

**Westminster Community Primary School**  
**Minutes of the Local Education Committee Meeting (Spring Term 2)**  
**Held Thursday 2<sup>nd</sup> March 2023, at 4:00pm**

**Venue: Online meeting via MS Teams**

Members of the Local Education Committee:

Name	Category of Governor	Term of office Ends	Designated Role	In attendance
Kirstie Davies (KD)	Parent Governor	19.05.2024	Parent/Carer Engagement	Y
Lisa Denson (LD)	Parent Governor	19.01.2024	Community Engagement	Y
Sue Finch (SF)	Headteacher		Headteacher	Y
Sue Mayers (SM)	Co-opted	14.02.2026	<b>Chair to Autumn 2023</b> Curriculum EYFS Head' s PM GDPR	Y
Jo Seaward (JS)	Staff	16.02.2027	Staff Liaison	Y
Anne Thompson (AT)	Co-opted	09.07.2024	<b>Vice Chair to Autumn 2023</b> Wellbeing LAC Safeguarding	Y
Laura Turner (LT)	Co-opted	07.10.2023	Emotional & Mental Health SEND	Apologies (Mat Leave)
Phillipa Watton (PW)	Co-opted	23.02.2027	Pupil Premium / Disadvantaged RE Sports Premium Understanding Me and My Place in the World	Y
<b>Attending</b>				
Annette Williams (AW)	Trust CEO/Executive HT			Y
Chris Hampshire	Trust Link Trustee			Apologies
Emma Dunn (ED)	Associate Member (Deputy Headteacher)			Y
Lisa Hughes (LH)	Associate Member (Bursar)			Y
Kathleen Spain (KS)	Associate Member (Health & Safety)			Apologies
Becki Dale (BD)	Trust Governance Manager			Y

<b>Agenda Item 1</b>	<b>Welcome, Introduction &amp; Apologies</b>
Discussion:	The Chair welcomed those in attendance and declared the meeting open. Apologies were received from Laura Turner. It was noted that Chris Hampshire and Kathleen Spain had also sent their apologies to the Trust Governance Manager, although they are not constitutional members of the LEC.
Resolved:	To accept the apologies received from Laura Turner.

<b>Agenda Item 2</b>	<b>Declaration of Business / Pecuniary Interests</b>
Discussion:	There were no changes to the published Record of Interest. There were no conflicts of interest, pecuniary or otherwise, relating to the meeting.

<b>Agenda Item 3</b>	<b>Local Education Committee Membership Update</b>
Discussion:	There had been no changes to membership since the last LEC Meeting on 26 <sup>th</sup> January 2023.

<b>Agenda Item 4</b>	<b>Approval of the minutes from the last LEC Meeting.</b>
Discussion:	Governors considered the non-confidential minutes from the LEC meetings held on 26 <sup>th</sup> January 2023.
Resolved:	To approve the minutes as a true record of the meetings.

<b>Agenda Item 5</b>	<b>Subject Leader Presentation</b>
Discussion:	Tracey Phillips (Learning Mentor, HLTA and Co-Lead of RE) provided a presentation to governors on the RE Curriculum.  Key points from the presentation: <ul style="list-style-type: none"> <li>- The school previously followed the CWAC RE curriculum but now follows the Weaver Trust curriculum for RE.</li> <li>- Children have been learning about the Bahá'í Faith, which teaches the essential worth of all religions and the unity of all people.</li> <li>- Aspects of the CWaC curriculum are still used and integrated into the Weaver Trust curriculum, for example teachers use the "hand model" for learning. This is taught at the beginning of each new unit of work and the trust is now looking to adopt this throughout all of its schools.</li> </ul> <p>Q) What is the hand model? A) Children use their left hand, starting with little finger. This helps them to remember:</p> <ul style="list-style-type: none"> <li>- The name of the religion</li> <li>- The name of the followers</li> <li>- The Place of worship</li> <li>- The sacred text of the religion</li> <li>- The religious symbol for that faith</li> </ul>

