



**Wendron C of E Primary School**  
**Local Governing Body meeting**  
**Tuesday 11<sup>th</sup> June from 7.00pm**  
**at Wendron C of E Primary School**

	<b>1. <u>ATTENDING</u> :</b> <b>Canon D Miller (Chair), Mr C Biddick (Vice Chair), Mr R Lawrence (Headteacher),</b> <b>Mrs K Taberer, Mrs A Venear, Mr A Hampson, Mrs H Gilbert</b>  <b>In Attendance</b> <b>Mrs S Bennetts (Clerk)</b>	
	<b>2. <u>APOLOGIES</u> :</b> All governors were present	
		<u>ACTION</u>
<b>3.</b>	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
	Canon Miller welcomed the governors and opened the meeting with a prayer. There were no additional pecuniary interests to declare on any of the agenda items.	
<b>4.</b>	<b><u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u></b>	
	The minutes of the meeting of 12 <sup>th</sup> February 2019 were agreed as a true record and signed by Canon Miller.  Governors discussed communication with the school and were informed that the trust is looking into a google docs arrangement whereby documents will be stored and access can be gained by a log in and a personal email address.  AH and RL are still to discuss the forum and the possibility of running an on-line version of the questionnaire.  <b>ACTION: AH AND RL to discuss the possibility of on-line questionnaire</b>  Progress has been made towards the review of the marking policy. RL has forwarded the SDP to the governors.	<b>AH/RL</b>
<b>5.</b>	<b><u>FEEDBACK FROM THE TRUST BOARD</u></b>	
	There were no matters raised from the last meeting.	
<b>6.</b>	<b><u>FEEDBACK FROM THE FORUM</u></b>	
	A forum has not been held since the last governors' meeting. <b>ACTION: RL to arrange a forum.</b>	<b>RL</b>

7.	<b><u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u></b>	
	<p>BJ has tendered his resignation as a governor with effect from the end of the summer term 2019. DM thanked BJ for his support over a number of years. The school will need to run the appointment process for a replacement parent governor.</p> <p><b>ACTION: Clerk to arrange the appointment process.</b></p> <p>AH agreed to take responsibility for safeguarding from September 2019.</p> <p>RL will put a governor monitoring timetable together and circulate to governors.</p> <p><b>ACTION: RL to circulate governor monitoring timetable</b></p> <p>HG agreed to shadow DM as governor with responsibility for English for a term with the view of taking the responsibility from January 2020.</p>	<p>SB</p> <p>RL</p>
8.	<b><u>HEADTEACHER'S REPORT</u></b>	
	<p>RL took the governors through his report, highlighting the following areas.</p> <p>The school currently has 114 children on roll which is the basis for the funding for the next financial year. There will be 17 year 6 children leaving in July with less reception children joining in September, although it is likely the school will gain a number of children in other year groups. It is likely that the number of applications for Reception for September 2020 will exceed the PAN so there is the possibility of appeals.</p> <p>Attendance during June is as good as national figures and if summer born Reception pupils are discounted from the figures, persistent absence stands at 2.6%. The children generally have high attendance of 97- 99%</p> <p>There have been no accidents or incidents.</p> <p>The S157 return has been submitted but the report has not been received..</p> <p>The trust has installed a new pedestrian gate for the pre-school which was omitted from the initial build. This provides additional security to the school playground.</p> <p>The trust is producing new policies for health and safety and use of the minibus. RL to forward to health and safety governor who will need to monitor.</p> <p><b>ACTION: RL to forward new policies when available.</b></p> <p>EYFS moderation has taken place. The moderator was quite happy with the systems in place and has challenged only a couple of points. The KS1 moderation will take place on Friday.</p> <p>The school will be buying into service level agreements from a number of providers including some arranged by the trust.</p> <p>The trust will be going through an audit this week. There is always good feed back when these take place.</p> <p>A roving caretaker has been appointed and the new system is working well. The school has also been partially painted.</p> <p>The WSA has raised funds to pay for some new play equipment.</p> <p>RL explained the purpose of the GDPR asset register and informed governors that it has been updated.</p> <p><b><u>Q. Should governors receive training in this?</u></b></p> <p>A. It is not necessary</p> <p>AH informed the governors that GDPR was a focus of the recent Ofsted inspection at Cornwall College.</p>	<p>RL</p>

