



Wendron C of E Primary School
Local Governing Body meeting
Tuesday 12th February from 7.00pm
at Wendron C of E Primary School

	<p>1. <u>ATTENDING</u> :</p> <p>Canon D Miller (Chair), Mr C Biddick (Vice Chair), Mr R Lawrence (Headteacher), Mrs K Taberer, Mrs A Veneear, Mr A Hampson, Mrs H Gilbert</p> <p>In Attendance Kristin Pryor (Trustee) Mrs S Bennetts (Clerk)</p>	
	<p>2. <u>APOLOGIES</u> :</p> <p>Apologies were received from Mr B Jolliffe</p>	
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	<p>Canon Miller welcomed the governors and KP (Trustee), and opened the meeting with a prayer.</p> <p>There were no additional pecuniary interests to declare on any of the agenda items.</p> <p>AH and HG were given the annual declaration forms to complete.</p>	
4.	<u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u>	
	<p>The minutes of the meeting of 4th December 2018 were agreed as a true record and signed by the chair.</p> <p>RL has finalized the School Strategic Plans.</p> <p>Action: RL and CB to discuss the Strength in Numbers project.</p> <p>The School Development Plans 2018 have been finalized.</p> <p>Action: RL to circulate the School Development Plans 2018 .</p> <p>The SDP for 2019 is currently being written, based on the report received by Karen Brokenshire.</p> <p>Action: RL to circulate School Development Plans 2019 by the end of February.</p> <p>Action: AV to meet with RL to discuss Vulnerable Pupils</p> <p>The external painting of the school has not been done and is not seen as a priority in the MATs plans.</p> <p>Q: What is Bold Beginnings?</p> <p>This is an Ofsted document for Early Years which is based on evidence of good practice gathered from a small number of primary schools.</p> <p>Action: RL to forward a copy of Bold Beginnings to HG.</p>	<p>RL/CB</p> <p>RL</p> <p>RL RL/AV</p> <p>RL</p>

	<p>The Curriculum Intent will be ready by Easter.</p> <p>The SIAMS Action Plans are being written and accompanying evidence is being gathered. The school will receive an inspection in the summer which is based on the new framework implemented in January.</p>	
5.	<p><u>FEEDBACK FROM THE TRUST BOARD</u></p>	
	<p>There has been no feedback from the trust board to report on.</p> <p>KP informed the governors that along with herself, Kevin Thomas and Tony Sanders have been linked with the Wendron Hub schools. The aim is to attend one governors' meeting a year. Trustees follow the minutes noting concerns and how they are dealt with.</p> <p><u>Q: Are trustees associated with individual school.</u></p> <p>A: The trustees are accountable for all schools.</p> <p>There are currently 7 trustees. The link trustees fed back to the board in November using the minutes of the June and September governors meetings. They have noted comments re maintenance, class changes, clarity of school reserves and budget reports, visit protocols and the structured questions. RL confirmed that he has now received a budget report.</p> <p><u>Q: What responsibilities are now taken by the trustees?</u></p> <p>A: Responsibilities can be found in the SODA which can be found on the MAT website. Appointments for teaching and non teaching staff remain the responsibility of the schools. Appointments of headteachers, deputy headteachers and assistant headteachers are the responsibility of the trustees.</p> <p>Schools no longer need to have a finance committee as financial responsibilities lie with the trustees. Budget setting is carried out by RL, Sean Pinhay (Chief Finance Officer) and Maria Collins (MAT Business Manager).</p> <p><u>Q: Is there any flexibility in allocation of budget? Can the MAT allow you an increased budget to cover special needs?</u></p> <p>A: The funding formula sets the amount of money each school receives and the trust manages the funding in separate pots. Schools will be stopped from over spending.</p> <p>The focus of governance is on monitoring, vision, ethos and direction. Governors should offer challenge and support. From an Ofsted perspective there is a move away from data although the trust is still accountable for standards. A central team looks at the data from each individual school on a regular basis and governors continue to be informed of outcomes.</p> <p>KP informed the governors that she is aware that grammar, punctuation and spelling outcomes are below national figures but through the governor minutes, is aware this is improving.</p>	
6.	<p><u>FEEDBACK FROM THE FORUM</u></p>	
	<p>The forum has taken place but was poorly attended.</p> <p><u>Q: Who was invited to attend?</u></p> <p>A: The forum is for all parents, pupils and the community.</p> <p>The forum provides an opportunity for stakeholders to talk to the school. Attendance has been a problem across the trust.</p> <p><u>Q: Did the school offer childcare for the children?</u></p> <p>A: Children were invited to attend.</p> <p>Governors discussed alternative methods ie questionnaires or an on-line version. Governors thought that it would be worth exploring the possibility of a live on-line version.</p> <p>ACTION: RL to discuss with AH</p> <p>It is understood that lack of attendance shows there are no major issues.</p>	RL/AH
7.	<p><u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u></p>	

