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

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| **Present:**  **Dan Solly (Chair), Kate Webber (Acting Headteacher), Becca Ellis, Tabatha Carnell, Tom Miles, Amanda Barrass, Mike Stead and John Brown** | **Absent:** |

**In Attendance:** Sue Blaxley (Clerk to the Governors)

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| **1.** | **Welcome**  The Chair welcomed everyone to the meeting. The Acting Headteacher outlined the evacuation procedure. In terms of additional business or pecuniary interests to declare, John Brown said that his wife had started working at the school. There were no apologies for absence. |
| **2.** | **Minutes of the Meeting held on Wednesday 5th December 2018 and report on action points**  The minutes of the meeting held on Wednesday 5th December 2018, having previously been circulated, were agreed as an accurate record. In terms of the action points, it was noted that Jill Gerrish had circulated an additional risk register document. It was noted that Amanda Barrass was not receiving PLT emails. It was agreed that the Chair would speak to Graham Groves at PLT and arrange for him to send the governance documents to Amanda Barrass. |
| **3.** | **Matters Arising not included on the agenda**  None |
| **4.** | **Risk Register – to receive and consider the Risk Register**  It was acknowledged that governors are in the process of reading and reviewing the risk register. The Acting Headteacher said that she is re-drafting the document for submission to PLT by 11th March 2019. **A governor asked if the Risk Register and the School Development Plan will be in effect simultaneously.** The Acting Headteacher said that they would as the SDP is unique to the school whilst the risk register is a more strategic document and is required by PLT. **A governor questioned why strategic risks and operational risks are separate on the matrix in the risk register but are not separated in the body of the document.** It was suggested that the risks could be coded accordingly in the document and that his observation would be fed back to PLT. It was noted that the identified risks have different timeframes for review according to the level of risk. |
| **5.** | **Headteacher’s Report – to receive and consider the Headteacher’s Report**  **Standards.** The Acting Headteacher circulated a School Data Tracking Report. She said that she did not consider that the RAP group was working for this LGC and she wanted a clear way of presenting the data. She said the School Data Tracking Report related to the confirmed Autumn 2 data and showed the teachers’ judgement of where classes and groups will be at the end of the academic year, assuming that everything else is equal. She explained that the figures in brackets on the report indicate the target set for the end of the academic year. It was noted that the target is very high for Year 6 but is realistic at 93%. She said that where the end of year targets have already been met, conversations have been had with the teachers concerned and those targets have been increased. The Acting Headteacher explained that the arrows on the report correspond to the movement in the data compared to the preceding data drop. Governors noted that the data is moving in a positive direction and that this report is a very clear way of analysing the data. **A governor questioned why Science will be included.** The Acting Headteacher said that including Science will be the next step in developing the data tracking report as there is a facility on the system to incorporate it. It was noted that teachers have performance management for their targets. **A governor questioned whether the target related to where the children are now or to accelerated progress.** The Acting Headteacher said that teachers ascertain where the children are now in terms of attainment and what they want to achieve, and the interventions needed to achieve these targets. **A governor commented that for Year 5 children, the targets are a big step forward for that year group.** The Acting Headteacher acknowledged this but said that it was important to be ambitious. **A governor commented that the data for Year 1 is very good and it was noted that the one pupil premium child in that year group is making good progress.** It was noted that some brackets are missing on the data which the Acting Headteacher said she would add to the report. **A governor asked if the data is tracked with national data.** The Acting Headteacher said that national data is looked at for EYFS, Year 2 and Year 6. She said that comparisons for other year groups in terms of national data is undertaken using Peer and Puma. Governors agreed that this data is very helpful. The Acting Headteacher said it took a long time to prepare. **A governor asked if it will always take this long to prepare the report.** The Acting Headteacher said she was not sure how long it would take in the future. **A governor asked how often the data will be presented.** The Acting Headteacher said that it will be prepared and presented half termly which she said is beneficial as it enables identification of where intervention is needed, and the TA’s can be moved accordingly.  **A governor asked how many hours the children are doing assessments for in an assessment week.** The Acting Headteacher said that it was approximately one day a week. **A governor asked when children become aware that they are doing assessments.** The Acting Headteacher said that the children do Peer and Puma as early as Year 1. **A governor asked if the data revealed any surprises.** The Acting Headteacher said that it did not. **A governor challenged the Acting Headteacher to explain if the obvious performance gaps in Year 4 between greater depth boys and girls was of concern.