

Penponds School		Action
Minutes of a meeting of the FGB of Penponds School held at the school on <u>Monday 6th March at 5pm.</u>		
Pres ent:	Mr A Richards (Head) Mr T Harvey (Chair) Mr J Bailey Mr D Head Miss J Smith Mrs T Watts Mr J Floyd Mr G Springer Mrs S Davies Mrs D Partridge	
Secr etar y	Mrs J Wood	
1.	Apologies: None Pecuniary Interests: All governors completed new forms today.	
2.	Minutes of previous meeting: <ul style="list-style-type: none"> • The minutes of the FGB meeting held on 14th November 2016 were accepted as a true record and were signed by the Chair. Matters Arising: <ul style="list-style-type: none"> • TH welcomed new governors SD and DP. 	
3.	Head's Report: <ul style="list-style-type: none"> • This was distributed prior to the meeting. AR highlighted progress across the school in 3 subjects – Reading/Writing/Maths. <p><i>Question: Why are YR1s below the national standard?</i></p> <p><i>Answer: The YR1s are split into two classes and some of them are mixed with Reception children. This was decided in the summer term 2016</i></p> <ul style="list-style-type: none"> ➤ Children take a term to show progress so at Easter they will should have caught up. ➤ There was teacher error in classroom monitor which is the reason for the wrong % showing for YR2. <p><i>Q: Has there been any change to handwriting?</i></p> <p><i>A: See the academy Improvement Partner report for the impact the handwriting initiative has had in school. In all books, displays and teacher writing joined handwriting has had much impact. This will continue.</i></p> <p><i>Q: How can we ensure that children reach age-related expectations? A:</i></p> <ul style="list-style-type: none"> ➤ Children have started attending Writers' Block at Cornwall College that push reluctant readers ➤ Through Mighty Writer interventions. 	