	<p>HG and AH are attending their first meeting.</p> <p>a. Governor Roles</p> <p>The following responsibilities were agreed:</p> <table border="0"> <tr> <td>SEN</td> <td>AH</td> </tr> <tr> <td>English</td> <td>DM to cover in the interim</td> </tr> <tr> <td>Early Years</td> <td>HG</td> </tr> <tr> <td>Health & Safety</td> <td>CB</td> </tr> </table>	SEN	AH	English	DM to cover in the interim	Early Years	HG	Health & Safety	CB	
SEN	AH									
English	DM to cover in the interim									
Early Years	HG									
Health & Safety	CB									
<p>8.</p>	<p><u>HEADTEACHER’S REPORT</u></p>									
	<p>RL presented his report. The following points were raised:</p> <p>Mark Lees will be delivering Ofsted training on 27th February. This will be held in M1 (Music Block) from 6pm – 8pm.</p> <p>See Part Two Confidential Items.</p> <p>Absence data has been affected by a Year R pupil with significant medical needs. Absence requests from one or two farming families have been recorded as unauthorised. The trust has issued 2 or 3 penalty notices and if this happened at Wendron School, support would be sought from the EWO</p> <p>The school funds the first £6,000 of one to one cover for children with an EHCP. The top-up received from the LA doesn’t cover the costs beyond the £6,000. This has a significant impact on the school’s finances but Wendron School always seeks to be an inclusive school.</p> <p>Outcomes for grammar, punctuation and spelling should improve as a result of additional test preparation, a greater focus in lesson time and schools sharing best practice.</p> <p><u>Q: Has one area been identified as being lower than the others?</u></p> <p>A: No.</p> <p>Identity week focused on British Values. The theme week during the summer term will focus on planting and growing.</p> <p>The boiler requires repairs and there is an issue with the timing.</p> <p>The fire risk assessment has taken place but the report has not been received.</p> <p>The PAT testing has been carried out.</p> <p>DB will be leading a training session on governance on 20th March at 6pm. Venue to be confirmed. Governors were asked to let her know if they wished for a particular topic to be covered.</p> <p>Schools continue to be challenged in getting an EHCP awarded. There are issues regarding the administration process.</p> <p>A great worry is the rise in the number of children with mental health issues and the cases of anxiety, self harm etc.</p>	<p>GOVS</p>								
<p>9.</p>	<p><u>SAFEGUARDING GOVERNOR’S REPORT [STRUCTURED QUESTIONS]</u></p>									
	<p>BJ has looked at the single central record and identified actions have been addressed.</p> <p>Actions from last year’s S157 have been addressed.</p> <p>The new version of the S157 has been received. Lucy Wandless will pre-fill much of the document with schools adding their own school level information.</p>									

Q: To what level are staff trained?

A: The DSL and DDSL are trained to Level 3 – this is up to date. All staff are trained to level 2 - this was completed in September 2018. BJ attended the governor safeguarding training in the autumn. All staff and RL have up to date PREVENT training.

Safer recruitment training needs to be arranged. It is hopeful the MAT will provide this.

The SRE needs to be reviewed and this will be discussed across the MAT schools.

Peer on peer abuse from the KCSIE has been included in the Anti-Bullying Policy.

Governors signed to confirm they have read the KCSIE Part 2.

Safeguarding:

1. When was your Single Central Record last checked? By who? What were the outcomes/actions arising?
2. When was your most recent Trust Designated Safeguarding Officer visit? What was the focus on the visit? What was the outcome/action arising?
3. What action has been taken on the council's feedback on the S157?
4. What reassurances can you give that the actions have been robust?
5. How many new cases typically are you encountering each month/term? What is the school's capacity to deal with these?
6. How are you prioritising these children's needs?