	<p><b><u>Q. Has anyone approached the school for a Subject Access Request (SAR)</u></b></p> <p>A. No, not since last year.</p> <p>RL informed the governors that he has discussed with staff the need to keep the amount of data kept down to minimum requirements.</p>							
9.	<p><b><u>SAFEGUARDING GOVERNOR’S REPORT [STRUCTURED QUESTIONS]</u></b></p>							
	<p>Following his visit, BJ informed the governors that:</p> <ul style="list-style-type: none"> <li>the school is waiting feedback following submission of the S157</li> <li>the safeguarding folder in kept in a locked cupboard</li> <li>most action points from the last DSL visit have been actioned.</li> <li>a further visit is to be arranged</li> </ul> <table border="1" data-bbox="212 768 1401 1462"> <thead> <tr> <th data-bbox="212 768 818 808"><b>Safeguarding:</b></th> <th data-bbox="818 768 1401 808"><b>Responses:</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="212 808 818 1352"> <ul style="list-style-type: none"> <li>When was your Single Central Record last checked? By who?</li> <li>When was your most recent Trust Designated Safeguarding Officer visit?</li> <li>What action has been taken on the council’s feedback on the S157?</li> <li>What reassurances can you give that the actions have been robust?</li> <li>How many new cases typically are you encountering each month/term? What is the school’s capacity to deal with these?</li> <li>How are you prioritising these children’s needs?</li> </ul> </td> <td data-bbox="818 808 1401 1352"> <ul style="list-style-type: none"> <li>03/06/2019. Brett Jolliffe</li> <li>12/02/2019; Due now;</li> <li>S157 actions mostly completed – see the S157 response 2019</li> <li>Awaiting the QA from the LA</li> <li>10 reported concerns on My Concern since 1<sup>st</sup> Jan 2019; all dealt with.</li> <li>Individual pupils are well-known to staff – reference the staff meeting Children Causing Concern agenda item</li> </ul> </td> </tr> <tr> <td data-bbox="212 1352 818 1462"> <ul style="list-style-type: none"> <li>How will Equality and Diversity be covered in this aspect?</li> </ul> </td> <td data-bbox="818 1352 1401 1462"> <p>Pupils who are considered to be BEM are included on the vulnerable pupils’ list and are monitored individually.</p> </td> </tr> </tbody> </table>	<b>Safeguarding:</b>	<b>Responses:</b>	<ul style="list-style-type: none"> <li>When was your Single Central Record last checked? By who?</li> <li>When was your most recent Trust Designated Safeguarding Officer visit?</li> <li>What action has been taken on the council’s feedback on the S157?</li> <li>What reassurances can you give that the actions have been robust?</li> <li>How many new cases typically are you encountering each month/term? What is the school’s capacity to deal with these?</li> <li>How are you prioritising these children’s needs?</li> </ul>	<ul style="list-style-type: none"> <li>03/06/2019. Brett Jolliffe</li> <li>12/02/2019; Due now;</li> <li>S157 actions mostly completed – see the S157 response 2019</li> <li>Awaiting the QA from the LA</li> <li>10 reported concerns on My Concern since 1<sup>st</sup> Jan 2019; all dealt with.</li> <li>Individual pupils are well-known to staff – reference the staff meeting Children Causing Concern agenda item</li> </ul>	<ul style="list-style-type: none"> <li>How will Equality and Diversity be covered in this aspect?</li> </ul>	<p>Pupils who are considered to be BEM are included on the vulnerable pupils’ list and are monitored individually.</p>	
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10	<p><b><u>HEALTH AND SAFETY UPDATE</u></b></p>							
	<p>RL updated the governors regarding health and safety. The trust is in the process of providing a minibus policy. A Fire Risk Assessment has taken place. There may be a more formal approach to the safety of play equipment. RL informed the governors that he is confident the school is secure and safe. With responsibility for health and safety, CB needs to timetable monitoring visits.</p> <p><b>ACTION: CB to arrange monitoring visits</b></p> <p><b><u>Q. Is there a trustee with responsibility for health and safety?</u></b></p> <p>A. Alan Horne is the trustee with responsibility for health and safety. There is no executive officer with responsibility, but Sean Pinhay or Donna Bryant can be approached with any concerns. The trust employs two caretakers (Richard and Taff) who are working with Alan Horne.</p> <p><b><u>Q.Do you have a written policy for school trips?</u></b></p> <p>A. Yes.</p> <p><b>ACTION: RL to email HG a copy of the Educational Visits Policy.</b></p>	<p>CB</p> <p>RL</p>						

