. Discussion will focus on the three priorities. <p>HT noted the complexities of carrying out performance management due to current situation; all teachers worked as hard as possible; difficult to review roles and targets. Different position with staff, now have a team. Concerned about sustainability and budget. Bubbles are difficult.</p>	
15	<p>Date of Next Meeting:</p> <ul style="list-style-type: none"> • Wednesday, 09 December 2020 @ 5.30pm 	

Signed Date 09 December 2020
(Chair)

LOSTWITHIEL SCHOOL LGB - 21 OCTOBER 2020 - ACTION POINTS		
Minute Number	Action	By Whom
2	Appointment of MS as Staff Governor	Staff/Headteacher
2	Updating School Website	Headteacher
2	Updating GIAS Platform	Clerk/CELT Governance Officer
3	Pecuniary Interests annual form	Clerk
5	Skills Audit & Matrix	Clerk
5	Co-opted Governor	Governors
6	School Improvement Plan	Headteacher
6	Pupil Numbers - advertising	Headteacher
7	Staff & Wellbeing Report	Headteacher
8	Safeguarding Report	Headteacher/SENCO
11	Keeping Children Safe in Education grid	Clerk
14	SEN Visit to be arranged	SEN Governor
14	Committees update	Governors
14	Performance Management outcomes	Headteacher