	<p>The school also invites parents of different faiths to visit the school to talk to the children about their religion, which makes it easier for the children to understand as they can apply it to real-life, and also enables them to understand about and accept multi-faith communities.</p> <p>The hand model is introduced during lesson 1 and is then used for building knowledge during each subsequent lesson. Lessons always start with a recap of the hand model. There is an end of unit teacher assessment, based upon 3 questions from the CWAC curriculum plan.</p> <p>Reception are taught using displays, videos and workbooks.</p> <p>Y1 use a class floor book.</p> <p>From Y2-6 children have their own RE book</p> <p>The Trust Curriculum End Point document is used to track progression of learning.</p> <p>AW thanked TP for sharing her best practice with other schools within the trust, and governors thanked TP for her informative presentation.</p>
--	---

\*TP withdrew from the meeting at 16:47

Agenda Item 6	Matters Arising not included on the Agenda				
Discussion:	Governors considered the actions outstanding from the LEC meetings held on 26 <sup>th</sup> January 2023.				
	Item No	Action	By Whom	By When	Outcome
	4.1	Approved minutes from the meetings held 24 <sup>th</sup> November 2022 to be signed.	CoG	ASAP	Completed
	4.2	Approved minutes to be converted to PDF and uploaded to GovernorHub.	BD	ASAP	Completed
	8.1	SF to share Trauma Informed Practice information with other schools in the Trust.	SF	ASAP	Ongoing. This forms part of the Behaviour Forum agenda. Governors agreed to remove the action from the table.
	8.2	Plan for parental engagement in online safety to be submitted to the March LEC meeting.	KD	March 2023	The meeting is still to be arranged. Feedback will be presented at the May LEC meeting.
	13.1	Attend the curriculum design hour on 24th Jan if possible	Head and Chair	24.01.2023	SF attended along with ED

Agenda Item 7	Correspondence to the Chair of Governors / Chair's Actions
Discussion:	<p>There were no Chair's Actions to report.</p> <p>There has been no correspondence received.</p>

Agenda Item 8	Headteacher's report
Discussion:	<p>The Headteacher's report was circulated in advance of the meeting, and included the following information:</p> <ul style="list-style-type: none"> <li>● Safeguarding</li> <li>● Attendance</li> <li>● SEND Overview</li> <li>● Data</li> <li>● Quality of Education / Curriculum update</li> <li>● Health &amp; Safety Update</li> </ul> <p><u>Data:</u></p> <p>Leaders are working to ensure that children are familiar with the SATS test format and the formal setting in which they are taken; "Mock" exams have taken place and have been marked, helping to identify areas for development.</p> <p>Key Stage 1 Mocks:</p> <p><i>Q) The mock tests showed 7 pupils achieved Reading; 4 pupils achieved SPAG and 5 pupils achieved maths. How many pupils are being targeted for each of these areas?</i></p> <p><i>A) Targeting aims to get us to 10 in each area.</i></p> <p><i>Q) How confident are you that the likely result will be an improvement on the mock results?</i></p> <p><i>A) The Headteacher and staff are confident of this.</i></p> <p><i>Q) The aspirational target set in September 2022 was 81% to achieve including 9 target pupils. How was this figure arrived at?</i></p> <p><i>A) Senior Leaders looked at which children had gained GLD at the end of Reception year, those close to this and then also looked at age-related attainment and close to it at the end of Year1. We also looked at Phonic Screening Check scores. We knew that 2 children with specific Special Educational Needs would not be able to be targeted. If we underestimated an aspect, then I would say it was the impact of Speech and Language needs on the children's attainment and progress. It was also apparent from running a set of mock papers that the children needed this specific way of seeing the questions and experiencing a paper.</i></p> <p>Key Stage 2 Mocks:</p> <p><i>Q) The aspirational target of 54% set in September 2022 and the likely Summer 2023 results are almost identical apart from one pupil. Is it likely that the aspirational target could be achieved?</i></p> <p><i>A) No, 50% is more likely.</i></p> <p><i>Q) Do you think that expectations are high enough? What support can be offered for those children who could reach ARE?</i></p> <p><i>A) There is lots of support in place currently: Early morning booster clubs based upon the ability of the pupils and also the after-school booster clubs. Speech and Language Therapy (SALT) support earlier down the school could improve things further, however CWAC buyback for SALT has only just been made available due to the workload of the SALT team. Independence of learning is also being addressed.</i></p> <p>A governor commented on the SALT support available for those in KS1, for example interventions take place during the afternoon to support the children. The therapy is then modelled by staff</p>

during lessons. Resources will be directed towards Y2 and Y6 for the next 8 weeks to promote improvement for the SATS.