	<p><b><u>Q. Are these policies on the school website.</u></b></p> <p>A. No.</p> <p>The Health and Safety Policy and the Minibus Policy are waiting to be completed.</p> <p>RL informed the governors that the Educational Visits Policy is fit for purpose for every school in the trust although not all aspects are relevant.</p> <p><b><u>Q.What happens if the school doesn't follow the policy?</u></b></p> <p>A. RL will take it under advisement.</p>					
11.	<p><b><u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u></b></p>					
	<p>RL has looked at the structured questions due for this meeting and put together standard responses. Governors were invited to ask additional questions if they wished and if after studying the questions and responses find they have additional points to make, to contact RL.</p> <p><b><u>Q. Did any parent want to discuss the change in headship?</u></b></p> <p>A. One parent took the opportunity to raise a question as to whether the new headteacher would be sympathetic to the Christian ethos of the school. We were able to reassure the parent that this was so.</p> <p>RL informed the governors about the support staff pay review with changes taking effect from 1<sup>st</sup> April 2019. All non-teaching staff will receive a 2% pay lift on to the new salary scales. Each member of staff has received an individual letter and job description. Each headteacher will add a note if they identify anything above and beyond the regular job description. Throughout the trust there are a few anomalies and a few members of staff under pay protection.</p>					
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- **How will Equality and Diversity be covered in this aspect?**

- Where required adaptations will be made

**Outcomes – Progress & Attainment:**

**Responses:**

- What are the areas of strength and celebration? How have these been achieved? Is this practice useful to share with others across the Trust?
- Which groups of children are not progressing as well as others?
- Within the more vulnerable groups, do you have some success stories?
- Why is there variation between the year groups' progress for e.g. maths?
- Has this situation improved or declined over time?
- How does it compare with other schools in the Trust and against national data?
- What is in place to ensure that those who achieve well at KS1 continue to do this and achieve Greater Depth by the end of KS2?
- What strategies do you use to accelerate progress?
- What variation is there in pupil performance between subject areas? What is being done to address any inconsistency?

- Activities reported within school newsletters and CEO newsletter
- In the past vulnerable pupils have not achieved
- There is good achievement from pupils from a variety of vulnerable groups; eg forces children
- Progress is even across year groups and subjects
- Steady and good progress evident
- Attainment compares favourably with schools across the trust
- Challenge is in place for the more able; monitored by tracking monitoring, lesson observations – internal and external; expectations are for the more able to exceed the KS1 target set, at KS2
- Interventions and support groups are in place for focussed work for individuals.
- Historically at KS2 maths has been lower progress than reading; maths Strength in Numbers project has addressed the teaching and learning for mastery; expectations are that maths performance will be improved this year.

	Current (most recent) figures							02/06/2019		
	Working at Expected or above				Working Above Expected			Average Progress		
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	Reading	Writing	Maths
All	87%	78%	80%	75%	18%	11%	13%	4.1	4.4	3.6
All KS2	88%	79%	83%	76%	17%	14%	15%	3.8	4.2	3.1
All KS1	86%	77%	74%	74%	20%	6%	9%	4.5	4.7	4.5
Y6	94%	94%	88%	82%	18%	18%	24%	4.1	4.6	4.0
Y5	100%	82%	88%	82%	24%	24%	24%	3.8	4.0	3.9
Y4	73%	67%	73%	67%	7%	7%	0%	3.9	4.4	4.4
Y3	82%	71%	82%	71%	18%	6%	12%	3.5	3.8	4.1
Y2	94%	82%	76%	76%	29%	12%	12%	4.5	4.3	4.6
Y1	78%	72%	72%	72%	11%	0%	6%	4.6	5.1	4.4