Responses:

1. Brett Jolliffe Safeguarding governor (date)
2. Today 12th Feb Paul Hunkin – report to follow
3. Duly noted and actions were added to the SDP Safeguarding
4. Governor Monitoring Review of Action Plan indicates progress
5. My Concern; there have been 14 Concerns raised since the start of this academic year
6. Children known to staff and discussed at staff meetings

10. SELECTED TOPICS FROM STRUCTURED QUESTIONS

Communication:

1. Have all governors received the monthly CEO newsletter and weekly Trust Bulletin?
2. How are these shared with parents, staff and the community?
3. How do you know this is happening?
4. What feedback have you had on the school's communication – are stakeholders happy with the website, weekly newsletter, text alerts etc?
5. How do you make provision for parents whose children are not good at ensuring their parents receive the information?
6. How are you ensuring equity for all parties?
7. Are there any particular needs in our community in respect of communication flow and how are

Responses

1. Sent out by email
2. Placed on the website and signposted from the newsletter
3. Governors should be in receipt of the bulletin and newsletters
4. Parent survey indicates that parents are happy to approach the school and that 92% say they are kept informed on how their child is getting on
5. Letters home where required; chased for signatures as required
- 6.
7. None at present;
8. Forum not well attended by the community; further work needed to bring a system that will give better response; Online?

you dealing with these (e.g deaf parents; English as a second language)

8. What is the feedback from the latest Forum meeting?

Outcomes – Progress & Attainment:

Responses:

1. What are the areas of strength and celebration? How have these been achieved? Is this practice useful to share with others across the Trust?
2. 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?
3. Within the more vulnerable groups, do you have some success stories? To what do attribute their progress?
4. Why is there variation between the year groups' progress for e.g. maths? How are you addressing this? Does the teacher need support or intervention?
5. Has this situation improved or declined over time?
6. How does it compare with other schools in the Trust and against national data?

1. Reading across the school remains strong; Current internal assessments are looking positive

	Start (July 2018)	October 2018	December 2018
Y6 Reading	44.6	45.7	46.7
Y6 Writing	43.4	43.8	44.8
Y6 Maths	44.4	45.8	46.8
Y5 Reading	39.5	40.1	41.0
Y5 Writing	38.5	39.2	40.2
Y5 Maths	38.6	39.4	40.3
Y4 Reading	31.7	32.6	33.6
Y4 Writing	30.7	31.8	32.8
Y4 Maths	31.2	32.3	33.3
Y3 Reading	26.7	27.2	28.2
Y3 Writing	25.2	25.7	26.7
Y3 Maths	25.8	26.8	27.6
Y2 Reading	19.1	21.2	22.3
Y2 Writing	17.9	19.9	21.0
Y2 Maths	17.9	19.9	21.0
Y1 Reading		12.2	14.4
Y1 Writing		11.4	13.7
Y1 Maths		12.1	14.1

2. No group considered as underperforming; some individuals are below age expectation; staff are fully aware of these pupils; Mrs Patchett has tracked those at risk of underperforming and has informed staff; lesson observations focussed on the 'vulnerable'; interventions are in place for individuals and small groups across the school from TAs and from Mrs Houston;
3. Individual progress has been seen in the books for the vulnerable pupils;
4. No in school variation between year groups;
5. n/a
6. The main concerns are over the KS12 maths progress and KS2 GPS scores
7. Tracking of pupils and challenging targets are set by the system and the staff with QA from headteacher

<ol style="list-style-type: none"> 7. 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? KS2 to KS3? KS3 – KS4? KS4 –KS5? Higher Education? 8. What strategies do you use to accelerate progress? Which of these seems to work best? Why? 9. What variation is there in pupil performance between subject areas? What is being done to address any inconsistency? 10. What has been the impact of? 11. Why is this situation not improving yet? 12. What more could be done? 13. What has the impact of the training provided by the Trust been on? 	<ol style="list-style-type: none"> 8. Quality first teaching with group focus during teaching; Y3/4 split for the mornings for additional focus; high quality TA group support 9. Maths is lower in terms of test performance in progress not attainment 10. Strength in Numbers project has improved the maths teaching for mastery; particular around reasoning 11. Maths outcomes to be reviewed at the end of this year 12. Test preparation; accuracy of calculation at speed; 	
Behaviour, Attendance & Well Being:		Responses:
<ol style="list-style-type: none"> 1. What are the most positive aspects of behaviour in the school? 2. Which areas are causing the most concern? 3. What has been the impact of the initiative you introduced earlier in the year? 4. Is your evidence anecdotal or is there a way of measuring this so the improvement trajectory can be evidenced? 5. Which groups are causing the most concern? What is in place to address this? Is there any evidence yet that this having an impact on the issue? If not when do you think it will get traction? 6. How does the attendance figure for all pupils and for groups compare nationally? What is the greatest area of concern and what strategies are in place to address it? 7. Where have you had success in 	<ol style="list-style-type: none"> 1. No exclusions; low incidence of very challenging behaviour; any incidents dealt with quickly and effectively 2. Pupils with SEN and well-being and home issues have been the most challenging in terms of behaviour 3. minimal disruption to learning in the classroom from low level behaviour; - where there is some it is consistently dealt with 4. Expecting to have online Boxall profiling tool via the trust to measure the pupils' well-being 5. No group issue 6. Attendance is above 95% and close to 96%. PA is affected by farming families taking holidays and medical conditions; 7. Attendance [] vs Nov 29th 95.69% in line with national 8. Attendance [] vs Nov 29th PA 8.77% in line with national 9. 10. Pupil survey Jan 19: I am proud of my 	

