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|  **Full Governing Board of Mylor Bridge CP School****Minutes of a meeting held on Monday 18 July 2022 at 5.00 pm in the School** |  |

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| **Names** | **Initial** | **Governor Category** | **Attendance** |
| Paul Dale (Chair) | PD | Local Authority | N - apologies |
| 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 | N - apologies |
| Tamsin Gittins  | TG | Co-opted | N - apologies |
| Christopher Gould | CG | Co-opted | Y |
| Mary Heard | MH | Co-opted | N - apologies |
| Jane Stephens (Vice-Chair) | JS | Co-opted | Y  |
| Dan Hadley | DH | Associate Member | N – on leave of absence |
| Julie Tayler | JT | Clerk to Governors | Y |

1. **absence and apologies**

1.1 Apologies had been received from Paul Dale (Chair), Donna Eddy, Mary Heard and Tamsin Gittens, and were accepted.

1.2 It was agreed that the Vice-Chair, Jane Stephens, would chair the meeting.

1.3 The meeting was quorate in line with Regulation 14 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

1. **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.

1. **minutes of the previous meeting**

3.1 The minutes of the previous meeting had been shared with governors prior to the meeting.

3.2 The Full Governing Body (FGB) **approved** the minutes of the meeting held on 16 May 2022 as an accurate record.

1. **matters arising and action tracker**

**a) 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.

4.2 The Headteacher (HT) provided an update on some of outstanding the actions:

a) Row 5: Ofsted readiness – HT highlighted the importance of governor safeguarding training, which had been given additional emphasis in the 2022/23 edition of Keeping Children Safe in Education (KCSiE). A joint training session, delivered by Helen Trelease, had been arranged at Mawnan School on 19 September 2022.

 **A governor asked** whether the training session could be recorded. **HT replied** that she would make enquiries. If governors were unable to attend on that date, she would ask Tamsin Gittens to provide an alternative session.

b) Row 6: Budget – the Vice-Chair said that she had been into school with a view to reading the meters and analysing the actual energy usage; the aim was to ensure that the School did not pay an inflated blanket fee. However, no meters were visible; the figures appeared to be recorded remotely. HT said that the intention was to calculate a 3-year average for each school, and to levy an additional charge for any usage above that average. However, as a PFI School, all energy costs should be covered under the terms of the contract. HT said that a meeting had been scheduled with Mitie during the following week; the Vice-Chair would attend if available.

**Action: VS/JS**

c) Row 8: AOB - HT requested that the School’s start time be discussed under item 14: Correspondence

4.3 The remaining actions had either been completed or appeared elsewhere on the agenda.

4.4 The FGB **noted** the action tracker.

**b) Identification of Any Other Business**

4.5 No other business was identified that required urgent discussion.

**5 headteacher’s report**

5.1 An update on the Schools White Paper, Schools Bill and the Special Educational Needs and Disability (SEND) Green Paper, together with information on the School’s Extra-Curricular Provision 2022-2023, had been shared with governors prior to the meeting.

5.2 Governors noted the documents.

1. **safeguarding and wellbeing update**

6.1 The Headteacher provided a verbal report on the key safeguarding issues in the School. The School currently had:

a) 1 child working with Social Care and receiving additional support through an alternative provider. This took the form of counselling for social and emotional behaviour needs. The child was also on a reduced timetable.

b) 1 child on a flexi-school arrangement, which would continue next term.

c) 1 child on a reduced timetable. It was hoped that the child would be able to attend full-time in the forthcoming academic year; however, the child was only just 5 years old and was very unwell.

d) 4 children already working with Family Support Workers, and there had been 2 further referrals.

e) 2 children were working with the Vision Support Team (ViST)

f) 2 children would be receiving play therapy from September 2022

g) there had been one hospital visit following some rough play in the playground.