AW noted that Jane Mullen and Chatter Jacks provide SALT support for the Trust, and will provide contact details to the Headteacher.

*Q) Are additional interventions provided for KS2 to prepare them for their SATS?*

*A) Yes, there is an additional TA on Monday & Friday; Leaders have directed all resources towards Y6 and Y2 whilst trying to keep on track with the other year groups.*

Quality of Education:

*Q) What do you do to improve the impact of teaching where it's not having the desired effect on learning?*

*A) Lesson visits help to focus in on learners as a cohort and also on individuals within this cohort. This opens up discussion and ensures some additional targeting can be put in place where this would be beneficial. Leaders look at individual barriers to learning and work together to ensure classroom environment aids all learners. Target setting meetings and review meetings help ensure additional discussion around this can take place and that clear notes are held for the SENDCo as needed. Additional parent/carer meetings are also used.*

Views of Stakeholders:

*Q) These figures overall show a positive picture but can you explain:*

- *15/23 = 65% figure for Year 1 pupils?*

*A) One member of the team has not yet held the meetings assigned to them so this figure will increase.*

- *0/19 = 0% figure for Year 4 pupils?*

*A) The document has now been updated and the figure is: 14/19 = 74%*

*Q) What was done to address these figures?*

*A) Reminders were sent from the Headteacher to teaching staff. The Headteacher will follow up any child who has not yet been represented at a pupil progress meeting for this academic year (4 children).*

*Q) Well done to the Year 2 teacher for 100% for the last two sessions. What are they doing to achieve this?*

*A) The approach taken in school is to ensure that parents/carers are encouraged to have the meeting even if they have missed the original time frame for the appointments or need to have a slightly quicker update at drop-off or collection time. This has been followed up in this way*

Community Engagement

*Q) Why are there no community engagement items recorded under item 11?*

*A) There have not been any trips or visits logged during the timeframe that fell into this category*

The Chair wished to thank the Headteacher for the report and for the attendance tracking information, and noted the hard work involved in collating the information on a month by month basis. Appreciation was also to be passed on to staff.

Questions arising from the Attendance Monitoring Report January 2023.

*Q) Pg. 1 refers to pupils with less than 90% attendance in the previous year [2021/2022]. Can the following figures be explained and what has school put in place to improve them?*

- **Y1 – a pupil with 85%; a steady drop from 97%**  
*Attendance panels are in place.*
- **Y2 – a pupil more often than not in the 80% zone.**  
*A Team Around the Family (TAF) plan opened in Spring 2023 to support family.*
- **Y2 – a pupil dropping monthly to 86% from 95%.**  
*Attendance panels are in place.*
- **Y2 – A pupil regularly in the high 80's percentage range.**  
*There are medical issues being investigated/supported by the GP. Parents are engaging with school.*
- **Y3 – A pupil in the low 80's percentage range.**  
*Attendance panels are in place.*
- **Y3 – A pupil hovering in the 60's and low 70's percentage range.**  
*This low rate has been the result of a large proportion of G codes (unauthorised absence in term time) for this child.*
- **Y4 – 2 pupils at 88% and 89% and who are regularly in the 80's percentage range.**  
*These children are being supported to attend regularly and their rates are due to medical reasons/illnesses.*
- **Y5 – 2 pupils who were 100% and are now 83% and 86% respectively.**  
*A Fixed Penalty Notice Monitoring Period was introduced when the family did not engage with our attendance panel work. Medical evidence is required to ensure we are clear about the reasons for absence before authorising them.*

*Q) With reference to pg.9, disadvantaged by year group currently on roll, Can the following unauthorised figure be explained and what actions have been taken by school?*

- **Y3 – a pupil with 2.19% unauthorised absence.**  
*Because medical evidence is required to authorise absence if we don't receive satisfactory evidence we cannot authorise and this means the unauthorised absence rate then becomes higher.*

*Q) With reference to pg.10, attendance statistics not disadvantaged by year group currently on roll, can the following unauthorised figures be explained and what actions have been taken by school?*