<p>promoting good attendance?</p> <ol style="list-style-type: none"> 8. How does the Persistent Absence figure compare nationally and with other schools in the Trust? 9. Could you draw on expertise from the Trust to support you in this? 10. Have you run any survey to review how pupils' well-being is fairing? 11. Are referrals to external agencies to support well-being on the rise? 12. What strategies do you have in place to help pupils before the crisis point? 13. What aspects of school life make it worse for children? What have you put in place to try to address this? 14. Review initiatives and aspects of school improvement plan in this are if applicable 15. How is staff well-being at the current time? Where are the pressure points for them and are there strategies in place to help manage this? How is this reflected in staff absence? Is there anything more that could be one to support the whole staff team more effectively? 	<p>school 92%;</p> <ol style="list-style-type: none"> 11. No 12. Individual counselling from TA in school; external counselling from a professional; anecdotal evidence to support the success of this work 13. 14. School development plan – Pupil well-being has monitored and indicates actions and effectiveness; 15. One member of teaching staff long term sick after surgery- return in March; one member of non-teaching staff long term sick after medical procedure; staff have been brilliant in covering the hours and the additional workload this has brought 	
<p>Curriculum:</p>	<p>Responses:</p>	
<ol style="list-style-type: none"> 1. How does the curriculum plan ensure that there is breadth and balance in the provision? 2. Does the emphasis on literacy and numeracy every morning detract from the rest of the curriculum? 3. Where do Languages such as Spanish or French feature in our provision? What impact does it have? Is this an effective preparation for KS3? 4. Are we meeting our statutory obligations for the RE curriculum? How does it address other faiths whilst largely based on Christianity? 5. 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? 6. How is the EYFS provision 	<ol style="list-style-type: none"> 1. Curriculum intent statement currently being rewritten after consultation 2. Potentially, however whilst the stringent external accountability focusses on the outcomes for English and maths this will have to persist 3. 4. Yes; new Understanding Christianity resource being well implemented in school and has raised the quality of teaching and learning in RE. 5. Sports premium usage and planning currently being reviewed; plenty of opportunities for children to be active during the school day and PE being delivered appropriately; all children swim every week 6. Bold Beginnings was evaluated alongside EYFS provision and actions added to and completed from the school development plan 7. PE for example adapted to meet the needs of less abled bodied learners; individual curriculum available for a child with an EHCP 8. Yes, however further work required in light of new statutory curriculum expected for 	

	<p>reflecting the recommendations of the Bold Beginnings Document?</p> <p>7. How are we ensuring equality of access to all areas of the curriculum for all pupils? E.g. disability in sport</p> <p>8. Are we meeting our statutory duty re PSCHE?</p> <p>9. Are we meeting our statutory duty re Careers education?</p> <p>10. Are the curriculum plans affordable?</p> <p>11. How do we ensure sufficient choice for options and alignment with Progress 8 and pupil aspiration? Are there sufficient courses of interest for our less academic pupils? Could there be a trust wide solution to this?</p> <p>12. What are the implications for staffing in the curriculum plan?</p> <p>13. What is the Strength in Numbers Project and how long has the school been involved in this?</p> <p>14. Is it correct that mastery open up learning for the more able?</p> <p>15. Could the school hold training evenings for parents?</p> <p>16. There appears to be discrepancies in the maths data?</p>	<p>2020. Draft DfE out for consultation</p> <p>9. Some discussions take place at primary</p> <p>10. Finances are tight and budgetary pressures are affecting staffing; 3 pupils in school with 1-1 cover is hard to fund; low numbers of pupil premium children do not help the finances</p> <p>11. n/a</p> <p>12. Changes to leadership time this year have allowed for continued staffing provision; budget setting will start soon and staffing costs will have to be reduced</p> <p>13. Problem solving has been a concern of the school for some time. In order to address this, the school became part of the Strength in Numbers project at the beginning of June 2018. CPD has been provided by the maths hub and a member of staff from Parc Eglos School. Mark Lees and Karen Brokenshire have made visits and noted the greater opportunities for fluency, reasoning and problem solving in pupil workbooks and the classroom. Karen Brokenshire will be visiting again in March.</p> <p>14. It also requires accuracy, speed of working and confidence. Governors discussed parental support and the issues of lack of confidence with ever changing techniques.</p> <p>15. Yes. The school has done this, but it is not the parents who need to come that attend.</p> <p>16. This is because one set of figures is based on teacher assessment and results from a good level of teaching and learning, challenge and mastery. The other figures come from test results where the children are under test conditions. The school needs to ensure pupils are better prepared for tests.</p>	
11.	<u>FEEDBACK ON GOVERNOR MONITORING VISITS</u>		
	<p>The self evaluation has taken place and when RL has completed the governor monitoring action plan, monitoring visits will take place. It is felt to be more effective and efficient for governors to cover multiple areas.</p>		RL/Govs
12.	<u>FOCUS ITEMS AND UPDATES [Eg. policies; changes to the curriculum; etc]</u>		
	<p>a. SIP Visit Report</p> <p>Copies of the School Improvement Partner Report Spring Term 2019 were circulated to governors. Karen Brokenshire visited the school on 23/01/2019. The report includes areas for development and these will be copied to the School Development Plan. Governors discussed the need to review the marking and target setting policy to improve pupils' understanding of the next step in their learning. This will be discussed with staff.</p>		