6.2 A document providing details of the key changes to KCSiE from September 2022, prepared by the Local Authority (LA), had been shared with governors prior to the meeting. The Headteacher commented on the main points:

a) Data transfer – what had been best practice with respect to the time boundaries on transferring safeguarding data after a school move had now become statutory. Within the LA, the data transfer was always made hand-to-hand and a signed receipt received; outside the County, information was sent by registered mail. No safeguarding records were kept by the School once the data had been transferred, except for the record that the information had been received.

b) Online checks for new staff – schools were being strongly encouraged to check the social media of short-listed candidates; however, it was essential that schools were clear with candidates that these checks would be carried out.

c) Safeguarding training for governors – as previously mentioned, it was essential to ensure governors received appropriate training and were made fully aware of their strategic role with regard to safeguarding. Governors’ obligations under the Equality Act 2010 and Human Rights Act 1998 and information on the role of an appropriate adult during police investigations would be included in such training.

d) Domestic abuse – the changes allowed schools to access support if they considered that a child had been affected by domestic abuse or coercive control.

e) Low level concerns – such concerns had been recorded on MyConcern as of 2021/22.

f) Preventative education – a zero tolerance approach to racist, sexist and other inappropriate attitudes was already being highlighted in RSHE and communicated throughout the whole curriculum.

1. **school improvement**

**a) Report on progress towards objectives in the School Improvement Plan 2021/22 & School Evaluation Form**

7.1 An overview and an update on each area of the School Development Plan (SDP) had been shared with governors prior to the meeting. The Headteacher highlighted those tasks that had not been actioned due to staffing issues or other priorities.

*Behaviour and Attitudes*

7.2 Work on the E safety mark 360 had not yet begun due to the restrictions on staff time; however, this would be carried over to 2022/23.

7.3 **Governors asked**:

a) if the review was concerned with children’s safety. **HT replied** that the assessment would be all-encompassing.

 A governor commented that the computing handbook was comprehensive. The IT monitoring visit had indicated that the Key Stage (KS) 2 children remembered what they had been taught about online safety and understood the issues. The KS1 pupils could recall internet safety details when prompted.

b) whether the School was put at risk by not having the accreditation. **HT replied** that the online safety mark would be good to have, but was not essential.

7.4 The Safer Internet Day had not taken place due to staff illness, but had been rescheduled to 8 February 2023.

7.5 The allocation of Year (Y) 6 buddies to the Reception children was now underway and proving successful; the older children enjoyed having the responsibility. The buddying approach would take place from the outset of the new academic year.

*Early Years Foundation Stage (EYFS)*

7.6 The tasks aimed at establishing positive reading routines to develop fluent reading had not been actioned. A survey had been undertaken to understand the needs of new intake families. Y1 would benefit from extra support, so a reading café would be put in place for the forthcoming academic year.

7.7 Due to the pandemic, staff had been unable to look at how other schools used their outdoor learning spaces for EYFS; this task had been included in the EYFS action plan.

7.8 The EYFS data had been disappointing, so the improvement plan had already been initiated.

*Leadership & Management*

* 1. A good deal of positive action had been taken in this area of the SDP. Subject leaders had completed their subject reviews, scheduled the monitoring, provided feedback to staff and created an action plan. The feedback had to be summarised and shared with governors.
	2. **A governor asked** whether governors would receive verbal or written feedback. **HT replied** that most of the feedback was already contained in a PowerPoint presentation; a further slide would be added to share the action plan.

**Action: VS/ Subject Leaders**

The governor observed that this should not be an onerous task, but would be helpful in setting the agenda for the next monitoring visits. The staff governor said that it was also useful preparation for the anticipated Ofsted inspection.

* 1. Teachers had undertaken a considerable amount of continuing professional development (CPD) in maths mastery, and feedback had been provided in staff meetings. This feedback had now to be communicated to the Teaching Assistants (TAs), whose meetings had become somewhat irregular due to the level of sickness due to Covid since Christmas. The staff governor observed that the School’s TAs were amazing.

*Personal Development*

* 1. The global awareness project had been postponed for another year. The School had investigated the British Council pen pal scheme, but contacts were difficult to find during the pandemic.
	2. The culture project with the Hall for Cornwall had not been initiated; it was intended to restart the two-year cycle next year.