- **Y2 - 2.02 % unauthorised absence.**  
*Because medical evidence is required to authorise absence if we don't receive satisfactory evidence we cannot authorise and this means the unauthorised absence rate then becomes higher.*
- **Y4 - 2.02% unauthorised absence.**  
*Because medical evidence is required to authorise absence if we don't receive satisfactory evidence we cannot authorise and this means the unauthorised absence rate then becomes higher.*

	<p><i>Q) With reference to pg. 15, attendance statistics individuals, can you explain how the following figures have been followed up by the school?</i></p> <ul style="list-style-type: none"> <li>• <b>2 pupils (Y2 and Y4) with the same unauthorised figure of 2.27%.</b> The Family have been informed that leave of absence request results in G codes (family holiday not agreed).</li> </ul> <p><i>Q) With reference to pg. 17, attendance statistics individuals, can you explain how the following figures have been followed up by the school?</i></p> <ul style="list-style-type: none"> <li>• <b>1 pupil with 6.82% unauthorised.</b> The Family have been informed that leave of absence request results in G codes (family holiday not agreed)</li> <li>• <b>1 pupil with 5.68% unauthorised.</b> The Family have been informed that leave of absence request results in G codes (family holiday not agreed)</li> <li>• <b>1 pupil with 4.55% unauthorised.</b> The Family have been informed that leave of absence request results in G codes (family holiday not agreed)</li> </ul> <p><i>Q) With reference to pg. 18, attendance statistics individuals, can you explain how the following figures have been followed up by the school?</i></p> <ul style="list-style-type: none"> <li>• <b>1 pupil with 5.68%.</b> The Family have been informed that leave of absence request results in G codes (family holiday not agreed)</li> </ul> <p><i>Q) With reference to pg. 19/20, attendance statistics individuals, can you explain how the following figures have been followed up by the school</i></p> <ul style="list-style-type: none"> <li>• <b>The last 5 pupils show figures of 7.95%; 6.82%; 7.39%; 7.95% and a very worrying statistic of 15.91%.</b> All have been supported with attendance plans except for one pupil with a genuine medical incident. The G codes have adversely affected the statistics for the 15.91%.</li> </ul> <p><i>Q) Did the Y1 church visit not count towards community engagement?</i></p> <p>A) The Church Visit was predominantly a quality curriculum trip. However, it could overlap into a community trip.</p>
Resolved:	To accept the Headteacher's report, and the responses to the questions asked.
Action:	<b>1. AW to share the contact numbers for Chatter Jacks and Jane Mullen with the Headteacher.</b>

Agenda Item 9	Safeguarding Update
Discussion:	The Safeguarding report was circulated in advance of the meeting. There were no further comments.

Agenda Item 10	Governor Visits and Training
----------------	------------------------------

Discussion:	<p>SM undertook the Safer Recruitment Training:</p> <p>Questions arising from Safer Recruitment Training:</p> <p><i>Q) Does the school have a Volunteer Application Form or is there one used universally by the Trust?</i>  A) The school does not have a form. The current volunteers are students from local High Schools or adults on placements. AW noted that she will look into producing a Volunteer Application form.</p> <p><i>Q) What is the recruitment process for volunteers? Is there a Trust process that the school follows?</i>  A) The Headteacher and the class teacher meet with volunteers prior to them starting.</p> <p><i>Q) Are all volunteers DBS checked?</i>  A) Yes.</p> <p><i>Q) Are there volunteers in school who are just 'known' to the school and actually have no checks?</i>  A) No. Historically a speaker would visit to talk to the children and was always accompanied during the visits. {The Speaker} is now aware that a DBS check is required as [the Headteacher] wishes to uphold the same principles of safer recruitment for all visitors who are known to and work with the children.</p> <p><i>Q) Are volunteers given a school code of practice to follow or is there a Trust one?</i>  A) All volunteers are asked to sign the Health and Safety Briefing and the school's one-page Code of Conduct which also refers them to the full Safeguarding Policy. There are other regular volunteers, such as The Passion for Learning Volunteers, who are already DBS checked and the Headteacher runs through the form with them and their supervisor before they start. The school also has volunteers via the University of Chester and they are also DBS checked prior to starting. Again, the Headteacher will meet with them and their supervisor before they start. The office holds a signed sheet for all volunteers.</p> <p><i>Q) Is there a Low Level Concerns Policy or does the Trust have an umbrella one?</i>  A) KCIIE 2022, part 4 section 2, states that the school should have a procedure for reporting, recording and responding to low level concerns. A low level concern is any concern that an adult working in or on behalf of a school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and which does not meet the threshold for LADO referral. A note would be added to the personnel file. There are none active at the current time, however the school has had one historically. It was recorded as a Management Instruction and stayed on the personnel file for 2 years. AW noted that she will look at introducing a Trust Low Level Concern Policy,</p> <p>SM attended the NGA Leadership Forum</p> <p>The Governor Record of Visit forms were uploaded to GovernorHub in advance of the meeting.</p>
Decision:	Governors resolved to accept the governor Record of Visit reports and training update.
Action:	<b>1. AW to investigate a volunteer application form and low level concern policy.</b>