	<ul style="list-style-type: none"> ➤ Mentoring for more able children. ➤ We already have children in ARE+ and expect 3 more children to reach this by the end of the year. ➤ Through real learning such as rocket cars ➤ Using SPAG.com for YR6 so they get used to getting questions. ➤ RWI – spelling and intervention across the whole school ➤ Other MAT schools comment we are working above expectations <p><i>Q: Could the Governor's have crib sheet?</i></p> <p><i>A: We plan to provide a pack for Governors for Ofsted.</i></p> <ul style="list-style-type: none"> ➤ Pupil Premium children are making accelerated progress in Maths as a result of use of learning ladders ➤ SEN children are also making accelerated progress and writing is good <p><i>Q: What are you doing about our non-attendee?</i></p> <p><i>A: I have confirmation that they will be accepted at Pencanellick School with provision for SEN within days.</i></p> <p><i>Q: What do we do to get parents to claim FSM?</i></p> <p><i>A: We send out the claim forms to new reception children with their pack of information and reception teacher gives information on home visits. The checking mechanism is not a good as we would like.</i></p> <ul style="list-style-type: none"> ➤ Could we put something on the Newsletter? Yes – reminders will be done once a term. <p><i>Q: What are we doing to keep reading a priority?</i></p> <ul style="list-style-type: none"> ➤ A: SPAG ➤ Over the next 6 weeks we are running Extreme Reading. Getting children to send in Extreme reading photos and displaying them in the foyer and Newsletter ➤ World Book Day/Snuggledown ➤ Homework with ticket awards to get a prize ➤ Using accelerated reader displays in classrooms to keep children focused ➤ Children want to be reading millionaires which includes 85% comprehension. They are rewarded with and iPod. <p><i>Q: With the focus on one area such as reading what happens to the other areas? How are we consistent?</i></p> <p><i>A: We make sure that other areas such as handwriting and punctuation are run through our focus using assemblies and children writing articles for the newsletter. The 20 minutes time allowed for handwriting is not always needed.</i></p> <p><i>Q: Why is it depressing to see data on boys' writing?</i></p> <p><i>A: You need to know the background – the context of the individual children. The staff know the children very well. We use Venn diagrams to keep track of where the children are.</i></p> <p><i>Q: Have you talked to the boys about reading? Have you got books the boys like? Would boys like graphic novels eg lego. Can we recycle books?</i></p> <p><i>A: We took children from all classes to the Cornwall Library Service to choose the books they liked for our library. Thank you SD for sorting them out along with Cornwall Library staff who also took away books that were no longer needed or worn.</i></p>	<p>Action: AR to provide a pack for Governors in preparation for Ofsted</p> <p>Action: AR to provide a file for Governors on how PP spent</p>
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	<p><i>Q: Have you heard of Bug Club where children read and answer questions online.</i></p> <p><i>A: We have heard of it on a training course. It is very similar to AR.</i></p> <p><i>Q: Shouldn't we be encouraging children to read books?</i></p> <p><i>A: We do. Constantly. Accelerated Reader tracks the reading habits of the children.</i></p> <p>AR talked about Mark Lee's visit. Mark had a good depth of understanding of the Ofsted process. He provided a School Evaluation Summary. He noted behavior and safety were outstanding. More work was advised on foundation subjects for Ofsted inspection. Advised 7 pieces of work were needed in these areas. We already have examples of Samba, football coaching etc.</p> <p><i>Q: Where do the questions Mark Lees used come from previously?</i></p> <p><i>A: An achievement team meeting is planned and governor training for Ofsted to give the governors examples of questions they may be asked.</i></p> <p><i>Q: Why is our website is not up-to-date?</i></p> <p><i>SD to provide details please. The website is still developing and was new in September 2017</i></p> <p>TH acknowledged our school winning the Youth Speaks regional final saying he was not surprised after seeing them practice in a school assembly.</p>	<p>Action: AR to arrange governor training/ meetings for Ofsted</p> <p>Action: SD to provide details of inaccura</p>
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		cies on Website.
4.	<p>Finance Update:</p> <ul style="list-style-type: none"> • A quick overview was distributed at the meeting. • This was updated February 2017 <ul style="list-style-type: none"> ➤ The format of the finance sheet was explained for new governors, SD and DP. The following were resolved from last meeting: ➤ Phone bill we are getting £500 back ➤ Aspire rebated £2,500 ➤ We had a bill for Broadband for £2,500 ➤ £500 in for staff which is on track for this time of the year <p>TH said we do have reserves at present. AR gave out a sheet of spending proposals.</p> <ul style="list-style-type: none"> ➤ IT server replacement. ➤ A new projector for the hall ➤ Writing focus. Writers Block to be considered ➤ Training updates for staff at £250 each with one free <p>There is a sporadic IT curriculum at present which is a barrier to learning. For instance equipment different ages, colour screens and different specs. Teachers would prefer a class set of laptops. AR has a quote for £317 for 14 new laptops. <i>Q: Are 14 laptops enough? Why not 25? What are the quality of the laptops suggested. How long will they last? Would it be better to have higher spec?</i> A vote was taken on purchasing 25 laptops and agreed unanimously.</p> <p>GS praised our finances.</p>	<p>Action: AR – see Neil to get quotes for 25 laptops. JF to check spec.</p> <p>AR to email total IT spend, including software needed and projector</p> <p>AR/JF to discuss server replacement</p>

		of the meeting
5.	<p>Premises:</p> <ul style="list-style-type: none"> All issues were covered in the Head's report. <p><i>Q: Is the back gate fixed?</i> <i>A: Yes, also door to Class 4 fixed.</i> <i>Q: Is there a timeline on new plans for the front entrance?</i> <i>A: This is in hand. 3 parents have offered plans.</i></p>	
6.	<p>MAT Update:</p> <ul style="list-style-type: none"> TH and GS are still directors. Staying with Headteachers Priorities – CDP happy across MAT SJ advantage as knows SMJ PP division and priorities for MAT oversight <p>GS explained MAT structure and purpose to new governors, SD and DP <i>Q: How are new appointments made?</i> <i>A: LGB advertise and recommend and then Board of Directors approve but cannot refuse unreasonably. We were a test case for this.</i> <i>Q: Would it make sense to share things between schools such as theatre or minibus?</i> <i>A: We are sharing the Planetarium day on the 6th March.</i> <i>Not easy to have a minibus with the maintenance, drivers, insurance and ongoing costs. We already have CSIA bus fleet at £63 a trip. TH suggested a joint sports day at Penponds would get us seen as an RMAT. We intend to hold more events to see us as a bigger team.</i></p>	
	<p>Governor visit reports:</p> <p>Safeguarding – JB went through safeguarding policy/S157 audit on his visit. AR is researching as not detailed enough from last year. <i>Q. Does it include FGM?</i> <i>A. Using 175 audit form to make sure robust. Trainer in school (SP) useful. This year's will be much more detailed.</i></p> <p>Maths – DH saw each class, spoke to children, was shown the ladders – successful. Mark Lees had agreed that it doesn't waste time, children progress well not waiting for work to be marked and children work enthusiastically. <i>Q: Are the children really good at Maths?</i> <i>A: To be seen in the future.</i></p> <p>IT: JF needs to discuss e-safety policy with AR</p> <p>SEN review: TH met with LB. The care and stimulation was being provided for each child. He didn't speak to the children. Two TAs were given strategies to deal with the more serious SEN children. <i>Q: Will it be a challenge to fill SEN role temporarily while LB on maternity leave?</i> <i>A: Plans are in place and we can use other MAT schools for support.</i></p>	<p>Action: AR to review safeguarding policy</p> <p>Action: JF to discuss</p>