*Quality of Education*

* 1. Much of the work to support children with SEND had not been actioned because the School had been without a permanent SEN Coordinator (SENCo). The new SENCo would start with the School from September 2022.
	2. A governor observed that the School Evaluation Form (SEF) was an extremely helpful document that provided a lot of information in one place. The Headteacher responded that it provided an evaluation of the School’s progress against the SDP and highlighted the areas for development. It would be a useful briefing document for Ofsted.

**b) School Improvement Plan 2022/23 – first draft**

7.16 The draft of the SDP for 2022/23, in the same format as previous years, had been shared with governors prior to the meeting. The Headteacher highlighted some of the key tasks to be undertaken in each area, which included actions being carried over from the current year.

*Behaviour and Attitudes*

7.17 The work to ensure all pupils stayed safe both at home and school, not only included the online safety 360 assessment and the safer internet day, but also actions around anti-bullying and county lines.

7.18 **Governors asked:**

a) whether children were specifically aware that drugs, and county lines, were wrong. **HT replied** that conveying this message was challenging in the context of increasing drug use amongst families in the village.

A governor offered to invite a police officer to give presentation on this subject. The staff governor welcomed the opportunity, which would integrate well with a Y6 Jigsaw session.

**Action: GT**

b) whether children were able to differentiate between drugs. **HT replied** that in Y3 pupils were taught that there were different types of drugs: legal and illegal, and helpful and unhelpful; and how they might be used and overused. In Y5, pupils were taught about different classes of drugs, but the overall message was that drugs (other than medicines) were illegal.

7.19 With reference to the anti-bullying task, the SEND governor remarked that 2 children had told her that they did not enjoy school because another child was being unkind. HT said that such statements should not be discounted, but it was also necessary to highlight the difference between bullying and unkindness. Children were now being taught to recognise that some words, which might be acceptable at home, were inappropriate for school and could be construed as unkind.

7.20 The level of absenteeism, whilst historically good, needed to be addressed post-pandemic. 22 children had fallen below an attendance rate of 90%. Many had been ill or testing for Covid, but there were concerns that some had used the virus as an excuse and poor attendance had become habitual. There were 8 children whose attendance was giving cause for concern, although this was not evident from a simple analysis of the data.

7.21 The Behaviour Policy was due to be rewritten by the School Council.

*Personal Development*

7.22 The School was trying to ensure that class teachers were not the only staff to run extra-curricular activities; the offer would be refreshed using TAs to run clubs.

7.23 Team colours and whole-school assemblies would be re-established to help strengthen cross-school links. Subject ambassadors would also be reintroduced to support younger children, contribute to assemblies and help to review resources.

7.24 A number of events were being planned to provide opportunities to highlight the protected characteristics. The reading resources would be reviewed to ensure they included texts that embedded these characteristics.

7.25 Wherever possible, the tasks to support the pupils’ understanding of local heritage would include input from people other than teachers, as this had been identified as something high on the children’s wish list.

*Quality of Education*

7.26 Children would be encouraged to reflect on the metacognitive strategies that they used within their learning, and to identify the metacognitive skills they needed as subject specialists. Action research had indicated that metacognition could be used to reduce pupils’ cognitive load.

7.27 A governor observed that children were able to recall these strategies in all areas. The staff governor added that much was being done to develop metacognitive strategies, but it was important that the children understood what was happening.

*EYFS*

7.28 The Headteacher reminded governors of the outcomes of the 2022 tests across the School:

a) Y1 Phonics Screening - 90% passed; only 2 children had not achieved the pass mark

b) KS1 SATS - in line with the national average pre-pandemic

c) Y4 multiplication tables check (introduced 2022) - 79% achieved 20 out of 25 (there is no national pass mark)

d) KS2 SATS results:

Reading 95% working at expected standard (EXS); 35% working at greater depth (GDS)

Writing 95% EXS; 5% GDS

Maths 90% EXS; 25% GDS

e) EYFS - only 40% had achieved a Good Level of Development (GLD)

7.29 The EYFS outcomes had been reviewed by the Headteacher and class teacher. The group included:

 a) 6 children with SEN, one of whom had an Educational Health Care Plan (EHCP)

b) 1 child known to Social Care and 7 others with significant issues at home

c) 8 summer-born children who had not had access to pre-school

These statistics were unusual in a single cohort.

