



Wendron C of E Primary School
Local Governing Body meeting
Tuesday 4th December 2018 from 7.00pm
at Wendron C of E Primary School

	<p>1. <u>ATTENDING</u> :</p> <p>Mr C Biddick (Vice Chair), Mr R Lawrence (Headteacher), Mrs K Taberer, Mrs A Veneear, Mr B Jolliffe</p> <p>In Attendance Mrs S Bennetts (Clerk)</p>	
	<p>2. <u>APOLOGIES</u> :</p> <p>Apologies were received from Canon D Miller</p>	
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	There were no additional pecuniary interests to declare on any of the agenda items.	
4.	<u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u>	
	<p>The minutes of the meeting of 18th September 2018 were agreed as a true record and signed by Mr Biddick.</p> <p>Pen portraits from two prospective governors have been forwarded to the trustees for approval.</p> <p>Dave Ellis is leading the work on the trip hazard under the play house. He is waiting for further quotes.</p> <p><u>Q: How much are you (RL) involved in this kind of work?</u></p> <p>A: When appropriate RL will lead some of this work. He did the background work and obtained three quotes for new laptops.</p> <p>Information on free school meals will be included in the newsletter.</p> <p>Action: RL to inform CR.</p> <p>Plans to improve Grammar, Punctuation and Spelling attainment have been included in the literacy action plan which CR is leading. A twilight session was used to go through a KS2 paper to ensure every member of staff is familiar with expectations.</p> <p>Julie Houston has developed a KS1 programme for phonics, spelling and handwriting and how this rolls to KS2.</p> <p>The KCSIE Part Two document was circulated at the last meeting. This will be</p>	RL

	<p>emailed to governors.</p> <p>Action: SB to email KCSIE Part 2 and a signing sheet to governors.</p> <p>RL will email the strategic plans to governors.</p> <p>Action: RL to email strategic plans</p> <p>The forum has taken place. Attendance was poor so in the future it may be linked to another event or maybe the school needs to look at other ways of obtaining feedback such as a questionnaire.</p> <p>Q: How was the event advertised?</p> <p>A: Letters were sent to all families.</p> <p>BJ attended the safeguarding training which was advertised in the MAT newsletter.</p> <p>Action: RL to send the SDP to governors.</p> <p>AV has arranged a meeting with RL</p> <p>CB to arrange a meeting with CR to discuss progress resulting from the Strength In Numbers project.</p> <p>HC continues to be on sick leave and has an appointment with the consultant next week. Her initial intent was to return before Christmas.</p>	<p>SB</p> <p>RL</p> <p>RL</p> <p>CB</p>
5.	<u>FEEDBACK FROM THE TRUST BOARD</u>	
	There has been no feedback from the trust board to report on.	
6.	<u>FEEDBACK FROM THE FORUM</u>	
	See Matters Arising. The forum looked at matching the trust values with what is being done in school and how staff are educating within this structure. Mrs Hendy has set up links with a school in Africa.	
7.	<u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u>	
	<p>a. Governor Roles</p> <p>See Matters Arising</p>	
8.	<u>HEADTEACHER'S REPORT</u>	
	<p>RL presented his report.</p> <p>The IDSR is showing that progress in maths has been poor this year. RL has no concerns re the learning but this has given the school access to external support. . The expectation is that if a child is assessed at able at KS1, the expectation is they will be able at KS2 and this is not always the case. Some children dropped marks at KS2 which had an impact on the progress measure. The school will continue to ensure the children are well prepared for the tests so there is less chance of them missing marks.</p> <p>It is likely the school will be challenged over the progress of Pupil Premium children. There have been a number of children with social and emotional difficulties which have also affected progress. The school has funded TA time, counselling and kept safeguarding files for these children, which will contribute significant evidence as to why progress has been affected.</p> <p>The school has been supported and challenged by an external advisor with Strength In Numbers. The school has been advised on areas to work on and the advisor will be returning in the new year. While standards are not secure, the</p>	