<p><b>How will Equality and Diversity be covered in this aspect?</b></p>	<p>Individuals are known by the staff and changes to teaching and learning are made where required.</p>	
<p><b>Behaviour, Attendance &amp; Well Being:</b></p>	<p><b>Responses:</b></p>	
<ul style="list-style-type: none"> <li>• What are the most positive aspects of behaviour in the school?</li> <li>• Which areas are causing the most concern?</li> <li>• How does the attendance figure for all pupils and for groups compare nationally?</li> <li>• Where have you had success in promoting good attendance?</li> <li>• Have you run any survey to review how pupils' well-being is fairing?</li> <li>• Are referrals to external agencies to support well-being on the rise?</li> <li>• What strategies do you have in place to help pupils before the crisis point?</li> <li>• What aspects of school life make it worse for children? What have you put in place to try to address this?</li> <li>• How is staff well-being at the current time? Are there strategies in place to help manage pressure points?</li> </ul>	<ul style="list-style-type: none"> <li>• Incidences of poor behaviour are low and where they do occur are dealt with quickly and effectively</li> <li>• There are low numbers of recorded incidents of poor behaviour – SIMS log</li> <li>• Overall attendance figures are good; there is relatively low PA and attendance above 98% is good.</li> <li>• A balanced approach is taken with families requesting absence; eg farming families have Royal Cornwall granted as C code but all holidays are marked as unauthorised although the school recognises the positive impact of family time and holiday experience – which might not happen if not during school term time</li> <li>• Pupils report being generally well in the pupil survey</li> <li>• External work is underway with social care, family support and counselling. There is no increase in referrals</li> <li>• Pupils and their families are well known to the school and they share challenges outside with us for support</li> <li>• Internal counselling is well used in school with capacity pushed to meet demand</li> <li>• Staff well-being is generally good with individuals being supported – eg encouragement for external counselling or OH referrals made as required</li> </ul>	
<p><b>How will Equality and Diversity be covered in this aspect?</b></p>	<p>Where required adaptations are made</p>	
<p><b>Curriculum:</b></p>	<p><b>Responses:</b></p>	
<ul style="list-style-type: none"> <li>• How does the curriculum plan ensure that there is breadth and balance in the provision?</li> <li>• Does the emphasis on literacy and numeracy every morning detract from the rest of the curriculum?</li> <li>• Where do Languages such as</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum intent statement has been updated to ensure the philosophy behind our curriculum is in place. New rolling programmes for the new class structure are being developed. The impact section ie assessment within the foundations subjects is a key piece of work to be completed</li> <li>• It remains essential to have English and maths focus in the key learning time in the mornings – this includes phonics and guided reading</li> <li>• French is covered in both KS2 classes –</li> </ul>	