		e-safety policy
7.	<p>DfE Fairer Funding consultation:</p> <p>There is a consultation on fairer funding underway now. It will be a struggle to make savings of 26M in Cornwall by 2019. All agreed/voted to send letter out to parents giving link to petition against cuts and to write to George Eustice.</p>	<p>Action: AR to send letter to parents on impact and write to George Eustice</p>
8.	<p>Policies:</p> <ul style="list-style-type: none"> • The following policies were emailed to all governors for review: <ul style="list-style-type: none"> ➤ Admissions 2018/2019 ➤ Use of physical restraint policy ➤ Anti-discrimination policy ➤ Attendance policy ➤ Visitors in school policy ➤ Educational visits policy ➤ Behaviour policy ➤ Home learning policy ➤ Marking policy ➤ Governors allowance policy ➤ Expenses policy ➤ Stress policy <p>09.01 - Admission arrangements</p> <ul style="list-style-type: none"> • Is there anything that has changed from last year's version? <p>Only the date. This policy is from the county admissions service that the school authorises to sort out the admissions process.</p> <p>09.02 - Policy for the Use of Physical Restraint</p> <ul style="list-style-type: none"> • Can you summarise "Education and Inspections Act 2006 which clarifies the position regarding the use of physical force by teachers"? There's a handy summary of this on page 4 of Use of reasonable force https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf • How were the Teachers in the policy identified? The staff named in the policy were identified through individual education plans for particular children. They are in the same classrooms as those children and are able to be the first to act. We have booked another member of staff onto the training following an individual education plan on a child in reception. • What does the training involve? 	<p>Action: JF to provide AR with queries on policies. TH to approve/sign once any amendments made.</p>

The training, called Team Teach, includes de-escalation skills and physical interventions known as positive handling strategies. The approach is clearly structured and calibrated against a level of risk.

- Why are all Teachers not trained?

Cost implications - £300 per person. Not a statutory requirement. You would only need to have all staff trained if there were high level of need, e.g. all staff at a pupil referral unit like Nine Maidens are trained.

09.03 - Anti-Discrimination Policy

"6. Duty to Promote Equality - All schools are under a duty to promote equality and good relations between people of different race, gender, and those with disability. We are committed to upholding this principle."

- How will this be achieved?

This all relates to the schools improvement plan. Everything a school does must be fair, non-discriminatory and not put pupils or individuals at a disadvantage. How will it be achieved? Through admissions, the way the school provides education, how the school provides pupils access to any benefit, facility and service and how diversity is celebrated. For example, focusing closely on the progress of disadvantaged children and ensuring that any gaps in attainment between groups of children are closed.

- What is Appendix A showing/What is it's relevance? Appendix A is showing a summary of the school improvement plan objectives that are linked to this policy. This is what the other MAT schools do. I will discuss with the headteachers the need for this as it may be more useful to hyperlink the actual improvement plan instead.
- File date shows 2016 - changed

09.04 - Attendance Policy

- Aims and "objectives" seems short. I found an example with more detail in it, our one looks a bit like a procedure rather than a policy:

http://www.ridgewayprimaryschool.org.uk/parents_information/forms_and_policies/attendance_policy

I'll use this example to update ours into the new template format and adjust as necessary for Penponds school.

09.05 - Visitors in School Policy

- Rationale – Paragraph indent is not aligned – sorry to be fussy but this falls in to the templating of policies we discussed. Sorted
- I would just like to point out that the following didn't happen during my visit:-
 - "All visitors on the school site must wear a visitor's badge provided by Mrs Wood.
 - All visitors must be made aware of emergency procedures by the member of staff supervising their visit or by the member of staff welcoming them into the school."

