

Mullion County Primary School
Local Governing Body meeting
Monday 1st October from 6pm
at Mullion

1. <u>ATTENDING</u> : In Attendance: Kate Wilson, Mel Mitchell, Sylvia Causo-Garbutt , Duncan Ratcliffe Sarah Bayes (Clerk) Not Attending: Alexi Read		
2. <u>APOLOGIES</u> : Apologies were received and accepted from Alexi Read.		
		<u>ACTION</u>
3.	<u>ELECTION OF CHAIR</u>	
	Kate Wilson was elected unanimously as the Chair.	
4.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	Governors completed new Business and Pecuniary Interests forms for the new academic year.	
5.	<u>CODE OF CONDUCT FOR GOVERNORS</u>	
	Governors signed the code of conduct and returned them to the Clerk.	
6.	<u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u>	
	<p>The minutes of the meeting on Monday 6th June were agreed as a true and accurate record.</p> <p>5. There had been an enquiry from a person to become a governor. The Clerk would forward the skills sets form to them.</p> <p>Action: Clerk to email enquirer re new governor</p> <p>6. It was now easy to access the school website.</p> <p>6. Virtues training is going to be undertaken, led by someone from Penzance giving guidance on how to look at the characteristics of children. The R Time rules have become too tired. The staff are currently looking at the school rules They will have to be consulted on; however it is proposed that the new rules will be Be</p>	Clerk

	<p>Kind, Be Caring and Be Courteous. Staff would like more clarity about sanctions so this will be reviewed. The Code of Conduct for students will be rewritten and distributed to parents. <u>When you have supply teachers in, how does the ethos get to them?</u> Not well enough at the moment but will be updated. There will have be a virtue of the week which will be celebrated in the parent assembly, on a display in the hall and on weekly newsetters</p> <p>7. Mr Martin had been contacted.</p> <p>7. The Chair reminded governors of the safeguarding training on 9th October.</p> <p>7. The Chair would be shortly investigating the PTA situation.</p>	
7.	<u>FEEDBACK FROM THE TRUST BOARD</u>	
	There had been no feedback	
8.	<u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS/RESIGNATIONS</u>	
	See Item 4.	
9.	<u>HEADTEACHER'S REPORT</u>	
7.1	<p>Structured Questions</p> <p>The Head had answered the structured questions as his report. This is attached. The Head explained what the S157 document was.</p> <p>The Head is booked in for safer recruitment training.</p> <p>One governor had been to the 'meet the parent' event and found it a bit dry and was not involved and engaged, which would emphasise the 'learning is passive' statement in the 'Behaviour Attendance and Wellbeing section. <u>Would it be possible for the children to explain to the parents what they were doing?</u> There is some work to do with the staff who were reluctant to engage as they thought parents would not like being lectured at. It is in the SDP to have the children more engaged in their learning by explaining their understanding. At Porthleven there are Inspire days when parents are invited in to sit with their child in a lesson. Working towards this at Mullion.</p>	
7.2	<p>School Development Plan</p> <p>This is not exhaustive. The writing in red is the Trust plan which ties in with the school. There are 3 objectives – Teaching and Learning, Well-being and Behaviour, and Leadership and Management (Governor development)</p> <p>Data - Reading Writing and Maths – school achieved 43% of pupils at the expected standard which put the school in the bottom quintile. Standards need pushing up. Average scale score is slightly better although the maths is low, but higher performing pupils performed really well. There had been a certain amount of resetting the internal tracking system last year to make it more accurate. Progress scores are not good. Results coming into KS2 are relatively high but then not making progress. This will be the Head's target/task.</p> <p>First objective – Maths. Lesson plans are being written cooperatively and will be peer observed tomorrow. Understanding needs to be embedded and checked.</p> <p>For reading and writing will put scaffolding in place.</p> <p>STEM sentences are structured sentences such as 'I notice that... giving full explanations of thinking.</p> <p>Writing is not stretched enough and that which is not good enough is accepted. A</p>	

	<p>uniform handwriting style is needed.</p> <p>The Head wants to see leadership at every level in the school.</p> <p>The SDP gives a clear view for governors to see what they need to do. Governors to look at SDP and decide on an area to monitor. The clerk distributed monitoring visit documents.</p> <p>Action: Governors to look at the SDP, liaise with each other and then inform the Head of which area they will be monitoring. Visits will then be arranged.</p> <p>Action: Clerk to send out electronic version of monitoring procedure document.</p> <p>The Chair congratulated the Head on the progress made since he took on the role.</p> <p>The Head distributed a Health and Safety document for information which he had received that morning.</p>	<p>All governors</p> <p>Clerk</p>
10.	<u>SAFEGUARDING GOVERNOR'S REPORT (STRUCTURED QUESTIONS)</u>	
	See the Head's structured answers at the end of this document	
11.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>	
	See the Head Teacher's report	
12.	<u>FEEDBACK ON GOVERNOR MONITORING VISITS</u>	
	No visits had taken place	
13.	<u>FOCUS ITEMS :</u>	
	There were no focus items	
14.	<u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	
	<p>The Instrument of Government was updated and governors were assigned to different responsibilities.</p> <p>Kate Wilson: Safeguarding , DSEN, Looked After Children</p> <p>Mel Mitchell: Whistleblowing, Pupil Premium</p> <p>The curriculum map will be looked at at the next meeting.</p>	
15.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	There were no urgent matters for discussion.	
16.	<u>MATTERS TO RAISE WITH TRUST BOARD</u>	
	There were no matters to raise.	
15.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>Governors were invited to Virtues training on November 12th</p> <p>Curriculum plan meeting at 1pm November 12th</p> <p>Monday 11th February</p> <p>Monday 10th June</p>	

16.	FEEDBACK FROM FORUM	
	There had not yet been a Forum meeting	

Chair's Signature _____ Date _____

Local Governing Body Meetings

Matters Arising:	
Feedback from Trust Board:	
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? <p>Other questions to be noted here by the clerk</p>	<ul style="list-style-type: none"> • We have no safeguarding Governor currently. The SCR is checked and updated by the school secretary and the head teacher. • There was an initial meeting with the Trust Designated Safeguarding Officer. 4/12/17. The focus was an introduction and brief discussion about the processes in school. • S157 feedback; Points addressed- DSL has attended neglect one day training (Sept 2018) DDSL attended one day Multi agency meeting (Jan 2018) and one day neglect training (Sept 2018) All staff received update training on the new updated KCSIE (Sept 2018) with a focus on Neglect. • Approximately 2 new cases per month that trigger a referral. All other cases are managed and monitored through the My Concern website. The number of cases spiked after the introduction of My Concern but now are becoming more manageable as the staff understand the thresholds for reporting. My concern has been adapted by the DSL to include specific referral reports.

Matters to raise with the Board	
Communication:	Responses
<ul style="list-style-type: none"> • Have all governors received the monthly CEO newsletter and weekly Trust Bulletin? • How are these shared with parents, staff and the community? • How do you know this is happening? • What feedback have you had on the school's communication – are stakeholders happy with the website, weekly newsletter, text alerts etc? • How do you make provision for parents whose children are not good at ensuring their parents receive the information? • How are you ensuring equity for all parties? • Are there any particular needs in our community in respect of communication flow and how are you dealing with these (e.g deaf parents; English as a second language) • What is the feedback from the latest Forum meeting? 	<ul style="list-style-type: none"> • Governors are copied into the emails sent to parents. Contact details need refreshing and aligning to the MAT policy. • Newsletters sent out each week by the school secretary through email. • Outside the school, a noticeboard lists the weeks activities, the classes in EYFS and KS1 have notices outside the door. • Facebook pages were set up in the past and administered by a parent from each year group. This has been problematical in the past and the school no longer engages in the sites. Paper copies are available form the school reception area. • Forum meeting to be planned at the beginning of next half term.
Matters to raise with the Board	
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? • Within the more vulnerable groups, do you have some success stories? To what do attribute their progress? • Why is there variation between the year groups' progress for e.g. maths? How are you addressing this? Does the teacher need support 	<ul style="list-style-type: none"> • High attainers continue to make progress throughout school • KS1 perform well. • Children with SEN middle and low attainers do not make expected rates of progress and attainment is low. • New tracking has been introduced, new assessment procedures and data conferencing in place. • Use of standardised score and percentile ranks now understood by staff and helping to identify areas of underperformance and direct interventions. This will help to focus appraisal this year. • New procedures and expectations in place for the SENDCo. • There are now standard formats for assessing that help to stop variations across year groups.

<p>or intervention?</p> <ul style="list-style-type: none"> • 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? KS2 to KS3? KS3 –KS4? KS4 –KS5? Higher Education? • What strategies do you use to accelerate progress? Which of these seems to work best? Why? • What variation is there in pupil performance between subject areas? What is being done to address any inconsistency? • What has been the impact of? • Why is this situation not improving yet? • What more could be done? • What has the impact of the training provided by the Trust been on? 	<ul style="list-style-type: none"> • Regular class observations to check for compliance with policy undertaken by head teacher and assistant head. SDP to have clear routines for checking standards. Monitoring will be carried out by the wider leadership team and will include Maths and English coordinators. • The data is now beginning to reflect more accurately the attainment and therefore planning is becoming more accurate in meeting the needs of pupils. • Intervention groups are taking place in all KS2 classes pupils identified through the use of AR and tracking. Pupils who are on the boundaries of attainment are focussed on. • Limiting factors. – new processes not yet embedded, training in progress. New policies to be applied (handwriting , spelling). • The recent maths training from the Trust (Digging deeper) reinforced the previous training in school and assured staff.
Matters to raise with the Board	
Behaviour, Attendance & Well Being	Responses
<ul style="list-style-type: none"> • What are the most positive aspects of behaviour in the school? • Which areas are causing the most concern? • What has been the impact of the initiative you introduced earlier in the year? • Is your evidence anecdotal or is there a way of measuring this so the improvement trajectory can be evidenced? • 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? • Where have you had success in 	<ul style="list-style-type: none"> • Pupils are very caring and welcoming. • Learning behaviours need to be addressed pupils are passive in their learning. • PX now confirmed. The date for any further appeal has now passed.

<p>promoting good attendance?</p> <ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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 doing to support the whole staff team more effectively? 	<ul style="list-style-type: none"> • 1 member of staff completed reintegration after long term illness. Referral to NEO people OH in progress. • Staff absence not an issue. • Staff appreciative of flexibility around absence (holidays).
Matters to raise with the Board	
Curriculum:	Responses
<ul style="list-style-type: none"> • How does the curriculum plan ensure that there is breadth and balance in the provision? • Does the emphasis on literacy and numeracy every morning detract from the rest of the curriculum? • Where do Languages such as Spanish or French feature in our provision? What impact does it have? Is this an effective preparation for KS3? • Are we meeting our statutory obligations for the RE curriculum? How does it address other faiths whilst largely based on Christianity? • 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 	<ul style="list-style-type: none"> • Curriculum planning is on the school development plan for this year. We want to ensure that well-being is at the centre of what we do, that opportunities for links with core subjects are explicit and that the schools ethos is reflected in its curriculum. This work is being carried out in staff meetings , SLT meetings. It will be shared with parents and the wider community in its draft stage. • French is taught as MFL with the support of the teacher for French from Mullion Comprehensive school. • The new plan for the curriculum will highlight opportunities to have encounters with religions other than Christianity. This will include trips to places of worship and visits from other faith practitioners.

<p>curriculum areas? How does it match the context of a rural coastal Cornish school?</p> <ul style="list-style-type: none"> • How is the EYFS provision reflecting the recommendations of the Bold Beginnings Document? • How are we ensuring equality of access to all areas of the curriculum for all pupils? E.g. disability in sport • Are we meeting our statutory duty re PSCE? • Are we meeting our statutory duty re Careers education? • Are the curriculum plans affordable? • 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? • What are the implications for staffing in the curriculum plan? 	<ul style="list-style-type: none"> • The school is going through a transition period after the PE coordinator moved on this year. Last year there were over 130 activities that the pupils took part in. Sports premium is focussed on resourcing and training for staff. The mile a day was launched last year and we are awaiting quotes for a track that will enable this to happen in all weathers. • EYFS has a broad and balanced curriculum a new EYFS teacher joined the team this September to cover maternity leave. • PHCSE is embedded in our curriculum The new SDP will have well-being and PHCSE as a focus. We will investigate the use of the Virtues in education programme (VINES). • The plans for developing the curriculum are funded- Mastery -Devon and Cornwall maths hub to subsidise resources (50%) and fund training for the maths mastery specialist. English training will be in-house; VINES project has minimal impact on the budget.
Matters to raise with the Board	
School Improvement Plan	Responses
<ul style="list-style-type: none"> • Why are these critical areas for the school? What aspects of Self Evaluation have led to this aspects becoming a focus? • How does the plan tie in with the wider Trust Plan? • Are the plans SMART? Is it clear how we will measure their impact? • What aspects specifically will the local governors review and what evidence do we need to do this? • Are the plans sufficiently ambitious? • What resource is needed to achieve the objectives? • What evidence has been provided by School Improvement Partners/Hub Leader & CEO visits to show the progress towards the objectives? • What other evidence sources do we have to demonstrate progress towards the objectives? (pupil conferencing; surveys; data drops; 	<ul style="list-style-type: none"> • Ongoing self-evaluation have highlighted the need for more accurate assessment for all pupils. • Rates of progress for all pupils in Reading, Writing and Maths. Plan to include coordinated approach to the teaching of reading comprehension. (reading explorers). Use of in house moderation in writing and the continued use of the Writers work shop approach. Focus also on SPAG and presentation. Maths mastery to be guided by the maths coordinator who begins maths mastery practitioner training in September. • SDP is linked to outcomes and progress. • The Governors and SLT will meet to decide the methodology and focus for monitoring the aims of the SDP.

external reports etc)	
Matters to raise with the Board	
Policy Implementation	Responses
<ul style="list-style-type: none"> • 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? • 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? Have we checked for unintended bias? 	<ul style="list-style-type: none"> • Policies an agenda item and are discussed at staff meetings. • Currently need clarification on review timetable for internal policies.
Matters to raise with the Board	
Staffing:	Responses:
<ul style="list-style-type: none"> • 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? • 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? • In terms of appraisal how many of the staff met or exceeded their objectives? • How are any trainees or apprenticeships developing? Is there sufficient support for them? • 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? Do you have any areas of concern regarding the leadership and if so what can be done about it? 	<ul style="list-style-type: none"> • Two new staff being inducted. • Staff are actively involved in the development of the school. • 1 teacher training as Maths mastery specialist, 1 teacher English cluster coordinator, assistant head involved in the leadership group. SENDCo attends network meetings, EYFS teachers attending network meetings. • Appraisal to be completed this month. • Currently no apprentices employed by school. • New leadership team. Assistant head in post 1 year attending the network meetings and taking an active role in the school. Budget makes supporting the role of leadership a challenge. Lit and num coordinator attend SLT meetings when appropriate. SENDCo to meet regularly with the SLT.
Matters to raise with the Board	
Training and Development for LGB	Responses:
What training needs do governors require to expand their collective skills or	Three governors in post, two new to governance.

knowledge bases?	Training needed: <ul style="list-style-type: none">• Safeguarding• Induction for new governors• Safe recruitment.•
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