7.30 Major investment had been made in the group, with 4 support staff working alongside the class teacher. However, a considerable amount of time had been spent on helping children to manage their own basic hygiene and personal needs; and to focus on the basics for learning, including listening and self-regulation. It had taken the whole of the first term for the cohort to be Reception ready.

7.31 The group continued to work at pace and were making significant improvements. Three pupils had just missed achieving GLD because of their writing skills, which would have pushed the overall outcome to 55%. The 2022 EYFS data would not be published nationally; and Ofsted would not look at the School’s outcomes.

7.32 **A governor asked** what action would be taken to ensure the cohort made progress. **HT replied** that combat strategies were already being considered, and shared the draft EYFS action plan on screen. A gap analysis would be undertaken and appropriate interventions put in place. The TA’s were also being encouraged to spend time on long observations to see whether children were demonstrating skills for themselves, and to ensure they were intervening with impact.

7.33 **A governor asked** whether the new EYFS intake had a similar profile. **HT replied** that no children with SEN had been identified in advance. Another governor observed that the EYFS outcomes had provided some useful learning, so the School would be better prepared.

7.34 **A governor asked** whether the SDP was likely to be achievable. **HT replied** that it might be challenging to realise some elements, such as the E safety mark 360 and making contact with other schools around the world. However, the other tasks were attainable.

1. **curriculum and standards business**

**a) Curriculum and Standards Committee (04.07.22)**

8.1 The minutes of the last meeting of the Curriculum and Standards (CS) Committee had been shared with governors prior to the meeting.

8.2 The FGB **noted** the minutes of the CS Committee meeting held on 4 July 2022.

**b) Any other updates**

8.3 The governor visit report for Mathematics had been shared with governors prior to the meeting. The Headteacher confirmed that governor monitoring visits had taken place for SEND, IT and Science, but the reports were outstanding.

8.4 **A governor asked** about the expectations regarding governor monitoring visits. **HT replied** that two visits per year would be helpful: one to talk to the subject lead and undertake a learning walk; and the second to engage with the pupils and check what was happening in class.

1. **resources business**

**a) Resources Committee (04.07.22)**

* 1. The minutes of the last meeting of the Resources Committee had been shared with governors prior to the meeting. The Committee Chair observed that the School finances were well managed and its funds were being appropriately used for the benefit of the children.

9.2 A governor said that further research had taken place regarding potential venues for swimming lessons. Local residents with private pools had expressed various concerns, so this was not an option. The facilities at Merchants Manor, a glamping site in Carnon Downs and Truro School had been suggested, and might be worth further investigation. HT said she would continue to follow up with Penryn Primary School. Another governor reported that objections to the closure of the Ships and Castle Leisure Centre were continuing because there were so few pool facilities in the area. HT said that the School should add its voice to the protest.

9.3 The FGB **noted** the minutes of the Resources Committee meeting held on 20 June 2022.

**b) Further updates**

9.4 There were no further updates on resource matters.

**10. it policy (including acceptable use by governors)**

10.1 The Headteacher shared the IT Policy on screen.

10.2 The IT governor said that the subject was taught by the TAs, who had taken ownership of and become specialists in this area of the curriculum. The children had different abilities and worked in pairs to share a computer, but all were engaged and understood the issues around online safety.

10.3 The Headteacher said that e-safety was the first module studied. The School’s internet system included filters, but was not locked down; consequently, children needed to know how to report anything inappropriate. Pupils in KS2 were given a school-based email address for use within Mylor Bridge School only. Children were taught how to write an email in Y3; these were monitored by the Headteacher. The whole-school approach was focussed on keeping children safe. The School now took accountability for online bullying outside school, as it had an impact inside the classroom.

