

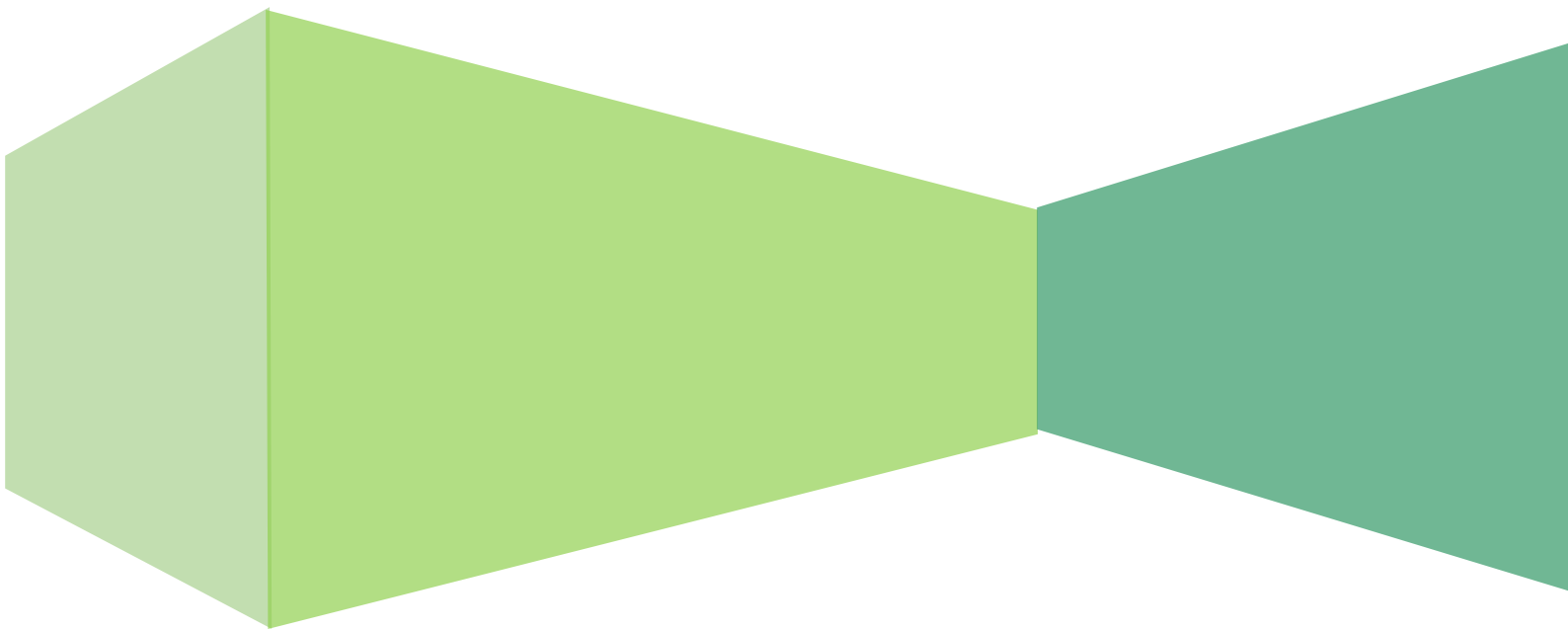


**PRIDE,
PASSION,
PARTNERSHIP,
PERSEVERANCE,
PARTICIPATION.**

Minutes

Local Governing Body Meeting

Wednesday, 16 June 2021



LOCAL GOVERNING BODY MEETING MINUTES

School:	Lostwithiel School
Quorum:	5 out of 10 governors in post
Chair:	Mr M Cooper
Clerk:	Mrs Hilary Dipper
Date of meeting:	Wednesday, 16 June 2021 at 5.30pm
Venue:	Lostwithiel School

Attendance:

Name:	Governor Type	Governor	Present/Apologies/ Absent
Mrs N Simmonds	Headteacher	Yes	P
Mr M Cooper	Staff Governor	Yes	P
Mr D Solly	Community: Board Appointed	Yes	P
Mr T Miles	Community: Board Appointed	Yes	P
Mr J Brown	Parent Governor	Yes	P
Mrs R Ellis	Elected Parent Governor	Yes	P
Dr S Gould	Elected Parent Governor	Yes	P
Mrs K Webber	Elected by Staff	Yes	P
Mr M Stead	Elected by Support Staff	Yes	P
Mrs H Dipper	Clerk		P

