

Full Governing Board of Mylor Bridge CP School

Minutes of a meeting held on Monday 28 March 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 – to Min 15
Ruth Green	RG	Parent Governor	Y
Jon Pinkney	JP	Parent Governor	Y
Gemma Thompson	GT	Parent Governor	Y
Donna Eddy	DE	Co-opted	N
Tamsin Gittins	TG	Co-opted	Y
Christopher Gould	CG	Co-opted	Y
Mary Heard	MH	Co-opted	Y – to Min 14.7
Jane Stephens (Vice-Chair)	JS	Co-opted	Y – to Min 14.7
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 Donna Eddy, 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 last meeting held on 28 March 2022 had been shared with governors prior to the meeting.
- 3.2 The Full Governing Body (FGB) **approved** the minutes of the meeting held on 28 March 2022 as a correct record.

**4 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 reported that the actions had either been completed or appeared elsewhere on the agenda.
- 4.4 The FGB **noted** the action tracker.

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Chair of Governing Body

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Dated

**b) Identification of Any Other Business**

4.5 No business, other than that already on the agenda, was identified.

**5 HEADTEACHER'S REPORT**

5.1 The Headteacher's written report had been shared with governors prior to the meeting. Governors thanked the Headteacher for a thorough and helpful document.

5.2 The Headteacher informed governors that the Key Stage (KS) 2 Statutory Assessment Tests (SATs) had taken place since the report had been prepared; these were the first national tests for two years. The staff governor added that the tests had run smoothly; the children had not been stressed and had performed as expected.

5.3 The Headteacher reported that the KS1 SATs were taking place that week. The results were likely to be low, because the impact of the pandemic had been particularly significant on the younger children. However, there were no concerns about their progress. These tests were being moderated by the local authority (LA), which might request more evidence.

5.4 The Headteacher highlighted some of the key issues in the report:

5.5 The **S175/157 Safeguarding self-assessment audit** had been completed with the support of the Safeguarding governor, and peer reviewed with Mawnan and Flushing before submission to the LA. Some actions had been identified, which would form a plan moving forward.

5.6 A governor observed that audit provided a succinct and useful record of the way in which the School approached Safeguarding.

5.7 A governor asked how the peer review process had worked in practice. The Headteacher replied that it had been very supportive: the Schools had agreed the gradings together, and shared best practice for further action.

5.8 The Headteacher said that a new **Special Educational Needs Coordinator (SENCo)** had been recruited for September 2022. Jackie Frost would remain in post until the end of the academic year and there would be a graduated handover. The new SENCo would teach in the lower end of the School, which would provide a helpful balance in the senior management team.

5.9 A new **School Improvement Partner**, Justine Hocking, had also been appointed. Ms Hocking was an Ofsted inspector who worked with a number of local schools.

**6. SAFEGUARDING AND WELLBEING UPDATE**

6.1 The Headteacher's report had included data on the most vulnerable children. The Headteacher observed that the number of pupils concerned was significant for such a small school.

6.2 The School had made one referral to the Multi-Agency Referral Unit (MARU), which had now gone to a Section 47 Child Protection Enquiry.

6.3 A governor asked whether the School was satisfied with the response from the external agencies. The Headteacher replied that there had been some initial concerns, based on the failure of several parties to provide information at the time the child had joined the School. However, the situation had now improved.

6.4 The Headteacher said there had been no more incidents requiring Team Teach since her last report; nor any concerns raised about unkind behaviour, which included inappropriate attitudes towards those with protected characteristics. However, there had been one case of inappropriate sexual

language, which had been dealt with promptly. Such incidents were not part of the usual culture in the School, but did demonstrate that these situations ‘could happen here’.

- 6.5 The sporting events and educational visits detailed in the report were helping to support children’s well-being. The School’s Sports Day would take place during the next half term; and June would be the Mental Health and Wellbeing month. During this period there would be a variety of activities, including outings to gardens and beaches, cycling, arts events, and a visit to the Cornish History Centre.