Discussion:	<p>The review of governance undertaken by Scott Walker has now been completed and the final report and actions will be shared with the LEC.</p> <p>Suzy Flannigan has been appointed as Trust HR Manager, and she will be starting her role after the Easter holidays.</p> <p>Trustees have held a meeting with Emma Ford (who has an educational background) with a view to her joining the board.</p> <p>The Trust have appointed Allan Torr as its external advisor. Allan will hold Trustees to account as well as undertaking the CEO performance management review.</p> <p>AW is investigating partner Trusts to provide Trust Peer to Peer support; It is important to find a Trust who is the right fit.</p> <p>Mid-year reviews are due to take place and the Headteacher's Performance Review will take place on 28 April at 9:00am.</p> <p>The Trust will be holding a Trust Strategy Day on 9<sup>th</sup> June for Trustees, Governors and Leaders.</p> <p>AW has arranged for an MP from Ellesmere Port to visit the school to undertake a site walk.</p>
Decision:	Governors resolved to accept Trust update.

Agenda Item 12	Governor Impact Statement
Discussion:	<p>Governor impact since the last meeting:</p> <ul style="list-style-type: none"> <li>- Supported pupils and staff with World Book Day.</li> <li>- Submitted questions in advance of the meeting, which demonstrates the interest in the work being undertaken by the school.</li> <li>- Supported the LGBT Coffee morning, which was a great success, with the children working very hard to make the refreshments.</li> <li>- Helped to deliver spare cakes to Hollymere, who wished to pass on their thanks and are looking forward to seeing the children again.</li> <li>-</li> </ul> <p>Governor impact during the meeting:</p> <ul style="list-style-type: none"> <li>- Approved the draft minutes of the LEC meeting held 23<sup>rd</sup> January 2023.</li> <li>- Discussed and completed actions outstanding from the meetings.</li> <li>- Received, discussed and accepted the staff presentation for RE.</li> <li>- Received, discussed, challenged and accepted the Headteacher's report.</li> <li>- Received, discussed and accepted the Safeguarding update.</li> <li>- Received, discussed and accepted the Link Governor Record of Visit forms and training update.</li> <li>- Asked questions highlighted the Safeguarding training.</li> <li>- Received, discussed and accepted the Trust update.</li> </ul>

Agenda Item 13	Date and time of next LEC meeting.
----------------	------------------------------------

<b>Action:</b>	<p><b>To note the date, time and venue of the LEC Meeting for 2022/23:</b></p> <ul style="list-style-type: none"> <li>• Thursday 25th May 2023 at 4.30pm at Westminster</li> <li>• Thursday 29th June 2023 at 4.30pm at Westminster</li> </ul> <p><b>*Please note that there will be a short training session held before each meeting, details to be confirmed.</b></p>
----------------	--

ED, LH, JS withdrew from the meeting at 17:30

There being no further matters for discussion, the meeting concluded at 17:40 following the part 2 confidential discussions.

These minutes are approved as a true record of the meeting

Signed: .....Chair of Governors

Date: .....

Item No	Action	By Whom	By When
8.1	Share the contact numbers for Chatter Jacks and Jane Mullen with the Headteacher.	AW	ASAP
11.1	Investigate a volunteer application form and low level concern policy.	AW	ASAP