Local Governing Board Minutes	
Date	Wednesday, 16 June 2021
Time	17.30
Venue	Lostwithiel School

1	Welcome, Apologies and Declarations of Pecuniary Interests		Chair
	1.1	Welcome: Chair opened the meeting, welcoming governors and expressing thanks for their time and commitment.	
	1.2	Apologies for acceptance and note non-attendance: full attendance	
	1.3	Governor Terms of Office (Expiry dates: DS:23.09.21 & KW: 17.09.21): To be organised. The HT reported David Parker's resignation on 06 May 2021 due to recent appointment on Board resulting in conflict of interest.	
	1.4	Declaration of interests: no additional pecuniary interests declared.	
2	Minutes of the meeting – 24 February 2021: The minutes of the meeting were approved as an accurate record.		Chair
	2.1	Matters arising <ul style="list-style-type: none"> Update of website – new governors/terms of office/pecuniary interests/ attendance: completed Training Register: HT posted information on TEAMS/Sharepoint: Clerk/HT to liaise to update. HT to circulate list to governors. DBS application for S Gould: completed. Forward Minutes of 09 December 2020 to Chair – actioned. 	

		<ul style="list-style-type: none"> • Governor Visits – Summer: To review progress with writing/book scrutiny/pupil conferencing: Visits completed: <ul style="list-style-type: none"> ❖ School Vision; Quality of Education & SEN; ❖ Writing to be arranged as area most affected by lockdown – DS. • Completion of Self Evaluation form: HT gathering information; pupil questionnaires being completed, to be available for September. • Performance Management: Discussion with Trust. To examine documents to roll out in September; will continue to provide flexibility: HT Performance Management to be undertaken in September. • Budget & Staffing Structures: Parents letter tabled outlining the staffing structure and class arrangements to be sent on Friday. HT noted this had been extremely difficult to complete and hard decisions made which could have had a significant impact on staff and children and the impact could have been very disruptive on the day-to-day capacity. Roll Increased from 139 to 155; funding will not reflect until September 2022 – even then it would only address one of the issues. Q: 2021 admissions? R: reception intake will be 17-low birthrate year; 20 leaving; having to mix classes has meant now having to refuse admissions requests as classes are full even though year groups are not at PAN to all requests for admission. Q: Is this due to awkward numbers within that year? R: Y2 mainly; all arrangements subject to change. Nursery admissions could have an impact. Arrangements based on need. Alternatives could be to look at structure of Lostwithiel re. EHT or Teaching Head. Q: As PAN is 25 per year group – surprised able to refuse admissions. R: permissible if the class is full- for example Conker's is year 5 and year 6 32 in class and no room for anymore pupils. Looking at ratio to teacher. Governor considered the letter was perfectly acceptable, particularly in relation to local people. • Pupil Premium Visit: to be arranged asap: • ICT Acceptable Use Policy to be circulated: HT to post on TEAMS file. • Review Snapchat Ap: Discussed E-safety work – session arranged for parents. E-safety carried out with children during the first week back. • Vision for the School – Agenda item for next LGB: Noted for item 9 	
3	School improvement plan (SIP) and self-evaluation: noted above		HT
4	Presentation on SEND from Sarah Kriskovic, SENCO: delayed until next meeting.		SENCO
5	Chair's action		Chair
	5.1	Annual Review of LGB effectiveness: Chair reported all LGBs requested to review and audit LGBs effectiveness and evaluate work done – will assist key focus. 360 Review is a RAG rated document to effectively review Chair; it is more precisely evaluating all members. Chair advised governors to post reflections/opinions on TEAMS form; to agree collectively where we are in September. Various aspects to cover. Gov: advised separate meeting to be held before the end of term to formulate final version (via Teams) All to complete in two weeks to consolidate with key questions.	
	5.2	Key questions every local governing board should ask itself: A list of 20 questions; governors to examine and answer; to hold discussion to formulate information together; to update Skills Audit. Governors to provide a view on the Action Plan, Key Questions and 360 Review.	
	5.3	Skills Audit: September 2021	
6	Financial management		HT/Chair
	6.1	Monitor and discuss current budget: HT reported there is a small deficit on the current budget due to supply costs to cover a pupil in early years with acute medical needs who we have applied for an EHCP; EHCP application was refused but now awarded following appeal. This pupil has serious medical issues which require sustained support. The SENDCO was exceptional in pursuing the application. Trust approved the deficit. Slight flexibility next year. The EHCP will award 15 hours support, remainder to be funded from school budget. Endeavouring to retain current support. A small amount of finance lost due to school closure, wraparound care, additional cleaning costs. Q: attitude of Trust to deficit; R: Trust will accommodate this time; Q: Reserves? R: 6% - will clarify. CELT agreeable, there will be no repercussions. Q: for future years – 22/23 pupil numbers - total income should increase; in terms of staffing structure are we seeing this as	