## **7 FEEDBACK FROM PARENT QUESTIONNAIRE**

- 7.1 The outcomes of the parent questionnaire had been shared with governors prior to the meeting, and were displayed on screen. The Headteacher observed that there had only been 18 responses from across the whole School (140 pupils); she assumed that the silent majority were content.
- 7.2 Of the remaining responses, only one had been negative for much of the survey. Unfortunately, this parent had chosen to remain anonymous, so it was difficult to address any issues raised.
- 7.3 The Headteacher highlighted the key messages:
- a) 100% of the parents that responded agreed or strongly agreed that their children were both happy and safe in the School; and also that the School had high expectations of the pupils.
  - b) Only 1 parent (anonymous) had disagreed that the School made sure its pupils were well behaved; but 3 had disagreed that the School dealt with incidents of bullying quickly and effectively. The Headteacher reported that she had spoken to the 2 known parents and discovered that their responses had related to incidents in the playground; however, the children were still happy.
  - c) 2 parents had indicated that the School did not make them aware of what their children would learn during the year. The known parent had a child in Reception, a cohort which had not had such a positive transition experience as usual.
  - d) The anonymous parent had disagreed that their SEND child was given the support they needed. However, another had indicated that the support had definitely improved; this had followed a telephone conversation with the Headteacher.
  - e) The anonymous parent had also indicated that they did not know how well their child was doing at School, despite the fact that the survey had been circulated shortly after the parent-teacher interviews.
  - f) 2 parents had disagreed that the School supported their child’s wider development. The known parent had wanted a reading club, which had now been provided.
  - g) The anonymous parent had indicated that they would not recommend the School to another parent, but had not provided any comments to explain this view.
  - h) The remaining comments were very positive.
- 7.4 Governors congratulated the School on such encouraging feedback. The comments had raised genuine concerns about issues where improvements would benefit all pupils. Only one parent of 140 pupils had indicated that they were unhappy. The reasons were unclear, but it was possible that personal circumstances had resulted in the parent becoming disengaged with their child’s school life.
- 7.5 The Headteacher also shared on screen the results of the Pupil Survey, which had been discussed in detail at the last meeting. The main focus of the children’s responses as to how the School might be improved was on space, equipment and resources; or more visits to places or from people. For example, if it was not possible to visit Mount Vesuvius, it would be good to speak to someone who

lived nearby using Zoom. The School Improvement Plan (SIP) included the intention to link with other schools, but more work needed to be done in this area.

## **8 PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY/RELATIONSHIPS AND HEALTH EDUCATION**

- 8.1 The PSHE Policy had been shared with governors prior to the meeting. The Headteacher remarked that the FGB had approved the policy in June 2021, and no changes were proposed.
- 8.2 The Headteacher explained that the School used the Jigsaw scheme to cover all aspects of the PSHE curriculum across the School. Each element built on what the children had learned the year before.
- 8.3 A governor asked whether one member of staff taught PSHE to all year groups. The Headteacher replied that Adrian Mutsaers was the lead for both PSHE and PE, but the curriculum was taught to each year group by their class teachers. The syllabus included a number of emotive subjects, such as bereavement, so it was more appropriate for children to discuss such issues with an adult they knew well.
- 8.4 A governor asked whether the link governor for PSHE had been agreed. The Headteacher said that she had hoped that Tamsin Gittens would take on this role, as it would fit well with her responsibility for Pupil Voice. Ms Gittens said that she would endeavour to undertake both roles.
- 8.5 The FGB **approved** the PSHE Policy.

## **9 CURRICULUM AND STANDARDS BUSINESS**

### **a) Curriculum and Standards Committee (04.04.22)**

- 9.1 The minutes of the meeting of the Curriculum and Standards (CS) Committee meeting held on 4 April 2022 had been shared with governors prior to the meeting. The Chair highlighted the main points of discussion, which had included pupil data. Whilst this would not be a focus for Ofsted, it was important in helping the School identify the strengths and weaknesses of individual children and to plan the necessary support.
- 9.2 The meeting had also focussed on the SEND provision and how children's needs were identified, so governors were clear on the situation as the School transitioned to a new SENCo.
- 9.3 It was intended that each CS Committee meeting would have a different focus; the next meeting would concentrate on EYFS.
- 9.4 The FGB **noted** the minutes of the CS Committee meeting held on 4 April 2022.

