

Porthleven School
Local Governing Body meeting
7th October 2019 from 6.30pm

<p>1. <u>ATTENDING</u> :</p> <p>In Attendance</p> <p>Mark Richardson (Chair)</p> <p>Julie Power</p> <p>Rob John</p> <p>Lorna Kite</p> <p>Sally Riding - Observer</p>		
<p>2. <u>APOLOGIES</u> :</p> <p>Philipa Mina (Vice-Chair)</p> <p>Mandy Feldon</p>		
		<u>ACTION</u>
<p>3.</p>	<p><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></p> <ul style="list-style-type: none"> • Election of Chair and Vice Chair • Presentation – Nurturing Schools project 	
	<p>Chair/Vice-Chair Elections</p> <p>MR who is the current Chair put his name forward for this year but wishes to have a succession plan in place as this will be his last year, governors we asked to consider their skills and experience ready for next year.</p> <p>PM was not present at the meeting but had conveyed her interest in being Vice-Chair this year.</p> <p>Governors present agreed unanimously that MR should be the Chair and PM should be Vice-Chair for the 2019/20 year.</p> <p>Governors had a discussion about defining the timescale for being a chair, the proposal that 6 meetings as this may mean that governors don't feel that they have to stay in role for an indefinite period and the responsibility could be shared.</p> <p>Action; Governor Recruitment - The Chair is keen to engage more governors on the governing body and will draft a letter to different community groups in order to interest people (i.e rotary club). The clerk can send the letter to the community groups.</p> <p>Nurturing Schools</p> <p>The standards will be added to the minutes to ensure further clarity.</p> <p>Julie and Ali from the school gave a presentation to the governor on how the project was being implemented in the school and the progress/impact it was having. The school is working towards gaining accreditation. It is a project run across the UK which</p>	

	<p>is embedding nurture into schools. It looks at the emotional and academic development of the children. It has been shown that the Boxall profile has had a positive impact in the years that this has been run and there are several strands in the analysis so that access to learning is maximised.</p> <p>Q. How long has the project it been running? A. 18 months so far.</p> <p>Q. Could you describe some of the benefits of the project? A. Yes, there are three tiers of benefit (1:1, or group support) the profiles can be seen by all staff. The common themes can be identified and focused on for the whole cohort. An assessment is undertaken across all classes each year. There is a Boxall support plan that can be put in place if it is needed. The children can learn that classrooms are safe spaces where sometimes they may not have understood this.</p> <p>Q. Is there a space for children risk assessing? A. It has not been looked at currently but can be considered.</p> <p>The children are able to discuss emotions, feelings, have access to safe adults who they can talk to in order to feel better. There is a school assembly and a parent assembly to talk about the program each year. The parent’s forum will be the ideal opportunity to focus on the six principles.</p> <p>Q. Do you know if there are any other local schools doing this? A. There are two staff from Helston school that are following the principles and we know that the school is organising their staffing to aid this program.</p> <p>Q. What aspects can the governors help with? A. The areas that have been highlighted in red are the aspects that would be appreciated, especially the community help. The governors could monitor the six aspects of nurture as part of their role.</p> <p>The national nurturing standards were presented and an explanation of how the stakeholders are involved in the project. There was a discussion about what is ‘community’ involvement in the development plans.</p> <p>Next steps: Over the next 6 weeks the school will be gathering more feedback and parent feedback, to embed the nurture principles, put together a booklet to take home, create a staff induction pack for nurturing, evidence that all staff area effectively engaging in the national nurturing, that the community are involved in the development plans of nurture (food festival, older people, mustard seed in Helston), take more pupil voice, undertake further evaluating and monitoring in the school.</p> <p>Q. Are the information sessions for parents to be informed as to what is happening in school or to give parents more strategies in the home? A. It can be used for parent strategies in the home once the parents are able to see how the six principles can be embedded in the school this year.</p> <p>Governors noted the positive aspects and how life skills can be implemented/embedded. That the school virtues complement the nurture principles. It is clear to see how evidence is being measured for impact. The links were clear to the behaviour strategy for the school.</p>	
4.	<u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u>	
	<p>The minutes from the last meeting were agreed as a factual account and were signed by the Chair.</p> <p>Actions discussed; forum meeting organised, survey to be organised for February, an update on the mission statement to take place.</p>	
5.	<u>FEEDBACK FROM THE TRUST BOARD</u>	
	None at this time.	