** The Acting Headteacher said that it was not of concern but commented that it is interesting in that it gives teachers an idea of where to target their lessons. **A governor challenged the Acting Headteacher to explain if the data relating to Year 4 greater depth girls is accurate.** She said that she would need to check and to put the numbers and brackets into the data. She said that she would email a revised data tracking report to governors. Governors agreed that the data is looking positive and on an upwards trajectory. The Acting Headteacher commented that EYFS data is different in that it is tracked in age bands and so, therefore, it is not reported in the same way as the data for Years 1 to 6. The Acting Headteacher said that the Challenge Partner had said that consideration should be given to sending a letter to Ofsted challenging the RI outcome following their visit last year, given the data now. The Acting Headteacher commented that if the data had been readily available at the time of the Ofsted inspection, there would not have been a need for a two-day inspection. She said that the next inspection will be over a two-day period. Governors agreed that the Acting Headteacher should ask Paul Towe to send a letter to Ofsted challenging the RI outcome and asking for the letter to be placed on their file.  **Monitoring Focus.** The Acting Headteacher explained that this related to lesson observations and book scrutinies. **A governor challenged the Acting Headteacher to explain why half the lesson observations were graded as requiring improvement.** The Acting Headteacher said that a lot of hard work is being undertaken to address this with support being given to the staff concerned. **A governor asked if staff are aware that lesson observations will take place at a given time.** The Acting Headteacher said that staff can know in advance if they want to. **A governor asked who undertakes the lesson observations.** The Acting Headteacher said that it was a variety of people. **A governor asked whether, of the 15 observations, some related to the same teacher being observed twice.** The Acting Headteacher said this was the case. **A governor asked if, on the basis of there being seven lesson observations which were graded as RI or inadequate, whether she is surprised that the data is so positive.** She said that she was not surprised as the observations which require improvement relate to two cohorts in specific subject areas. **A governor asked how staff had responded to the feedback from the lesson observations.** The Acting Headteacher said that they had responded well and that the feedback is detailed on the performance management system. She said that where a lesson has been graded RI or inadequate, she gives verbal feedback to the member of staff concerned. Governors acknowledged that it is important to document the observations and feedback and to identify CPD and training that is required. **A governor asked why the assessment sheets are highlighted in red on the book scrutiny section of the report.** The Acting Headteacher said that this is because assessment sheets are not always being used by teachers. **A governor commented that the Year 1 teacher is receiving a lot of support and questioned whether the SENCO role was too much additional work for her.** The Acting Headteacher said this was possibly the case and acknowledged that she was doing some of the SENCO’s work. **A governor challenged the Acting Headteacher to explain if there was evidence of literacy and maths in the topic books.** The Acting Headteacher said she was starting to see evidence of this and that some teachers are showing more evidence than others. **A governor asked if teaching and learning is a broadly improving picture.** The Acting Headteacher said that it was and that whilst two out of seven teachers are requiring improvement, they have clear objectives and support in place to help them improve. She said that the deadline for improvement for these teachers is February half term.  **Attendance.** The Acting Headteacher said that the attendance data is above target. She said the process has been audited and a letter A has been sent out to the parents of persistent absentees. She said that two families have been asked to provide medical evidence to support their child’s absence. **A governor asked what the attendance target is.** The Acting Headteacher said that the EWO was happy with the whole school attendance when she visited. **A governor questioned whether the persistent absence figure is high.** The Acting Headteacher said that she would circulate the details of the persistent absence figures. **A governor asked if the whole school is being rewarded for attendance.** The Acting Headteacher said that the whole school is rewarded on a half termly basis with events such as a disco.  **Staffing.** The Acting Headteacher said that EL leaves on 8th February 2019 and that the Acting Headteacher will go into the EYFS class for three days a week and that an experienced supply teacher will go into the EYFS class for the other two days. In addition, she explained that an additional TA will be employed in the EYFS class. She said that the Headteacher will not be returning until 1st April 2019. **A governor challenged the Acting Headteacher to comment on how she thinks she will cope with the additional work.** She said that it will be a challenge and that whilst PLT have checked the contingency plan put in place by the school, the onus will be on the school to put the plan in place. **A governor asked how parents will react to the staffing change in the EYFS class.** The Acting Headteacher said that parents were aware that the EYFS teacher was leaving so this is not a issue for those parents. **A governor asked the Acting Headteacher if she was happy with the plan which has to be implemented given that the Headteacher will not be returning until Aril 1st 2019.