ACTION: RL to discuss with staff

RL

Q:Do the other schools have strategies you could use?

A This could be discussed with colleagues.

b. Diocese SIP visit report

Copies of the Truro Diocese summary visit notes were circulated to governors. The report include next steps and the opportunity for the children to experience a Eucharist service was discussed. DM states that he feels this is not appropriate unless the children fully understand the meaning and is not sure this is the case.

c. CSAW report

The Co-operative Spirituality and Wellbeing group has visited the school. Outcomes will be transferred to the SIAMS action plans.

d. School development plans

i. Finalise 2018

ACTION: RL to forward to governors.

ii. 2019

RL

ACTION: RL to forward the first draft to governors when completed at the end of February.

e. SIAMS action plans

The SIAMS action plans will be forwarded to governors when completed.

f. Risk Register

RL

RL circulated and explained the purpose of the model operational school level risk register.

Q: Are the target risks realistic?

A: They are achievable but may be too optimistic

Governors suggested that the TREAT column may not incorporate everything. RL informed the governors that the document will be under constant review. Governors to email any comments to RL.

g. Management Report

A management report has been received which indicates the school will end the year with a £19,000 in year deficit.

The school is currently supporting a child with needs without funding from the LA.

The forecast is that every cost centre will be spent but in reality it is likely there will be underspend in some areas.

GOVS

Q: If the child is awarded an EHCP will the funding be back dated?

A: No. It will still only be topped up beyond the £6,000 the school is expected to pay.

Full changes to the funding formula will be in place for next year's budget which may result in slightly increased income. Government changes to teachers' salaries, pension scheme and national insurance will add extra costs to the school. It is possible that Wendron School may receive about an additional £30.00 per child.

The building is relatively cheap to run. RL has been looking at potential cuts such as changes to the website provider, not subscribing to espresso

Q: Has it been communicated to parents that there are practical reasons why you are in school for 2 days during the week?

A: No

The school has a low number of pupil premium and free school meal children. Out of the £16,000 received from the sports grant this year, £6,000 was used to fund lunch time supervisors leading

	<p>activities over lunch time.</p> <p><u>Q: Is there any prospect of improvement?</u></p> <p>A: With predicted numbers, it is likely the school will see a drop of 5 children on roll in September.</p> <p>h. Strategic Overview</p> <p>Copies of the Strategic Overviews for Jan 2019 – Jan 2020 and Jan 2020 – Jan 2021 were circulated to governors. RL explained the SIAM theology of the school. The children have been introduced to the Bible story of the paralyzed man focusing on team work, faith and forgiveness. The display at the front of the hall will be changed to reflect this and will also include statements from the children.</p>	
13.	<u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	
	<p>Governors have provided welcomed and helpful support with the school's self evaluation.</p> <p>HG and AH have attended the data information session therefore raising their skills level.</p>	
14.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	There were no urgent matters for discussion.	
15.	<u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u>	
	There are no matters to be raised with the trust board.	
16.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>Future meetings will take place on</p> <p>March 19th 2019 at 7.00pm</p> <p>July 16th 2019 at 7.00pm</p>	

The meeting closed at 9.15pm

Chair's Signature _____ **Date** _____