		a temporary measure re. 5 teachers, or do you see as more permanent? R: unsure as numbers are fairly erratic; unless we start attracting additional children from villages; Q: have you historically taken children from villages; R: no: numbers in pre-school have reduced. Governor noted importance of making Nursery an attractive option. The Trust are supportive with works required to make the outside space safe, contingency plans being drawn up. To continue to promote - Open Day - 3 rd July; Q: the plan is to take in more numbers? R: confirmed, the vision is to be at PAN.	
7	Headteacher's report: The report was tabled.		HT
	7.1	COVID support provided:	
	7.1.1	School Risk Assessment: Lateral flow testing in place; majority of staff vaccinated. Bubbles: children permitted to play outside. All sanitising and ventilation in place. Q: Are current procedures reflected in the Risk Assessment? R: outside is a safe place; confirmed all procedures included in the Risk Assessment e. Reviewing regularly	
	7.1.2	Remote Learning Policy and Plan: Posted on website- all pupils attending, none currently at home.	
	7.2	<p>Attendance figures: 01 September 2020-28 May 2021:</p> <ul style="list-style-type: none"> • 97.92% (national 96% approximately) • PP: 97.07% • SEN 96% lower but many medical needs. • Concern with a pupil, EWO assisting to support; • Non-SEN: 98.26% • PA 3.9% <p>Attendance has improved year on year.</p> <p>NOR: 155; Disadvantaged/PP: 34.22%; FSM: 23.15%; SEND: 23.15%; EHCP: 21.2%; Staffing and class numbers noted.</p>	
	7.3	<p>Leadership and Management: Governor Development, Monitoring and Scrutiny:</p> <ul style="list-style-type: none"> • The LGB Action Plan has been completed and circulated. • 3 LGB members attended the staff visioning meeting in April. • 3 governor visits completed– reports circulated. • School Development Plan: Tabled. Pupil numbers increased to 155; baseline assessment of all pupils completed post lockdown; all children returned safely; recruited for maternity cover for 2021; Risk Assessment reviewed monthly; School SLT reviewing SDP – to be circulated to governors. The process has been affected by the lockdowns. 	
	7.4	<p>Safeguarding:</p> <ul style="list-style-type: none"> • The S157 Safeguarding Annual Return completed and submitted. • CPOMS report submitted with break down of anonymized incidents. No report for spring term of previous year(as would be usual practice in our LGB) for comparison as this was a COIVD lock down and would reflect differently. • 2 CiC: personal education programme in place; regular contact with Social Services; Counsellor in place for one child. • CiN: new pupil; child protection plan in place; dedicated social worker; family worker due to concerns; core group meeting arranged. • No early help or MARU referrals this term • 2 pupils referred to CLEAR (emotional and trauma therapy specialists). Staff Governor reported the good services providing 8 sessions; successful for child and very quick and efficient with a good impact. To refer another pupil – match funded. The sessions provide space for full and open discussion. 3 pupils accessing therapy through the trust 	

