

	<p><u>Q. Who is the staff subject leader for Science?</u></p> <p>A. It is Sarah Coleman.</p> <p>In the event of an Ofsted inspection, the school will recommend a Deep Dive in RE, reading, maths or science.</p>	
5.	<p><u>FEEDBACK FROM THE TRUST BOARD</u></p>	
	<p>No feedback has been received regarding the questions directed to the trust board from the last meeting.</p> <p>ACTION: Questions to be re-sent.</p>	SB
6.	<p><u>FEEDBACK FROM THE FORUM</u></p>	
	<p>A forum has been planned for Thursday 5th December at 3.15pm</p> <p><u>Q. Is there a set agenda?</u></p> <p>A. No. Parents are asked to suggest things they would like to see done differently. It is hoped there will be some parent generated questions and some parent engagement in the new RES & SE and Health Education programme</p>	
7.	<p><u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u></p>	
	<p>There was no further information to report.</p>	
8.	<p><u>HEADTEACHER'S REPORT [TERMLY, INCLUDING FRONT PAGE SUMMARY DATA]</u></p>	
	<p>PH presented his report, highlighting the following points:</p> <p>The number on roll continues to be positive. It is likely that applications for places in Reception 2020 will be over-subscribed.</p> <p>The deployment of staff has been reviewed. Mrs Biddick and Mrs Nelson will be teaching in Grylls Class, Mrs Taberer will be moving to Lander Class. Julie Houston has reduced to ½ day a week intervention. Mr Jones continues to be employed on a supply basis to cover 1 day in Trevithick. This also provides an additional male in the changing rooms during swimming on a Friday.</p> <p>Staff absences are managed following the correct protocols. Relevant information is being shared with parents. The school has secured strong teaching in the classes.</p> <p>There has been a review of curriculum leadership. Mrs Patchett has taken up leadership of maths. She will be given time to carry out lesson observations, work sampling and pupil conferencing. This needs to progress quickly. Mrs Taberer will cover Humanities.</p> <p><u>Q. Do we need external advice regarding maths in the school?</u></p> <p>A. The school was involved in the Strength In Numbers Project. Staff and TAs attended training. The school now needs to find staff strengths and ensure consistency across the school. Further external support has not been sought yet but if the need arises, the school will explore.</p> <p>The school needs to show it is addressing issues with Maths and grammar, punctuation and spelling. Most of the trust schools fell below national expectation in maths despite it being a trust target last year.</p> <p>ACTION: CB to arrange maths monitoring.</p> <p>Ofsted will look at lessons, books etc., but will not look at the internal tracking.</p> <p><u>Q. Why were this year's results lower than expected?</u></p> <p>A. It is difficult to say. Maybe the tests were not given the priority required or the drive for mastery was not grabbed. The staff have access to the tracker and will use it as a tool for improvement.</p>	CB

	<p><u>Q. Will the results in grammar, punctuation and spelling bring the writing level down?</u></p> <p>A. No. These are graded separately.</p> <p>The Head’s Report provides data on teacher assessments for those working at expected or above and those working above expected for Year 2 to Year 6, for all KS1, for all KS2 and for all children. Accuracy is ensured through moderation but further work on teachers’ understanding of assessment will take place.</p> <p><u>Q. Is moderation carried out internally?</u></p> <p>A. Moderation is carried out internally, within the trust and 10% of schools are moderated each year by the LA.</p> <p>The SEN Policy is due to be reviewed. This will be carried out by Mrs Patchett the SENCo.</p> <p>The local SENCo Network Group will be inviting the SEN lead from the LA to discuss the problems in obtaining EHCPs. It is expected that this is largely due to lack of funding.</p> <p>A recent Ofsted inspector questioned staff over their knowledge of County Lines. PH explained what is meant by County Lines and informed the governors that information has been sourced for staff.</p> <p>The trust will be providing Safeguarding training on Wednesday 20th November. HG and DM to attend.</p> <p>Governors have received copies of the KCSIE Parts 1 and 2.</p> <p><u>Q. Can you give us further information on the outcome of the incident in the Lander outdoor area?</u></p> <p>A. I have asked Chris Roberts to speak with other Early Years teachers in the EYFS group re supervision of free flow areas. The outcome may lead to a restriction of free flow. The incident could not have been stopped.</p> <p>The school had a low take up of approximate 50% for the flu vaccinations.</p> <p>AV to liaise with PH re Pupil Premium and Sports Premium funding</p> <p>ACTION: AV to arrange a PP and Sports Premium monitoring visit.</p> <p><u>Q. Can you explain why this needs to be so closely monitored?</u></p> <p>A. Spending needs to be reported and posted on the school website. Ofsted will also look for this information.</p> <p>The school is now receiving budget monitoring reports.</p> <p>ACTION: PH to photocopy monitoring reports and circulate to governors.</p> <p><u>Q. The budget is the responsibility of the trustees?</u></p> <p>A. Yes this is correct. Schools have been promised monthly budget visits but these have not been received yet. Schools can at any time call a member of the finance team for advice or information.</p> <p>PH informed the governors of the concerns of Donna Bryant following her visit on 6th November. Issues regarding attainment and progress in maths and grammar, punctuation and spelling need to be addressed.</p>	<p>AV</p> <p>PH</p>
9.	<u>SAFEGUARDING GOVERNOR’S REPORT [STRUCTURED QUESTIONS] [TERMLY]</u>	
	This will be covered following AH’s safeguarding monitoring visit later in the term.	
10.	<u>HEALTH AND SAFETY UPDATE</u>	
	CB has carried out a Health and Safety monitoring visit. He explained the content of the Health and Safety Audit report where areas of concern are colour coded and graded 1 – 5. He also	