** She said that she was not happy with the plan but accepted that it is part of the uncertainty surrounding maternity leave and that it is very unfortunate that the EYFS teacher is leaving the school. **A governor asked if the supply teacher could cover the EYFS class for more than two days a week.** The Acting Headteacher said that whilst this was financially possible, parent perception about having an unknown teacher in the EYFS class would be negative. The Acting Headteacher said that she was not concerned about planning for the EYFS class and that she had a huge bank of resources from which to draw. **A governor asked if the Headteacher will definitely be returning on 1st April 2019 and whether her return will be on a full-time basis.** The Acting Headteacher said that she could have up to one year’s maternity leave which would mean that she would not return to school until 22nd June 2019 and there is no guarantee that this will be on a full-time basis. She said this would cause concern for the school. It was noted that the Headteacher will come in to school on Thursdays after half term for “keeping in touch” days when she will assume the role of Headteacher. Governors expressed concern that PLT do not have a contingency plan in place regarding this matter. The Acting Headteacher said she was a little perplexed at the lack of PLT support. She said that, if she had insisted on assistance from PLT, they would probably have put a EYFS teacher in place but that this would not be the best plan for the school or for the EYFS class. It was agreed that the plan would be re-assessed on 1st April 2019 and that, in the meantime, the Chair would contact PLT to express governors’ concern at the plan.  **Safeguarding.** The Acting Headteacher said that there has been an increase in reports on behaviour. **A governor challenged the Acting Headteacher to explain why this is the case.** She said that staff are much better at logging incidents but that there has also been an increase in challenging behaviour at lunchtimes and breaktimes. Governors said that the data needs to be broken down. The Acting Headteacher said that the increase in the number of incidents recorded should be resulting in more referrals and contact with other agencies which has not been the case. **A governor asked what “parent concern” relates to.** The Acting Headteacher said this relates to a parent receiving support or having a mental health issue which affects a child’s life. **A governor asked if the negative behaviour related to specific year groups.** The Acting Headteacher said that there was a high number of behaviour incidents in EYFS and Year 1. **A governor asked if action is being taken to address the increase in the incidents of bullying.** The Acting Headteacher said that action is being taken but that some of the issues have not taken place in school but have been brought to the attention of the school by parents. It was agreed that a governor safeguarding visit could analyse the data in more depth and examine the number of referrals. The Acting Headteacher said that the behaviour policy has been looked at as a staff and the policy will continue to be worked on.  **Premises.** The Acting Headteacher said that she had received a brief update from PLT on works to the Year 5 classroom. She said that two surveys have been undertaken as well as a structural report which will result in a plan for the works being put forward. She said that the mould spores have been tested and the results of the tests are awaited. She said that mould spores from other rooms, such as the kitchen, have been tested and the damp is not a cause for concern. The Acting Headteacher said that Year 5 are doing well in the classroom that they are in and are very happy there. She said that she will monitor the progress in respect of the works but will let it take its course. The Acting Headteacher said that the roof is leaking in places and that a quotation had been received for the entire roof to be re-slated but this is cost prohibitive. She said that the leaks may be due to the flashing and that it is possible that only minor repairs are needed. She said that PLT will rectify this problem. The Acting Headteacher said that she has submitted some SCR bids to PLT: one for new CCTV on the EYFS building and another for whole school redecoration.  **Governor Visits.** The Chair said there was a need to re-organise the Standards Visits as there is a need to convince Ofsed that governors are focused on standards in the school. It was agreed that governors would scrutinise the data on the tracking system and undertake a joint standards visit. Governors said they could possibly attend a lesson observation with the aim of looking at the process for lesson observations and to examine the lesson observation reports. It was also agreed that governors could observe book scrutinies and the pupil progress process. The Chair said he would circulate a list of dates for these visits. The Acting Headteacher thanked Amanda Barrass for her comprehensive school visit report regarding planning, provision and assessment of learning within the wider curriculum.  There was no further business and the meeting closed at 7:50pm.  **LOSTWITHIEL SCHOOL LGC**  **6th FEBRUARY 2019**  **ACTION POINTS**  **Minute Number Action By Whom**  2 Speak to Graham Groves and arrange for  governance documents to be sent to AB DS  4 Read risk register All  4 Circulate revised School Data Tracking Report KW  4 Circulate persistent absence figure KW  4 Ask Paul Towe to draft letter to Ofsted for  their file KW  4 Contact PLT to express concern at plan  for school in absence of Headteacher DS  4 Circulate governor visit dates DS |
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