10.4 The Clerk observed that not all governors were adhering to the Acceptable Use Policy, as they often requested that links to governance documents be sent to their personal email addresses. If governors were able to access their school email addresses, they should be able to locate the papers on SharePoint; the documents were also uploaded to e-Schools. A prompt could be sent to a private email address. Governors agreed that it was their responsibility to ensure that they could access their school emails and the document repositories.

10.5 The FGB:

 a) **noted** the IT Policy

 b) **approved** the Acceptable Use Policy

1. **governance meeting schedule 2022/23**

11.1 A proposed schedule of governance meetings, prepared by the Clerk, had been shared with governors prior to the meeting. The Headteacher said that the facility to join the meeting via Teams would be arranged if governors were unable to attend in person, as Zoom had now restricted free meetings to 40 minutes.

11.2 The FGB **agreed** the Governance Meeting Schedule 2022/23.

*Chris Gould left the meeting at 18.45 – the meeting was still quorate.*

1. **governor monitoring roles**

12.1 The Headteacher said that the monitoring schedule for 2022/23 would be sent out in September. The allocation of governors to specific roles would remain much the same as 2021/22.

12.2 A governor observed that her availability frequently clashed with that of the teacher, and requested a change of responsibility.

12.3 The following changes were agreed:

 a) Ruth Green – add EYFS, maintain SEND, drop Art/DT

 b) Tamsin Gittens – add Art/DT, maintain Safeguarding and Attendance, Pastoral

 c) Gemma Thompson – add PHSE, maintain Pupil Premium and Music

1. **ofsted readiness**

The Headteacher had nothing to report. Governors felt confident that they were well prepared for an inspection.

1. **correspondence**

***School Start Time***

14.1 The Headteacher reported that one of the governors (MH) had written to request changes to the proposed new starting time. In order to meet government expectations that schools be open for 32.5 hours per week, parents had been asked to ensure that their children were dropped off at 08.45 for an immediate start; previous the gates had opened at 08.45 for registration at 09.00. However, the feedback from parents had indicated that the new arrangement created a big rush and there were concerns about safety.

14.2 The Headteacher explained that there were financial implications to opening the gates earlier: the cost of staffing the playground between 08.30 – 08.45 with two TAs would be approximately £1300, which was the equivalent of 100 hours intervention.

14.3 **A governor asked** when the opening time of 32.5 hours per week became mandatory. **HT replied** from September 2023; the new timings had been introduced early as a trial measure.

14.4 Governors discussed the issues. The new arrangement was essentially a paper exercise, as it would not result in any more teaching time. The morning rush was a health and safety issue; this was not the case in the afternoon as the children’s exit from school was more relaxed. However, it would be preferable to spend money on interventions rather than staffing the playground. In order to mitigate the problems, parents could be encouraged to use the Breakfast Club in order to stagger the arrival times; and different Year Groups could use different entrances to create a better flow and ensure children were settled in their classrooms more quickly.

14.5 Governors suggested that parents should be provided with the context for the new arrangement, including the cost of any alternative; and proposed that it should be trialled for the autumn term and then reviewed. The Headteacher agreed to include a piece explaining the rationale in the end of year letter to parents.

**Action: VS**

1. **confidential items**

None

1. **ANY OTHER BUSINESS**

None

1. **date of next meeting**

17.1 The next meeting of the FGB has been scheduled for **Monday 21 November 2022** at 17.00

17.2 The next Committee meetings have been scheduled as follows:

Resources Monday 26 September 2022 17.00 – 18.00

Curriculum & Standards Monday 26 September 2022 18.30 – 19.30

1. **what has this meeting achieved?**

The key achievements of the meeting were:

1. Considering a report on the safeguarding issues in School and the changes to KCSiE 2022/23
2. Reviewing the progress made on School Development Plan 2021/22
3. Considering the first draft of the SDP 2022/23
4. Review of the IT Policy and agreeing the procedures set out in the Acceptable Use by Governors
5. Providing advice and guidance to the Headteacher on the school day

*The meeting ended at 19.15 pm*