		<ul style="list-style-type: none"> • 1 racial incident reported to County re. name calling; sanctioned pupil, followed up with restorative work – support staff more aware. Working party set up to review our Equality and Diversity Policy; more diversity in the school thus additional challenge. • No allegations against staff. 	
	7.5	Exclusion figures: No fixed term or permanent exclusions; 1 fixed term exclusion in the Autumn term – reintegration with parents when returned.	
	7.6	<p>Quality of teaching and learning: 100% good or better – across scrutiny. Q: any moderation? R: confirmed April diagnostic and developmental approach to identify learning needs. 12 senior leaders/headteachers visited the school for a morning as part of a Trust-Wide instructional rounds process – teachers observed. The Chair reported on the excellent quality of education and the professional attitude of the staff; in all areas teachers have a strong understanding and a good repertoire; there is a collective set of standards across the school and it is really inbuilt in the young people what to do next and what levels they need to reach; Q: was the process undertaken across the classes? R: confirmed, noting attended several schools and Lostwithiel was top of the process. Staff Governor noted teachers were concerned and nervous, however, any fears allayed as the feedback was excellent, a brilliant and supportive process; issues were picked up and discussed; Q: were the children well behaved? R: outstanding. Governor commended the behavior of the children in the school. School personnel invited to a conference to outline how we have inspired via curriculum. To evaluate as a good school: Governor noted there will not be assessments for another year.</p>	
	7.7	<p>Attainment and progress data – across the Spring Term Baseline: Autumn assessment table noting writing impacted by the pandemic, reading suffered a little; concern for Y5 children with high needs, in terms of percentage will not be able to reach age related expectation. all feel cautious about any greater depth judgement; PIRA and PUMA assessments used for baselining, at this stage should have more at greater depth. Writing will be a key focus next year.</p> <p>In terms of disadvantaged high proportion attended during partial school closure. The disadvantaged have not had disproportionate disadvantage.</p> <p>Phonic Screening: Planned for Friday across the Trust to follow 2019 paper. 32 marked out of 40, 2 children giving concern, some children who didn't pass last time; Q: will they pass this time? R: Yes, we will get above national children with acute SEN need – still making progress. Q: what is the plan for addressing writing? R: longer periods of independent writing; upstage staff assessment; writing working party; Hodder project introduced; to do more throughout the curriculum; observations; some lessons heavy weighted to par back; member of staff done excellent work on planning; differentiation; Q: is it all aspects? R: all aspects – due to lack of writing during lockdown. Q: do children enjoy writing? R: positive toward writing, enjoy freedom of choice, they like blood and gore! Good quality teaching and more opportunity to write, some reluctant writers. Q: is it reflected from lack of attention at home? R: children concerned will not do something at home; R: To write for different audiences. For SEND learners using online aspects; all who require support have their own laptop. Q: Raised Maths Y5 concern? R: the year group with less opportunity to attend; those children who are well below will not achieve age related; flagged up with PIRA and PUMA decided to focus on the core maths areas, operations, fluidity etc. Did not focus on data and shapes. The PUMA did not reflect these aspects. Very concerned regarding Y5 with EHCP and assessments. Q: are children who do not access papers counted in scores? R: confirmed; reason for them not to access is due to their level of need, medical/emotional.</p> <p>Special Partnership: possibility can be registered with ARB setting; HT to investigate.</p> <p>Y5 proportionately affected by lockdowns. Q: are you confident they will make progress? R: They will make progress from their post covid baseline but we will not see the progress we would have seen over KS2 prior to covid. end of year assessments will not be returned in the time allocation; do not feel they will have caught up by Summer term next year. Data coming through will reflect. The effect of the lockdown will be reflected in the data for several years.</p> <p>Reading: No formal assessment in spring term due to Covid lockdown. Assessments to be carried out in summer 2 to show progress from baseline. HT carried out spot checks. To ensure each</p>	