	<p>explained that many of the policies are trust policies, covering all the schools in the trust. He felt that Wendron School is generally a good safe school.</p> <p>Governors discussed that COSHH assessments are the responsibility of the trust, but there needs to be some responsibility within each school.</p> <p>Q. As Mrs Williams has a level of responsibility for Health and Safety within the school, would she be the right person for this role and if so would she need training? If each school takes this on independently, would it not be a waste of time?</p> <p>A. I will discuss the responsibility and any necessary training with Donna Bryant.</p> <p>ACTION: PH to discuss COSHH responsibilities within the school with Donna Bryant.</p> <p><u>Q. In the event of an emergency when the school needs to evacuate, Wendron Church has been named as the safe place. The school no longer has a key so could one be made available?</u></p> <p>A. Yes, this will need to be requested through the PCC.</p> <p>ACTION: A key to the church be requested.</p> <p>Governors discussed the placing of a speed bump in the entrance to the playground.</p> <p>ACTION: Funding sources to be investigated.</p> <p><u>Q. Have any members of staff received Fire Warden training?</u></p> <p>A Yes, two members of staff have received training and the trust is arranging further training.</p>	<p>PH</p> <p>PH/SB</p> <p>PH</p>
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11.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>	
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	<table border="1"> <tr> <th data-bbox="212 1061 796 1099">Outcomes – progress & attainment:</th> <th data-bbox="798 1061 1332 1099">Responses:</th> </tr> <tr> <td data-bbox="212 1102 796 1854"> <ul style="list-style-type: none"> What are the areas of strength and celebration? Which groups of children are not progressing as well as others? What strategies have been put in place to address this? What impact have they had? If they haven't had any tangible impact, why is this and what is being done about it? What else could be done? Have you asked if other schools have a similar issue? Are you working with them? Within the more vulnerable groups, do you have some success stories? To what do attribute their progress? </td> <td data-bbox="798 1102 1332 1854"> <p>There has been a marked improvement in attainment in Phonics and the school has had a positive SIAMS inspection.</p> <p>The Year 3 pupils need to be closely monitored with an investigation into the consistency of teaching. Moving forward, this will be improved with having two teachers in the class. Staff at Wendron will liaise with Year 3 teachers at Crowan. Mrs Houston and Mrs Roberts will look at Grammar Punctuation and Spelling which needs a new approach. The governors are aware of these priorities from the last Head's Report.</p> <p>Vulnerable groups are doing well. Generally, service children are making expected progress.</p> </td> </tr> <tr> <td data-bbox="212 1856 796 1951">How will Equality and Diversity be covered in this aspect?</td> <td data-bbox="798 1856 1332 1951">As required.</td> </tr> <tr> <td data-bbox="212 1953 796 1991">Matters to raise with the Board</td> <td data-bbox="798 1953 1332 1991"></td> </tr> <tr> <th data-bbox="212 2056 815 2094">Behaviour, Attendance & Well Being</th> <th data-bbox="817 2056 1332 2094">Responses</th> </tr> <tr> <td data-bbox="212 2096 815 2145"> <ul style="list-style-type: none"> What are the most positive aspects of </td> <td data-bbox="817 2096 1332 2145">The pupils at Wendron School are</td> </tr> </table>	Outcomes – progress & attainment:	Responses:	<ul style="list-style-type: none"> What are the areas of strength and celebration? Which groups of children are not progressing as well as others? What strategies have been put in place to address this? What impact have they had? If they haven't had any tangible impact, why is this and what is being done about it? What else could be done? Have you asked if other schools have a similar issue? Are you working with them? Within the more vulnerable groups, do you have some success stories? To what do attribute their progress? 	<p>There has been a marked improvement in attainment in Phonics and the school has had a positive SIAMS inspection.</p> <p>The Year 3 pupils need to be closely monitored with an investigation into the consistency of teaching. Moving forward, this will be improved with having two teachers in the class. Staff at Wendron will liaise with Year 3 teachers at Crowan. Mrs Houston and Mrs Roberts will look at Grammar Punctuation and Spelling which needs a new approach. The governors are aware of these priorities from the last Head's Report.</p> <p>Vulnerable groups are doing well. Generally, service children are making expected progress.</p>	How will Equality and Diversity be covered in this aspect?	As required.	Matters to raise with the Board		Behaviour, Attendance & Well Being	Responses	<ul style="list-style-type: none"> What are the most positive aspects of 	The pupils at Wendron School are	
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	<p>behaviour in the school?</p> <ul style="list-style-type: none"> • Where have you had success in promoting good attendance? • How does the Persistent Absence figure compare nationally and with other schools in the Trust? • How does the school deal with absences due to the Royal Cornwall Show or Stithians Show? • How does the school record absences from service children? • The school is used for elections. How is this absence recorded? • 	<p>generally well behaved. They are confident, articulate and supportive of each others learning. Longer absences are due to medical needs or travelling.</p> <p>The trust approach to taking holidays during term time is robust. Any absence has to be exceptional to be authorised. Led by Mrs Bryant, the trust is determined that children should attend 190 day in the school year and this should be consistent across the trust.</p> <p>There are no concerns regarding persistent absences.</p> <p>If a child is involved in showing, then the absence will be authorised. If just visiting, the absence will be recorded as unauthorised.</p> <p>If a parent is in active deployment, then absences will be authorised. If the parent is based at Culdrose, the absence will be recorded as any non-service children.</p> <p>In future the Pre-School will be used as the polling station, so elections will no longer affect the school. The school will risk assess the use of the car park.</p>	
	<p>How will Equality and Diversity be covered in this aspect?</p>	<p>As and when needed.</p>	
	<p>Matters to raise with the Board</p>		
	<p>School Improvement Plan</p>	<p>Responses</p>	
	<p>Questions on the School Improvement Plan will be invited following the review in January.</p>		
	<p>How will Equality and Diversity be covered in this aspect?</p>		
	<p>Matters to raise with the Board</p>		
<p>12. FEEDBACK ON GOVERNOR MONITORING VISITS</p>			
	<p>HG updated the governors following her monitoring visit which focused on the learning environment for Early Years.</p> <p>She spoke about the good use of the area including the little plays she observed on the stage area and the planned development.</p> <p>There are a number of tyres in the outdoor area which are not being used due to the toxic elements they contain. The trustees have requested that all tyres be removed. The maintenance team will arrange this.</p> <p>There will a focus on natural resources.</p> <p>HG also informed the governors of her findings when monitoring the implementation of the</p>		