<p>Spanish or French feature in our provision? What impact does it have? Is this an effective preparation for KS3?</p> <ul style="list-style-type: none"> <li>• Are we meeting our statutory obligations for the RE curriculum? How does it address other faiths whilst largely based on Christianity?</li> <li>• Is there sufficient provision for Sports and active learning? How are we using the Sports Premium to impact on this? Can we use sport more creatively to deliver other curriculum areas? How does it match the context of a rural coastal Cornish school?</li> <li>• How is the EYFS provision reflecting the recommendations of the Bold Beginnings Document?</li> <li>• Are we meeting our statutory duty re PSCHE?</li> <li>• What are the implications for staffing in the curriculum plan?</li> </ul>	<p>further work to guide the classteachers on pre-key stage 3 preparation would be helpful</p> <ul style="list-style-type: none"> <li>• RE curriculum uses Understanding Christianity programme supplemented for other faiths</li> <li>• Sports premium is allocated to support pupil development in active learning – see online sports premium report. The school continues to promote outdoor opportunities with the premium namely horse riding and watersports</li> <li>• Bold Beginnings recommendations are clear in our EYFS provision eg the focus on early reading and opportunities taken for some more formal learning when the pupils are ready.</li> <li>• PSHE is in place but needs a review in the new year</li> <li>• Staffing remains a challenge with reduced budgets and continued stresses from supporting high needs SEN</li> </ul>	
<p><b>How will Equality and Diversity be covered in this aspect?</b></p>	<p>Where required adaptations are made</p>	
<p><b>School Improvement Plan</b></p>	<p><b>Responses</b></p>	
<ul style="list-style-type: none"> <li>• What are the critical areas for the school?</li> <li>• How does the plan tie in with the wider Trust Plan?</li> <li>• Are the plans SMART? Is it clear how we will measure their impact?</li> <li>• What aspects specifically will the local governors review and what evidence do we need to do this?</li> <li>• Are the plans sufficiently ambitious?</li> <li>• What evidence has been provided by School Improvement Partners/Hub Leader &amp; CEO visits to show the progress towards the objectives?</li> <li>• What other evidence sources do we have to demonstrate progress towards the objectives? ( pupil conferencing; surveys; data drops; external reports etc)</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Key areas for work; maths progress, GPS, vulnerable pupils and Y1 phonics</li> <li>• These tie in closely to the trust plan</li> <li>• Impact in terms of success criteria are identified. Further work on milestones within the plan could be undertaken</li> <li>• Governors have actions associated according to their roles to monitor</li> <li>• Ambition is clear and referenced to external target setting eg FFT</li> <li>• Hub leader visits support progress of the plans</li> <li>• Other monitoring; lesson observations, data analysis, parent and pupil surveys, external reports – SIP and Diocese support progress.</li> </ul>	

<b>How will Equality and Diversity be covered in this aspect?</b>	<b>As required</b>
<b>Matters to raise with the board</b>	
<b>Policy Implementation</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>• Have all staff signed confirming that they have read the key Trust policies as per the list? What is the programme for reminding and explaining key aspects of these policies?</li> <li>• Reviewing school internal policy – do they reflect current practice or are you using these to change current practice? What input/feedback has there been from stakeholders in reviewing the policy? In what way does it align with our co-operative values and the principles of Equality?</li> </ul>	<ul style="list-style-type: none"> <li>• Constant round of updating</li> <li>• Staff are encouraged to read and key documents are brought to the staff's attention as and when reviewed eg health and safety, managing medicines, safeguarding Local policies on a rolling programme of review; when reviewed all policies are considered with respect to cooperative values and Church values</li> </ul>
<b>How will Equality and Diversity be covered in this aspect?</b>	Reference given to those pupils who are covered under equality and diversity
<b>Matters to raise with the Board</b>	
<b>Staffing:</b>	<b>Responses:</b>
<ul style="list-style-type: none"> <li>• How well does the staffing match to the needs of the school? In what ways are the staff used creatively to meet the needs of the pupils?</li> <li>• How effective are the staff? Do some need more support? Are they actively engaged in their own development? Are they proactively involved in the Trust's network groups?</li> <li>• In terms of appraisal how many of the staff met or exceeded their objectives?</li> <li>• How are you developing leaders in the school and are they part of the Trust's leadership network? Where are the strengths in the leadership of the school?</li> </ul>	<ul style="list-style-type: none"> <li>• Classteachers in place; job shares operate across classes. TAs are in different categories; general classroom and SEN. TAs also cover lunchtimes</li> <li>• Training provided as identified according to need eg maths. Staff are involved in various trust working groups</li> <li>• Staff are making solid progress towards the targets</li> <li>• Leadership development has been core purpose at the school with the new assistant head and other leaders given opportunities and supported</li> </ul>
<b>How will Equality and Diversity be covered in this aspect?</b>	As required, actions will be taken
<b>Matters to raise with the Board</b>	
<b>Training and Development for LGB</b>	<b>Responses:</b>