		child has book appropriate to their level. Daily Read.Write.Inc. – to ensure all children can read fluently, de-coding, word cards. Fluency check carried out in Y3 to measure that all children can read fluently in Y3. Member of Staff with Literacy Trust. For new intake invited into school to read as well as Nursery. New Nursery Staff – will attend Read.Write.Inc. training.	
	7.8	Sports Premium: Sports Coach providing PE provision for key worker pupils and remote learning videos for children at home. Will continue with yoga provision when schools are fully open and extra curricular clubs within bubbles.	
	7.9	Parental Engagement: Class DoJo in place. Parents' Questionnaire circulated: Feedback good, some points re. informing parents of children's progress noted; comments recorded in report. Newsletters commended. It is hoped it will be possible to hold assemblies in September. Q: Enquiry re. parents' attitude? R: in general brilliant and supportive and parents requiring support appreciative; one exception, meeting arranged to resolve issues. Taxiing in some disadvantaged pupils' children.	
	7.10	Student voice: HT would like to enhance. Member of Staff setting up small reading community for older children sharing and reading to younger children.	
	7.1	Website audited and compliant.	
		Staff Wellbeing: all staff given a well-being day to take at any time throughout the year. HT requested Headteachers receive supervision – looking at this aspect across the Trust. Q: enquired are you confident it will be forthcoming? R: believes it will be put in place; Q: who will it be delivered by? R: to be arranged.	
	7.12	Pastoral Support: 3 pupils receiving therapy; 2 receiving CLEAR, 2 seeing school nurse; each child has trusted adult in school; play areas – all children included; 1 TA attending emotional literacy training; to set up nurture groups next term.	
	7.13	Activities: Tentatively booking trips. <ul style="list-style-type: none"> • Y6 have attended swimming session. • Y6 camp out on the field • Activity week to be arranged • Football, Netball and multi skills activities taking place • Sports Day to be done in Bubbles • Forest School, Cooking • Music and Computing to be looked into • Y6 Trip to France – language visit – to send an interest letter as passports etc. required. • Trip to Bude & Plymouth • Sleepover 	
	7.14	Transition: Q: Y6 Transition – will this go ahead? R: unsure – most schools cancelled Transition, possibly something virtual.	
	7.15	Community events: HT will meet with the LSA class reps weekly to aid communication between school and community/parents. <ul style="list-style-type: none"> • Sports Day – parents/carers permitted to attend. • Tiny Trees open Saturday, 03 July 2021 am. • LSA Family Picnic – 16 July 2021. 	
8	Governor Development		Vice Chair
	8.1	Report on any training undertaken and training to be addressed: KTSA Virtual Primary School Governor Conference 2021 - 30 April 2021: Governor reported on a useful conference; interesting aspect related to the new statutory arrangements for early career teachers - ECT – early career teacher period extended from 1 to 2 years; schools can provide or access via new School Teaching Hubs – 87 across the country – 2 in Cornwall which are merging. Safeguarding presentation informative. Chair advised governors to view the Sir David Carter presentation which contains illuminating aspects related to working and clarity of vision. Governor also attended an excellent Equality & Diversity training noting protected characteristics, different levels and way in which they can be infringed.	

	8.2	Governor monitoring visits: SEN; Quality of Education and Vision – reinforced the collaboration and co-operation within the staffing community of the school.	
9	<p>Vision for the School: HT outlined the Vision and Ethos via display of slides.</p> <ul style="list-style-type: none"> • What do we want from our school community and what is the purpose? • We want to be growing adventurous learners; proud of where they come from, to explore, clear sense of space and decide widely and set their own boundaries; partnership – team players, kind and considerate; perseverance, resilience and learn from actions, can adapt and can manage their own learning. • To be helpful and embed and encourage them to see this. • To have and share their own beliefs. • To be able to share. Open minded and given new things a try. • School Improvement 2021-22: Reading in depth; to remain a priority; Sir David Carter noted things you are sustaining-something you are embedding. • Writing and Maths. To ensure teachers are trained. • Metacognition – survey of pupils; knowing how we learn. • In Foundation to ensure there is awe and wonder. • To ensure 95% achieve phonic test. 		HT
	9.1	Action Plan: Tabled.	
	9.2	Quality of Education: Report circulated.	
10	<p>Health & Safety: Document tabled noting a RAG rating of building; new building green; lighting weak due to quality of lighting and how affects vision – all can be replaced. Trust Lead compiled document. Intend to triage works. The working environment does present problems. Q: will these issues be addressed? R: The Trust Estates Team will triage the condition of the school.</p>		
11	Policy review:		
	11.1	Policies adopted by CELT Trustees:	
	11.2	Policies adopted by Academy: Clerk to check policies LGBs required to approve.	
	<p>Date of Next Meeting: Tuesday, 13 July 2021: 5-6 on TEAMS; Governor Effectiveness and 360 Review</p> <p>Signed (Chair)</p> <p>Date</p>		

LOSTWITHIEL SCHOOL LGB - 16 June 2021 - ACTION POINTS		
Minute Number	Action	By Whom
2.1	Pupil Questionnaire to be available – September 2021	HT
2.1	Pupil Premium Visit to be arranged	DS
2.1	ICT Acceptable Use Policy to be circulated to governors	HT
5	Annual Review of LGB effectiveness and key questions	LGB members
11.2	Contact Trust re. LGB approval of policies	Clerk