	school will need to work on preparation for tests including more challenging questions.					
9.	<u>SAFEGUARDING GOVERNOR'S REPORT [STRUCTURED QUESTIONS]</u>					
	<p>a. Keeping Children Safe in Education</p> <p>The S157 document will be an on-going living document.</p> <p>The Single Central Record has been reviewed and action points have been raised.</p> <p>ACTION: RL to ensure actions have been addressed.</p> <p>New lanyards are in place – green for unaccompanied visitors and red for accompanied visitors.</p> <p>Q: <u>Does the school provide lanyards for volunteers.</u></p> <p>A: They will use the green lanyards.</p>	RL				
10.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>					
	<table border="1"> <thead> <tr> <th>Outcomes – progress & attainment:</th> <th>Responses:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 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? 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? 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? What strategies do you use to accelerate progress? Which of these seems to work best? Why? </td> <td> <p>KS2 reading progress is good. . Progress at Foundation Stage is fine. Attainment with phonics is improving and now in line with national figures.</p> <p>Progress in maths needs to be worked on The school has been supported by the maths lead from Parc Eglos School with the Strength in Numbers project which has had a positive impact on the children's learning.</p> <p>There is no massive variation and no gender issues. The school has been challenged re girls maths but no gender issues have been identified. There are no issues with boys writing. JH leads the intervention groups which focus on the individual needs of the children.</p> <p>TAs are challenging the children in their delivery to groups. There is an element of focus on passing tests.</p> </td> </tr> </tbody> </table>	Outcomes – progress & attainment:	Responses:	<ul style="list-style-type: none"> 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? 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? 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? What strategies do you use to accelerate progress? Which of these seems to work best? Why? 	<p>KS2 reading progress is good. . Progress at Foundation Stage is fine. Attainment with phonics is improving and now in line with national figures.</p> <p>Progress in maths needs to be worked on The school has been supported by the maths lead from Parc Eglos School with the Strength in Numbers project which has had a positive impact on the children's learning.</p> <p>There is no massive variation and no gender issues. The school has been challenged re girls maths but no gender issues have been identified. There are no issues with boys writing. JH leads the intervention groups which focus on the individual needs of the children.</p> <p>TAs are challenging the children in their delivery to groups. There is an element of focus on passing tests.</p>	
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<ul style="list-style-type: none"> • What has the impact of the training provided by the Trust been on? 	<p>CB will receive feedback during the maths monitoring.</p>
<p>Behaviour, Attendance & Well Being</p>	<p>Responses</p>
<ul style="list-style-type: none"> • What are the most positive aspects of behaviour in the school? • 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? • 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? • How does the Persistent Absence figure compare nationally and with other schools in the Trust? • Could you draw on expertise from the Trust to support you in this? • Have you run any survey to review how pupils' well-being is fairing? • Are referrals to external agencies to support well-being on the rise? • What strategies do you have in place to help pupils before the crisis point? • What aspects of school life make it worse for children? What have you put in place to try to address this? • Review initiatives and aspects of school improvement plan in this are if applicable 	<p>The EWO visited the school on 29th November. Absence was at 4.6%. Unauthorised absence stood at 1% Authorised absence stood at 3.2% which is better than the Cornwall average. 1 or 2 families take holidays in the Autumn Term but the school does not chase for fines. No families are taking multiple holidays.</p> <p>One child has a serious medical condition resulting in 50% absence. It is anticipated that absence figures will improve</p> <p>Persistent absence is running at 8.8% of number on roll which is better than the average figure for Cornwall. The EWO is happy with the processes in place. RL challenges parents when needed. Behaviour is generally good with only a few instances of children not being thoughtful or being a bit robust. Appropriate action is taken. The school is noting concerns. There have been no exclusions</p> <p>The children exhibit nice, supportive behaviour.</p> <p>The question of whether children feel safe and secure is included in the pupil survey.</p> <p>BJ to carry out pupil conferencing to find views of children.</p>