	<p>Marking Policy. She spoke about some inconsistencies and that if certain criteria are in the policy they must be put into practice. She spoke about the use of circles and the use of an S for supported work. She informed the governors that the policy states that next steps are to be written under the marking ladders but this was not always the evident. She spoke about the Marking Policy needing to have purpose and being beneficial to the pupils and that verbal feedback should be used for younger pupils. HG further spoke about modelling and re-drafting. She advised a careful review of the Marking Policy.</p> <p><u>Q Would it be possible to mark a small section of the work?</u></p> <p>A. Maybe the school could consider the 2 ticks and a wish approach. (HG)</p>	
13.	<u>FOCUS ITEMS AND UPDATES [Eg. policies; changes to the curriculum; etc]</u>	
	<p>The school needs to prepare for the implementation of the new PSHE Curriculum in September 2020. The Christopher Winter Project will be used as a starting point although there is some concern as to whether this will cover all areas. There is a section for faith schools. Parents have the right to withdraw from these lessons.</p> <p><u>Q. Are there any other policies which need to be reviewed?</u></p> <p>A. The Charging Policy needs to be reviewed.</p> <p>ACTION: PH and SB to review charging policy.</p> <p>ACTION: PH to email the Behaviour Policy which has been updated to include Peer on Peer abuse.</p> <p>The governors agreed to the changes.</p>	PH/SB PH
14.	<u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	
	<p>CB has carried out a Health and Safety monitoring visit.</p> <p>HG has carried out an Early Years monitoring visit.</p> <p>Each governor has a log in to Google-docs which enables them to access relevant documents.</p>	
15.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	ACTION: AH to carry out a Safeguarding monitoring visit.	
16.	<u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u>	
	Who is the Health and Safety lead for the trust.	
17.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>Due to personal reasons AH can no longer make meetings held on a Tuesday. The governors agreed that the next meeting will be held on Monday 10th February at 7.00pm.</p> <p>ACTION: AH to be informed of the change of day of governor meetings.</p>	SB

Chair's Signature _____ Date _____