	What training needs do governors require to expand their collective skills or knowledge bases?	Constant updating to keep abreast of the latest developments; New OFSTED framework in practice; curriculum leadership New PSHE and SRE requirements New EYFS assessments	
12.	<b><u>FEEDBACK ON GOVERNOR MONITORING VISITS</u></b>		
	<b>ACTION: RL to circulate a proposed monitoring timetable</b>		
13.	<b><u>FOCUS ITEMS AND UPDATES</u></b> [Eg. policies; changes to the curriculum; etc]		
	Operational Risk Register RL has made changes regarding the risk around finance and target dates. See Part Two Confidential Items <b>ACTION: RL to circulate document of explanation</b> Management Report RL informed the governors of the bottom line figures as stated on the latest management report dated 30 <sup>th</sup> April 2019. The original overspend expected at the start of the year has risen from £6,832 to £9,272 therefore the expected reserve at year end has dropped to £33,728 <b><u>Q: Despite these figures, it appears that there has been some improvement on the predictions received mid year?</u></b> A: Yes. The school has received some income which had not been confirmed but the prediction over the next two years looks worse. The government is funding the 8% rise in teachers pension this year but it is likely it will only fund part of the cost moving forward. Budget RL will be meeting with Sean Pinhay to discuss the budget for 2019/2020..  SIAMS preparation RL explained that this is a supplementary inspection which takes place every 5 years and is expected this half term. There is a new framework which makes it much harder to achieve an excellent grade. As subject leader, Catherine Hendy has done significant work towards this. Each class has a wooden cross, symbols (candles, doors, windows and mirrors), statements on the walls and evidence has been gathered in books. The school vision statement has been changed to 'To live life, life in all its fullness' John 10:10. RL circulated the self evaluation document to governors – this will be shared with the inspector prior to the inspection. Statements have been made against the 7 strands and evidence has been gathered to justify the statements. RL also circulated the SIAMS Action Plan which resulted from the last inspection. <b><u>Q: What are the consequences of a poor SIAMS inspection?</u></b> A: Very little. The Diocese may be asked about their involvement in a school if graded at requires improvement. Wendron School has had visits from Mark Lees (Diocese of Truro), the trust CSAW Committee and Bishop Philip. <b><u>Q: Will there be a report to parents?</u></b> A: There is no expectation to report to parents.	RL  RL	

	<p>OFSTED preparation</p> <p>Copies of the Self-Evaluation Summary Sheet were circulated to governors. RL informed the governors that a new framework will be implemented in September. RL further explained the areas which may trigger an earlier Ofsted inspection.</p> <p><b><u>Q: When will this years SAT's results be available?</u></b>  A: They will be available on 9<sup>th</sup> July.  It is expected that the maths performance will show an improvement due to the impact of the Strength in Numbers project. The children were well prepared for the KS2 Grammar, Punctuation and Spelling Test.</p> <p><b><u>Q: Do you have to create an observation folder? At Cornwall College, folders were prepared to include a visual register, context form and holistic targets. Folders were returned for GDPR reasons.</u></b>  A: I can see that this could be a really useful exercise.  <b>ACTION: RL to look into whether it would be feasible to produce a folder.</b></p> <p><b><u>Q: When you leave, will Mr Hunkin take on your roles?</u></b>  A: Yes. He will become the Designated Safeguarding Lead, the Designated Teacher of Children in Care and Post Adoption and will be the Single Point of Contact (SPOC)</p>	RL
<b>14.</b>	<b><u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u></b>	
	<p>DM has visited the school as Chair of Governors, curriculum governor and vulnerable pupil governor.</p> <p>Governors have monitored the actions on the School Development Plan, School Improvement Plans, Raising Achievement Plans, OFSTED Action Plan and SIAMS Action Plan.</p>	
<b>15.</b>	<b><u>URGENT MATTERS FOR DISCUSSION</u></b>	
	There were no urgent matters for discussion.	
<b>16.</b>	<b><u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u></b>	
	There are no matters to be raised with the trust board.	
<b>17.</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	The dates for governors' meetings 2019/2020 will be agreed when the trust board meetings have been set.	

The meeting closed at 8.50pm

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_