6.	<u>FEEDBACK FROM THE FORUM</u>	
	A forum is planned for the 14 th October 2019.	
7.	<u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u> <ul style="list-style-type: none"> • Trust governance/Keeping Children Safe In Education document • Code of conduct • Annual pecuniary Interest forms • Terms of Reference • New governors • Governor monitoring • Governor roles 	
	<p>Declarations of pecuniary interest/Code of Conduct</p> <p>All governors present signed the annual pecuniary interests forms and the code of conduct for the year.</p> <p>Governor monitoring</p> <p>A week was suggested by the school to maximise efficiency; 29, 30, 31st October, 1st November; learning walks with subject leaders with subject leaders will take place. H&S governor monitoring in the school, a safeguarding governor visit, MR to focus on leadership, JP & SR to be taken round by other members of staff (the head teacher will arrange time to do this), LK to visit in the morning.</p> <p>Notification of new governors</p> <p>The school staff had elected SR, the Trust will be notified and the next steps arranged with Karen Teague. She was present at the meeting as an observer until the details were clarified. TS had resigned from being a governor since the last meeting.</p> <p>Governor roles</p> <p>The following governor roles were arranged:</p> <p>Whistleblowing, health and safety, leadership oversight – MR</p> <p>PP/SEN/LAC/Safeguarding – LK</p> <p>Data, science, English, maths, RE, PCSCE, early years – All governors</p> <p>Health and Safety – longer term SR will take this on as a role</p> <p>Governor monitoring – To look at the interventions, to prepare for the next two terms monitoring focus as well.</p>	
8.	<u>HEADTEACHER'S REPORT [TERMLY, INCLUDING FRONT PAGE SUMMARY DATA]</u>	
	<p>The Head teachers report had been circulated prior to the meeting. The following updates and questions were asked:</p> <p>Q. Could you highlight the key risks in staffing?</p> <p>A. There are two apprentices in the school, it is important to have the cover for them as they are being released for training. Both are in school and doing a good job. Cover has been found from within the school to ensure efficiencies. The school has no influence on the front loading of the training for apprentices and the cover staff were known to the children to minimise the disruption.</p> <p>Q. In years 5&6; are there any risks in the staffing structure?</p> <p>A. The staff have all worked in year 6 before and they have been through the moderation process.</p>	

	<p>Action update: Governors noted the positive support for the mixed year classes, this has been good and understood well across the school community.</p> <p>Q. The operational risk assessment update, can you explain more?</p> <p>A. There is new Ofsted criteria looking at the data there is a risk there with some of the results and this has been reported to governors along with the interventions and support being put in place.</p> <p>Q. If the school is preparing for Ofsted, could you explain what is needed for governors?</p> <p>A. The subject leaders need to be prepared and implement the new curriculum. The steps for governors to understand the new framework need to be arranged.</p> <p>Action: DC will prepare questions and any feedback on deep dives to be passed on to governors.</p> <p>The schools has addressed all the ambers on the risk assessment/risk register which the governors noted as positive.</p> <p>SDP – The priority areas will be aligned to the new Ofsted areas, maths girls, boys English, rates of progress for the lowest 20%, those children that are meeting expectations but not greater depth, the school will have case studies and narrative for the data.</p> <p>Q. When Ofsted come into the school, will the minus percentages affect the picture?</p> <p>A. The data will be scrutinised. The progress for the pupils, the narrative behind the data that was not expected will be explained to the inspectors including the focus for the areas on the SDP, Early identification and having the support and interventions in place.</p> <p>Governors noted that the work with the community is ongoing, focusing the PTA with effective matters that are in the school interests.</p>	
9.	<u>SAFEGUARDING GOVERNOR’S REPORT [STRUCTURED QUESTIONS] [TERMLY]</u>	
	<p>Following on from the information in the Head teachers report.</p> <p>Action: Could the Trust provide safeguarding responsibilities for governors, the Clerk to circulate KCSIE document.</p> <p>Action: Could the training dates for safeguarding across the MAT be published? Clerk to ask Karen Teague for dates.</p>	
10.	<u>HEALTH AND SAFETY UPDATE</u>	
	None at this time	
11.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>	
	As asked in the Head teachers report.	
12.	<u>FEEDBACK ON GOVERNOR MONITORING VISITS</u>	
	An update to come to the next meeting.	
13.	<u>FOCUS ITEMS AND UPDATES [Eg. policies; changes to the curriculum; etc]</u>	
	Governors had received an update on the areas of focus; Maths for girls, Boys for English, The progress % for lowest attainers.	
14.	<u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	

	The governing body had decided on its monitoring schedule and confirmed that they had read and understood their role and updated documents relevant to governance.	
15.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	None at this time.	
16.	<u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u>	
	<ul style="list-style-type: none"> How can the Trust support the local governing bodies to recruit governors? Data training to have a general overview <p>Action still outstanding; No.19 on H&S audit – fixing fencing to separate school and children’s centre, this has been escalated but waiting on the trust for feedback.</p>	
17.	<u>DATES OF FUTURE MEETINGS</u>	
	<ul style="list-style-type: none"> 24th February 2020 29th June 2020 <p>Meeting finished at: 8.45pm</p>	

M. A. Richardson

09.03.2020

Chair’s Signature

Date

Head Teacher Signature

Duncan Ratcliffe

09.03..2020

Item	Actions arising from the meeting	Who
Chair/Vice-Chair elections	Governor Recruitment - The Chair is keen to engage more governors on the governing body and will draft a letter to different community groups in order to interest people (i.e rotary club). The clerk can send the letter to the community groups.	Chair/Clerk
Safeguarding	Could the Trust provide safeguarding responsibilities for governors, the Clerk to circulate KCSIE document.	Clerk
Governor monitoring	Example questions for governors to be able to monitor effectively on subject areas.	Head of School
Safeguarding training	Could the training dates for safeguarding across the MAT be published? Clerk to ask Karen Teague for dates.	Clerk