Mrs Wood has now had training from Cornwall council safeguarding team on how to process visitors in to school in the correct way. More visitor badges have been ordered as well as a, 'visitor pamphlet' which will be handed to visitors containing

such information on arrival. As discussed in the meeting, structural changes to the front entrance would help this tremendously and I'm contemplating a CCTV camera option with the premises manager to allow Mrs Wood to see who is approaching the door before they get there. Staff have been reminded to challenge anyone not wearing a badge and out next fire drill will take place with visitors in the school.

09.06 - Educational Visits Policy

"All volunteers accompanying a residential visit will be required to obtain a DBS check when implemented."

- What happens to it, how is it paid for? This is done prior to the visit and is part of the Educational Visit form that is completed online, checked by Andy Barclay (Cornwall Outdoors consultant) and then signed off by me. Volunteers are issued with a reference number (provided the check was successful) which is then entered into the Single central record. Volunteers do not have to pay for DBS checks.
- Private Cars – I would expect to see something regarding the law and child seats. I will add that in.
- What is "appropriately insured", I would expect to see it in more detail here. Any staff using their own cars must have 'business class' insurance on their vehicles to cover journeys to and from a visit. I will add that in.
- Are volunteers licences checked? I will make sure all volunteer drivers have their details logged in the volunteer driving register.

"Monitoring and Review: requiring the Headteacher to report to governors on an annual basis on the effectiveness" –

- How will it be judged as effective?
The summer term headteacher report cover the effectiveness of educational visits completed during the year. I will consult the staff to create success criteria for our visits.
- How was the policy developed?
This policy follows the model developed from Cornwall Outdoors, part of the LA guidance on educational visits.

09.07 - Behaviour Policy

- What is the Behaviour Log and do Governors see it? Each class has a behaviour log where incidents are recorded as and when they occur. I also keep a whole school log for incidents brought to my attention after the teachers have dealt with them first. Governors don't see this log as it refers to children by name. The log is to enable to teachers to record incidents over time and bring concerns to the whole staffs attention during the weekly staff meetings.

09.08 - Home Learning Policy

- How will consistency in homework setting be achieved?
This is ongoing. The teachers and I are exploring how to tighten homework across the school and have already have introduced a homework club, maths skills, Y5/6 ipad homework

	<ul style="list-style-type: none"> • How will you ensure that Homework feedback is given in a timely manner? To reduce the amount of hours that teachers are spending marking, stamps are to be purchased and verbal feedback given once homework is brought in. We are exploring different Apps such as 'Show my homework' which allow most homework to be set, monitored and marked online. This is how most secondary schools do it but the school needs to do further work to investigate how this could be set up and implemented. • How will you ensure Homework is marked (as I have experience of Number sheets and spellings never marked) As part of the half termly internal monitoring a selection of homework will be checked. <p>09.09 - Feedback and Marking Policy</p> <ul style="list-style-type: none"> • How will this be monitored? Through the monitoring timetable detailing book scrutines with Mark Lees and Karen Brokenshire on a termly basis. Internal half termly monitoring with Miss Souch and myself – feedback straight after to individual teachers. Pupils already use peer critique to aid self-assessment. Learning walks and pupil conferencing will include book looks to ensure consistency. Teachers sharing book examples during weekly staff meetings. • Policy seemed a bit short with no explicit aims and objectives. I will add that in. <p>09.11 - Expenses Policy</p> <ul style="list-style-type: none"> • Inconsistent policy template? Being sorted. <p>09.12 - Stress Policy</p> <ul style="list-style-type: none"> • What guidance was given on developing the policy? This was brought to my attention as the governor of another school. I used the information on : https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/policies/staff-policies/stress-management-policies/?unlock=3 	
9.	<p>Safeguarding:</p> <ul style="list-style-type: none"> • There were no Safeguarding issues. <p>Health & Safety:</p> <ul style="list-style-type: none"> • There were no H&S issues. 	
10.	<p>A.O.B:</p> <p>JB will be leaving as a Governor. He has a new job at a Methodist Church in York. He was thanked for being vice chairman and will be sorely missed as a Governor and for Open the Book Assemblies.</p>	
	<p>The meeting closed at 6.55pm.</p>	

	<p><u>The next meeting will be held on Monday 8th May 2017 at 5pm.</u> The next Finance Meeting will be on 19th June and FGB on 3rd July</p>	
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Signed:

Date: