

Full Governing Board of Mylor Bridge CP School

Minutes of a meeting held on Monday 7 February 2022 at 5.00 pm
Held virtually via Zoom



Names	Initial	Governor Category	Attendance
Paul Dale (Chair)	PD	Local Authority	Y
Vicky Sanderson	VS	Staff (Headteacher)	Y
Matthew Collinge	MC	Staff (Elected by Staff)	Y
Ruth Green	RG	Parent Governor	Y
Jon Pinkney	JP	Parent Governor	Y
Gemma Thompson	GT	Parent Governor	Y
Donna Eddy	DE	Co-opted	Y
Tamsin Gittins	TG	Co-opted	Y
Christopher Gould	CG	Co-opted	Y
Mary Heard	MH	Co-opted	Y
Jane Stephens (Vice-Chair)	JS	Co-opted	Y
Dan Hadley	DH	Associate Member	N
Julie Tayler	JT	Clerk to Governors	Y

1 ABSENCE AND APOLOGIES

- 1.1 Apologies had been received from Dan Hadley and were accepted.
- 1.2 The meeting was quorate in line with Regulation 14 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

2 DECLARATIONS OF BUSINESS, PECUNIARY AND OTHER INTERESTS (BPOI)

- 2.1 No new BPOI were declared in addition to those currently published on the School website.
- 2.2 No BPOI were declared in respect of items on the agenda.

3 MINUTES OF THE PREVIOUS MEETING

- 3.1 The minutes of the meeting held on 22 November 2021 had been shared with governors prior to the meeting. However, several governors said that they had been unable to access the meeting papers, and consequently had not read the minutes.
- 3.2 The Chair confirmed that he was content that the draft minutes were a true and accurate record of the meeting, but asked governors to confirm by email that they were happy to approve them once they had had the opportunity to read them. Approval would then be confirmed at the next meeting.

Action: All governors

4 MATTERS ARISING AND ACTION TRACKER

- 4.1 A report prepared by the Clerk on the current status of actions assigned at previous meetings had been shared with governors prior to the meeting. The Headteacher provided an update for those actions not recorded as completed and not dealt with elsewhere on the agenda.
- 4.2 Row 4: The governor and associate member who were yet to complete the skills audit, were asked to do so as soon as possible.

Action: JP/DH

Chair of Governing Body

Dated

- 4.3 Row 7: The Ofsted briefing document had now been included as a separate item on the agenda
- 4.4 Row 10: It was proposed that the issue of wrap-around care be taken under Correspondence.
- 4.5 The Full Governing Body (FGB) **noted** the action tracker.

5 HEADTEACHER'S REPORT

- 5.1 The Headteacher's report had been shared with governors prior to the meeting. As some governors had not read the paper, the Headteacher shared the report on screen, highlighted the key issues and provided some updates. Governors were invited to ask questions.
- 5.2 The Headteacher said that, with 140 pupils, the School was at capacity: Year (Y) 1 was higher than the Published Admission Number (PAN) of 20 with 21 children; however, Y4 was under at 19. There had been 37 applications for the 20 Reception places in September 2022, so the local authority (LA) would have to apply the oversubscription criteria. If 20 children were admitted, there would be 31 children in one of the Key Stage (KS) 1 classes, which would take the school over the maximum infant class ratio of 30 pupils to one school teacher. However, since one child had been admitted by the LA under the fairer access protocol, this would be acceptable.
- 5.3 The Headteacher reported that the percentage of children receiving free school meals (FSM) (15) was below the national average. The number of pupils with Special Educational Needs (SEN) (25) was significantly higher than the national average, but the audit had shown that all these pupils were receiving external support.
- 5.4 A governor asked whether any further funding would be received for the SEN pupils. The Headteacher replied that one child in Y5 was seeking an Educational Health Care Plan (EHCP), and another Y5 pupil was applying for high needs funding. More money should be available in April; however, there was currently a higher demand, so any available funds might need to be shared across more schools.
- 5.5 The Headteacher said that the levels of attendance had been poor: this was primarily due to Covid, but two children had taken holiday in school time. The period since her last report had been difficult, with many staff also having to take time off due to illness. This had improved since the Christmas holidays, but another wave of the pandemic was currently hitting the School.
- 5.6 A governor asked whether it would be necessary to close any classes. The Headteacher replied that the advice from Public Health England (PHE) was now based on operational capacity; that is, whether the school was able to remain open safely with the number of staff available
- 5.7 Another governor asked whether parents had been sent 'warn and inform' information. The Headteacher replied that this had been circulated with the School newsletter earlier that day; Y2 and Y5 had also been asked to undertake regular testing. Governors observed that more testing would bring about an increase in the number of pupil absences.
- 5.8 The Headteacher said that there had also been some good news. A rigorous Y2 Phonics Screen Check had produced an excellent result, with 95% of the children achieving the pass mark. This was a testament to the strong KS1 phonics programme and the work of Sam Shainberg. Parents had also provided positive feedback on the virtual performances and recordings of class Christmas plays.
- 5.9 The Headteacher reported that a new Special Educational Needs Co-ordinator (SENCo) would start work with the School; Sue Plechowicz currently ran SEN Services South West and was an educational psychologist.
- 5.10 A governor asked how much time the SENCo would spend in the School. The Headteacher replied that as she was responsible for the pastoral aspects, Mrs Plechowicz had been contracted for just one day each fortnight in the first instance. This would be reviewed over time.

Quality of Education

- 5.11 The Headteacher drew governors' attention to the fact that children were not consistently remembering what they had been taught in earlier year groups. The current strategy was to ensure pupils reviewed their previous learning before moving on; however, recall was often still a challenge. Considerable focus on resilience in writing was still required. Progress in mathematics continued to be slow and pupils were approximately 4 weeks behind. The Ready to Progress materials were being used to prioritise the core concepts that children needed to understand before they could move on. Targeted interventions were proving very successful; however, as some objections were now being made by parents finding an early start time challenging, the schedule of before and after school sessions would be reviewed.

Behaviour and Attitudes

- 5.12 The Headteacher reported that pupil behaviour was good; and staff morale remained high. There had been three instances of Team Teach since the last report.
- 5.13 A governor asked whether these physical interventions had been with three different pupils, or whether there had been three incidents with the same child. The Headteacher replied that the issue had been with one pupil, who had been struggling to come into school; however, the problem appeared to be easing.
- 5.14 Referring to the issues raised by governors about the protected characteristics at the recent Ofsted training, the Headteacher said that parents had expressed concerns on two occasions about older boys using inappropriate language about girls. There had been also been a concern raised about bullying. All of the incidents had been dealt with by staff.
- 5.15 The Headteacher highlighted the safeguarding data; the School currently had:
- a) 1 child with a Special Guardianship Order
 - b) 3 children with active court orders
 - c) 1 child with a court allocated mentor
 - d) 3 children currently working with allocated social workers.
 - e) 1 family with a Team Around the Child (TAC) plan in place
 - f) 1 teacher of the deaf involved in planning and adapting provision in school
 - g) 1 teacher for the visually impaired working with 2 pupils
 - h) 1 referral to First Light (domestic violence support) - allocation awaited
 - i) 1 referral for Autism Spectrum Disorder (ASD)
 - j) 2 children working with Child and Adolescent Mental Health Services (CAMHS)
 - k) 3 pupils working with a Family Support Worker (FSW)

Personal Development and Cultural Capital

- 5.16 The Headteacher drew governors' attention to the significant level of extra-curricular activity that had been organised for children. There had also been much continuous professional development (CPD) for staff, including training in Metacognition and Learning Skills for Matthew Collinge. Mr Collinge reported that he had now undertaken a number of modules in the Educational Endowment Fund (EEF) programme, which were helping him to review the most effective ways for children to learn, and how the different learning styles could be incorporated into teaching to help pupils make progress. The Headteacher said that this work would tie in with a project on creativity being undertaken by Penryn College with Durham University.

Effectiveness of Leadership and Management

- 5.17 The Headteacher said that conversations about the curriculum had moved on from content to a thematic approach; staff were now focussed on developing 'golden threads' across every area of

the curriculum, and across all ages and phases, to demonstrate how all aspects of a subject worked together to build on pupils' skills and knowledge. A further action would be added to ensure that this approach started at the Early Years Foundation Stage (EYFS), so that subjects were co-ordinated throughout the School and not just between KS1 and KS2.

- 5.18 A governor observed that it was important for the FGB to understand that, in mapping the curriculum against the nine protected characteristics, that the Equality Act was being enforced.
- 5.19 The Headteacher said that governors were required to undertake regular safeguarding training, and Tamsin Gittens had agreed to adapt and present a course to meet this need. The intention was that this would be the first event in a schedule of governor training sessions, to include topics such as safeguarding and monitoring; governors would be asked to provide details of their availability.

Action: TG/VS

- 5.20 A governor asked whether there was likely to be an Ofsted inspection before governors had carried out their monitoring visits. Another governor commented that the School had its last inspection in 2017; Ofsted were currently visiting schools that had been inspected in 2016. It was unlikely that Mylor would receive a visit before the academic year 2022-23; however, this was not certain.
- 5.21 Another governor asked how the FGB could be assured that the SEN provision was effective. The Headteacher replied that it would be helpful if the SENCo was invited to attend the next FGB meeting to talk through SEN provision and assessment. Tamsin Gittens, who had recently conducted the SEN monitoring visit, reported that the visit had focussed on the current level of SEN in the school and the School offer; an action had been raised to review the progress data at a later date. The Headteacher said that Ruth Green would be taking on special responsibility for SEN going forward; a handover meeting would be arranged. The SEN tracking data would be shared with all governors in due course.

Action: RG/TG/VS

6. SCHOOL EVALUATION FORM/SCHOOL IMPROVEMENT PLAN

- 6.1 The School Development Plan (SDP), updated by the Headteacher to indicate progress in each area, had been shared with governors prior to the meeting. As a number of governors had not read the paper, the Headteacher shared the report on screen, provided a reminder of the improvements necessary under each of the Ofsted inspection headings, and highlighted those strategies/actions where progress/impact had yet to be made.
- 6.2 The Headteacher drew governors' attention to the appendix to the Headteacher's Report, which monitored the impact of targeted interventions. Approximately one-third of the pupils in the School were receiving such interventions: 37 children in KS2 and 33 in KS1/EYFS. Two pupils were continuing to struggle, but all others were making good progress.
- 6.3 A governor asked whether the interventions were taking place during school time, or during the before and after school sessions. The Headteacher replied that it was a mixture of both.

Leadership and Management

- 6.4 The Headteacher reported the following tasks had not yet been actioned:
- The EYFS subject overview and policy had yet to be completed, and would be carried over to the next meeting. A verbal report on all other subject reviews had been shared with staff, but a written report had yet to be prepared and shared with governors.
 - The Knowledge Organisers, which allowed year groups to review prior learning, were not being fully employed across all subjects: further improvement was needed in DT, Art and Music.

- c) The parents' reading workshop had been postponed due to Covid, and it was likely that there would be a further delay.
- d) Teaching Assistants (TAs) were yet to receive their CPD on Maths Mastery; and more follow up was required with the KS1 teaching staff involved with the CODE Maths Hub Mastering Number programme.

Quality of Education

- 6.5 The Headteacher reported that significant progress had been made in this area. However, the Bsquared model for assessing children with significant SEN had not been purchased as it had been agreed that an engage model should be used instead. Progress would be included in the SENCo report.

Behaviour and Attitudes

- 6.6 The Headteacher reported on the progress of the following tasks, which had been highlighted as not yet actioned:
- a) The 360 review of eSafety had not taken place because, at present, the member of staff responsible had no capacity. However, the Safer Internet Day had been scheduled for 8 February 2022.
 - b) The Y6/Reception buddy scheme had been reinstated during the previous week, and was proving successful. The staff governor said that the Y6 pupils were pleased to be working with the younger children.
 - c) Jigsaw, a Personal, Social, Health and Economic (PSHE) education programme that fulfilled all of the Department for Education (DfE) statutory requirements, including Relationships, Sex and Health Education, had now been embedded throughout the School. However, it had yet to be launched as a shared experience through a School assembly.

Personal Development

- 6.7 The Headteacher reported that considerable amount of work had been completed in this area; however, the following tasks had not yet been actioned:
- a) To date, there had been no attempt to introduce a global awareness project to any class. It was a long term goal, to ensure that children had a broader perspective of the world.
 - b) An external sports coach had yet to be employed; however, a dance teacher had begun working with the School during the previous week.
 - c) The work with Hall for Cornwall (HfC) would make progress over the next term. Mylor was one of five schools involved in the HfC programme, which would focus on Cornish cultural heritage.

Early Years Foundation Stage

- 6.8 The Headteacher emphasised the need to make improvements in EYFS. The new EYFS framework had not introduced significant changes, although good oral hygiene was now included, and it had reduced staff workload. The following tasks had yet to be actioned:
- a) The sessions for parents on how to read with their child at home had yet to be prepared. The shared reading sessions in School had been scheduled for after February half-term, but would depend on the local level of Covid infections.
 - b) The free flow area had been improved and was being enjoyed by the children; however, the water-pump had yet to be repaired.
 - c) EYFS staff had been unable to visit other schools to share best practice in the use of outdoor space due to the pandemic.

7 EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

The Headteacher reiterated that the EYFS Policy was not yet ready to share with governors; the item would therefore be carried over to the next meeting.

Action: VS/JT

8 SPECIAL EDUCATIONAL NEEDS & DISABILITY

8.1 The SEN Policy and SENCo Annual Report, SEN Offer and Information Report and the SEN Governor report had been shared with governors prior to the meeting. The Headteacher shared the reports on screen, as several governors had not read the documents.

a) SEN Policy and c) SENCo Annual Report

8.2 The Headteacher explained that the policy set out the School's approach to identifying and supporting children with SEN, as well as the way in which it assessed the impact of any interventions and helped them transition in to and out of the School. The report provided details of the SENCo, staff training and funding/budget, together with information on the School's SEN profile.

8.3 As previously mentioned, the current SENCo, Jackie Frost, would hand over to Sue Plechowicz in March 2022. The governor with responsibility for SEN would also change from Tamsin Gittens to Ruth Green.

8.4 A governor asked whether most children with SEN were identified when they joined the School in Reception. The Headteacher replied that this was usually the case, but currently there were more children from Y2 and Y3 going on to the register as they were experiencing a delay in their speech and language and/or physical development. Once on the register, parental consent was required if it proved necessary to make a referral to an external agency. Currently, there were 25 pupils on the register, which was a significant proportion of the School's population.

8.5 A governor asked whether parents ever withheld their consent. The Headteacher replied that this had not happened with regard to learning difficulties or disabilities; however, there had been an occasion where agreement had not been given for a referral for bereavement counselling.

8.6 A governor asked whether key documents, such as the SEN Policy, could be located somewhere that governors could easily find them in the event of an inspection. The Headteacher agreed to include the policy, together with other documents such as the Behaviour and Safeguarding Policies, and the SDP and Self-Evaluation Form (SEF), in the Ofsted briefing pack.

Action: VS

8.7 The FGB **approved** the Special Educational Needs Policy.

b) SEN Offer and Information Report

8.4 The Headteacher explained that the SEN offer and information report outlined the levels of support and provision offered by the School in various categories to all pupils (universal), those requiring additional targeted help and those requiring specialist and individualised assistance. It also provided details of the services and organisations that the School worked with. She observed that First Light, who provided support for those affected by domestic abuse and sexual violence, should be added to the list.

Action: VS

8.5 The FGB **approved** the SEN Offer and Information Report

c) SEN Governor Report

8.5 The Governing Monitoring Report for SEN, prepared by Tamsin Gittens, had been shared with governors prior to the meeting. Miss Gittens reiterated that the focus of the visit had been an update on SEN provision and student needs, and on interventions. A priority for the next visit would

be to interrogate the data for SEN pupils to ensure that these interventions were helping children to make progress

9 SAFEGUARDING & WELLBEING UPDATE

a) Headteacher's report

9.1 The safeguarding data had been included in the Headteacher's report, and had been highlighted earlier in the meeting (Min 5.15).

b) Safeguarding Governor report

9.2 The Safeguarding governor monitoring report had been shared with governors prior to the meeting. Miss Gittens said that she had nothing further to add to her report.

c) Attendance Governor report

9.3 The governor monitoring report on Attendance had been shared with governors prior to the meeting. Miss Gittens said that although attendance was slightly below the national average, many absences were related to Covid; very few holidays had been taken during term time and the number of unauthorised absences was low. The focus moving forward was to track and monitor attendance data, and to review the breakdown by gender, Pupil Premium and SEN.

9.4 The Headteacher added that persistent lateness was an issue, and letters had been circulated to parents as necessary.

9.5 A governor observed that the difference with the national average was statistically unimportant. The Headteacher replied that, if a child took and had to await the result of a PCR test, the absence was recorded differently and effectively not counted. Consequently, 94.5% was not a true reflection of attendance; the rate was lower.

10 DATA PROTECTION POLICY, INCLUDING PROTECTION OF BIOMETRIC INFORMATION ABOUT CHILDREN

10.1 An amended version of the Data Protection Policy (DPP) approved in November 2021 had been shared with governors prior to the meeting. The Headteacher explained that the Protection of Biometric Information about Children was a statutory policy. As the School did not use any biometric data, it was sufficient to include a line in the DPP to state this fact.

10.2 The FGB **approved** the amended version of the Data Protection Policy.

11 CURRICULUM & STANDARDS COMMITTEE BUSINESS

a) Curriculum & Standards Committee (18.01.22)

11.1 The minutes of the meeting of the Curriculum and Standards Committee (C&S) meeting held on 18 January 2022 had been shared with governors prior to the meeting.

i) Terms of Reference

11.2 The terms of reference (ToR), based on the NGA model, had been shared with governors prior to the meeting. The Clerk reported that C&S had now reviewed the ToR and were happy to recommend them for approval.

11.3 The FGB **approved** the terms of reference for the Curriculum & Standards Committee, on the recommendation of the Committee.

ii) Vision and Values

- 11.4 The Vision and Values document had been shared with governors prior to the meeting. The Headteacher explained that C&S had reviewed the vision and values, and had been content to recommend their continued adoption to FGB. However, following the Committee meeting, she had made some further changes (highlighted in red) to the Learning Powers.
- 11.5 The FGB **approved** the School's Vision and Values on the recommendation of the Committee.
- 11.6 The Curriculum Statement and the Protected Characteristics had been shared with governors prior to the meeting. The Headteacher said that, further to the C&S meeting, she had also made some changes to the Statement:
- i) the three primary metacognitive skills had been added alongside the Learning Powers;
 - ii) the sentence 'Ensure that every child exceeds their full academic potential' had been removed; and
 - iii) greater focus had been given to the intention that learning should go beyond the classroom, by engaging with and developing cultural capital as widely as possible. Whilst children would be encouraged to celebrate their Cornish heritage, it was important for them to understand that there were opportunities in the wider world and to appreciate equality and diversity.

iii) Policies

- 11.7 The policies for Children with Health Needs who cannot attend School and the Designated Teacher for Looked After and Previously Looked After Children had been shared with governors prior to the meeting. The Clerk explained that C&S had conducted a review of the policies, and were content to recommend them for approval.
- 11.8 The FGB **approved**, on the recommendation of the Committee, the following policies:
- 1. Children with Health Needs who cannot attend School
 - 2. Designated Teacher for Looked After and Previously Looked After Children

iv) Minutes

- 11.9 The FGB **noted** the minutes of the Curriculum & Standards Committee meeting held on 18 January 2022

b) Further updates on curriculum, standards or assessment

None

12 RESOURCES COMMITTEE BUSINESS

a) Resources Committee (18.01.22)

- 12.1 The minutes of the meeting of the Resources Committee meeting held on 18 January 2022 had been shared with governors prior to the meeting.

i) Terms of Reference

- 12.2 The revised ToR based on the NGA model, had been shared with governors prior to the meeting. The Chair observed that the ToR were wide ranging, but clear; Resources Committee were now happy to recommend them for approval.
- 12.3 The FGB **approved** the terms of reference for the Resources Committee, on the recommendation of the Committee.

ii) Policies

12.4 The policies on Support Staff Pay, Early Career Framework and Health & Safety had been shared with governors prior to the meeting. The Clerk confirmed that the amendments to the Health & Safety Policy, as recommended by the Committee, were included in the version presented to FGB.

12.5 The FGB **approved**, on the recommendation of the Committee, the following policies:

1. Support Staff Pay
2. Early Career Framework
3. Health & Safety

iii) Minutes

12.6 The FGB **noted** the minutes of the Resources Committee meeting held on 11 October 2021.

b) Further updates on finance, personnel or premises

12.7 The Headteacher said that the School Administrator was making significant progress in balancing the School Account and Parent Pay; the deficit on Educational Visits would be significantly less than £4000.

13 OFSTED READINESS

13.1 An Ofsted briefing document, together with details of the changes since the last inspection, had been prepared by the Headteacher and shared with governors prior to the meeting. The Headteacher said that the briefing document provided the key information about the School (pupil numbers, key pastoral factors, attendance), an overview of the most significant priorities in the SIP and the strategies in place to address them, and the most recent assessment data (2019). This would be kept up to date, so that it could be circulated to governors on the day of the inspection. The 'What have we done since the last inspection?' document outlined the key activities undertaken by the School to strengthen the areas of Ofsted focus. EYFS would be added to the table.

Action: VS

13.2 The Headteacher added that the SDP, the SEF and key policies, as discussed earlier in the meeting (Min 8.6) would also be included in the briefing pack.

13.3 Governor welcomed the pack, which would be extremely helpful in the event of an Ofsted inspection.

13.4 The Chair asked who, amongst those responsible for governance, Ofsted would wish to meet. Another governor said that the inspector would be prepared to meet as many governors as were available; all governors would have something to offer in demonstrating the FGB's knowledge of the School.

13.3 A governor observed that Safeguarding was the responsibility of all governors, so everyone should be familiar with the Self-Assessment Return (175/157), including how the Single Central Record and MyConcern were monitored.

14 CORRESPONDENCE

Wrap-around care

14.1 The Headteacher reported that Parent-Teacher Association (PTA) had conducted a review of the need for wrap-around care; 47 of the 50 replies indicated that there was a strong demand for such childcare. Consequently, a job specification had been prepared for two people to work Monday to Friday from 3.15pm to 5.30pm.

- 14.2 A governor asked if the after-school provision would be self-funding. The Headteacher replied that it was essential for the provision to pay for itself; the School budget could not accommodate such costs. The charge being considered was £12.00 per session.
- 14.3 A governor asked where the after-school club would be located, and whether food and drink would be supplied. The Headteacher replied that the venue would be the Library, as the Hall was used for other clubs and activities; a snack and water would be provided.
- 14.4 A governor asked why the School had now decided to offer after-school care. The Headteacher replied that there had been a significant increase in demand. Governors observed that the reluctance to mix with other households, the cost of other types of care, the fact that many families lived outside the village and the general pressures on parents were likely to be factors.

15 CONFIDENTIAL ITEMS

None.

16 ANY OTHER BUSINESS

Forest School

- 16.1 The Headteacher reminded governors that the funding for the Forest School, which had been provided by the Baring Foundation, would come to an end in the Summer of 2022. The School would now have to find £80.00 for each of 30 sessions if this activity was to continue. Many schools used Sports Premium to fund Forest School; governors were asked if they would be willing to use some of the grant for this purpose.
- 16.2 A governor asked how many children participated in each session, and when they took place. The Headteacher replied that there were 10 pupils in each session, which took place in school time; parents were asked for a voluntary contribution of £1.00 per child. The School minibus was used to transport children and Francis Baring was the Forest School leader.
- 16.3 Another governor asked whether Forest School provided added value. The Headteacher replied that it was a valuable part of the curriculum, which focussed on allowing children to take manageable risks, and building their confidence and self-esteem. If the School were able to access more green space, there might be a case for not offering Forest School; however, the outdoor areas available to the School were very limited.
- 16.4 The Headteacher said that the School would receive a further instalment of Sports Premium funding in April 2022. Much of the money had already been allocated, but some planned activities had not taken place. Although it was yet to be confirmed, it was likely that the government funding would continue in 2022-23. If Forest School was to continue, then there might need to be a reduction in other activities, such as sailing. Alternatively, parents might be asked to pay more.
- 16.5 Governors agreed in principle that Sports Premium funding might be used to pay for Forest School, but emphasised that there should not be an unfair impact on the activities available to other children. Efforts should be made to reduce the cost of Forest School.
- 16.6 The Chair said that Mr Baring had approached him about suitable land for Forest School. He would contact Mr Baring to discuss what was available.

Action: PD

17 DATE OF NEXT MEETING

The next meeting of the FGB was scheduled for Monday 28 March 2022 at 17.00

18 WHAT HAS THIS MEETING ACHIEVED?

The key achievements of the meeting were:

- a) Greater awareness of the strengths and weakness of the School (Headteachers report)
- b) Better understanding of the SEN provision in the School
- c) Consideration of what was needed to be Ofsted ready
- d) Approval of statutory policies