As part of the meeting with Safeguarding Governor

Safeguarding:	Responses:
<ul style="list-style-type: none"> • When was your Single Central Record last checked? By who? What were the outcomes/actions arising? • When was your most recent Trust Designated Safeguarding Officer visit? What was the focus on the visit? What was the outcome/action arising? • What action has been taken on the council's feedback on the S157? • What reassurances can you give that the actions have been robust? • How many new cases typically are you encountering each month/term? What is the school's capacity to deal with these? • How are you prioritising these children's needs? • Information presentation • Updates • Volunteer badges; • Volunteers and concerns 	<p>Last governor monitoring visit observed; RL Nov 18</p> <p>Not this term; RL visited Crowan and HCC; DC to Halwin; format for this term shared.</p> <p>Training update: Tier 3 RL booked for Jan 19; CR to rebook as no space</p> <ul style="list-style-type: none"> a. PSHE and SRE will be on the pupil development action plan Jan 2019 <p>My Concern</p> <ul style="list-style-type: none"> a. 7 pupils; 19 concerns and updates noted. <p>3 cases in September; 1 July; 2 June; 1 May; 1 April; 2 March</p> <p>Weekly staff meeting Children Causing Concern; discussions with other adults; external professional support; (counselling services and behaviour support services) Trust notices/staff noticeboard</p> <p>Trustees due to approve new Safeguarding Policy</p> <p>Check in on regular volunteer badges; lanyards.</p> <p>Induction for volunteers; concerns and codes of conduct.</p>

11. FEEDBACK ON GOVERNOR MONITORING VISITS

Many of the co-operative values link with the ethos of the school and are looked at in rota along with British values

The SIAMs inspection will expect a certain level of theology to be evident in the school. A meeting of the CSAW group which comprises the CEO and heads of the church schools within the trust, will be held at Wendron School on Thursday. There is more work to do on the SIAMS with an inspection likely to take place in the summer.

If the school doesn't bring the church aspect to the fore, it will be challenged,

	<p>outside area giving opportunities for child initiated learning.</p> <p>To deliver the curriculum to suit the children at Wendron School.</p> <p>Vulnerable Pupils</p> <p>Some pupils are affected by safeguarding issues, issues at home, child protection, separations issues or bereavements and the school has put strategies in place to suit the needs of the vulnerable pupils. It looks as if the children in Year 6 have underachieved but their personal situations need to be taken into consideration.</p> <p>AV to go through Vulnerable Pupil data with RL</p> <p>Action: AV and RL to meet.</p> <p>Leadership and Management</p> <p>Clear responsibilities for the school and the trust have been set for RL and CR.</p> <p>The SEF will be completed in January</p> <p>The external painting has not been done.</p> <p>The external lighting has been repaired.</p> <p>Action: RL to check progress re the external painting.</p> <p>Curriculum</p> <p>The school needs to ensure the RE curriculum is effective.</p> <p>There have been changes to the PSHE/RE curriculum which will be looked at in January.</p> <p>The school needs to write a curriculum intent statement.</p> <p>Action: RL to ensure curriculum intent statement in place.</p> <p>Safeguarding</p> <p>There is further work to do regarding on-line safety.</p> <p>Personal Development</p> <p>This area has links to vulnerable pupils. The school is proposing to use the Motional Tool or Boxall profile to review certain children.</p> <p>c. SIAMS Action Plans</p> <p>There are been much work done in this area which will be looked at in detail in January. Many of the policies will need to be re-written.</p> <p>Action: RL to ensure policies are re-written</p> <p>d. Health and Safety</p> <p>Quotes are being sought to rectify a trip hazard in Lander playground.</p> <p>Action: RL to ensure work is completed.</p>	<p>AV/RL</p> <p>RL</p> <p>RL</p> <p>RL</p> <p>RL</p>
13.	<u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	
	A full governing body monitoring action plan will be available at the training.	
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>	
	Future meetings will take place on January 21 st 2019 3.30pm – 6pm March 19 th 2019 at 7.00pm July 16 th 2019 at 7.00pm	

The meeting closed at 8.50pm

Chair's Signature _____ **Date** _____