### **b) Any other updates**

- 9.5 Governor visit reports for Class 5, Geography, History and RE had been shared with governors prior to the meeting.
- 9.6 There were no further updates on curriculum and standards business.

## **10 RESOURCES BUSINESS**

- 10.1 The minutes of the Resources Committee meeting held on 8 April 2022 had been shared with governors prior to the meeting. The Headteacher said that she had undertaken to provide some updates on various aspects of PFI.

*PFI contract*

- 10.2 There were 13 years left to run on the contract, but she had not been able to locate anyone able to confirm the cost of exiting the contract early. The Chair observed that PFI companies would want to

see a return on the long term loans they had provided, so it would be expensive to leave the arrangement early. Pursuing the matter further was unlikely to be productive.

- 10.3 A governor asked how important it was to extricate the School from the PFI contract, and whether there were other ways of reducing the costs. The Chair explained that the Resources Committee had wished to explore the options.
- 10.4 The Chair said that the PFI arrangement was expensive and bureaucratic. However, the School was in reasonably good condition and the responsibility for its upkeep did not fall on staff. Other governors agreed: some schools had a better infrastructure, including outdoor space, but this was not an option for Mylor Bridge.
- 10.5 The Headteacher said that Jimmy May had agreed to allow the School to use an enclosed small field at any time at no cost. Although the School would have to conduct a risk assessment before the field could be used, this now provided an alternative to the village playing field. The children would be able to walk on pavements to the small field, whereas there were none between School and the playing field.

#### *Caretaking*

- 10.6 The Headteacher reported that all the PFI schools had signed an email to Mitie, copied to the LA's PFI team, complaining about the drop in standards and the fact that the contract was not being fulfilled. There now appeared to be a significant level of work going on in the School.

#### **a) Budget**

- 10.7 The Chair observed that the Budget looked healthy for 2022/23 and the following two years.
- 10.8 A governor asked why £10,000 had been allocated to the PFI costs to cover additional energy charges, and asked whether the School was part of the group led by Richard Lander School (RLS) that was fighting the increase. The Headteacher confirmed that all the PFI schools, including Mylor Bridge, had joined the group. Mitie were seeking to recharge the energy increases based on the School's average energy usage over the past 3 years. £10,000 was an arbitrary figure put aside as contingency.
- 10.9 In response to a governor's question, the Headteacher clarified that the PFI contract stated that a % increase in energy costs would be covered by the company. The LA had undertaken to cover any costs above this %, but had reneged on this promise and was trying to pass on the additional charges to the Schools. When governors had signed the original contract, it had been understood that all premises costs would be covered by one payment.
- 10.10 Governors observed that the School's energy usage had increased through circumstances beyond its control. During the pandemic, the School had been instructed to keep windows open and the heating was controlled by Mitie. The School had also requested double-glazing in Class 4 and 6, but no action had been taken.
- 10.11 A governor asked how the apparent breach of contract was being fought. The Headteacher replied that all the PFI schools had agreed that RLS should lead the campaign; RLS was picking up all the legal costs.
- 10.12 A governor suggested that it should be possible to calculate the School's average energy usage for the past 3 years and multiply this by the increase in energy costs; this would ensure that a more accurate calculation of the potential additional charges was included in the budget. The Headteacher replied that she had been provided with details of the School's usage in an email. The governor offered to support this approach.

**Action: JS/VS**

- 10.13 The FGB **approved** the Budget for submission to the LA.

**b) Minutes**

10.14 The FGB **noted** the minutes of the Resources Committee meeting held on 8 April 2022.

**c) Further updates**

10.15 There were no further updates on resource matters.

**11 GOVERNING BODY DECISION PLANNER**

11.1 The Governing Body Decision Planner had been shared with governors prior to the meeting. The Clerk reminded governors that the document had been considered by both the Curriculum & Standards and Resources Committees, who had recommended it to the FGB for approval.

11.2 The FGB **approved** the Governing Body Decision Planner

**12 OFSTED READINESS**

12.1 The sample Ofsted questions and a schedule of governor training sessions had been shared with governors prior to the meeting. The Headteacher reminded governors that, following the session led by Jackie Eason, they had highlighted a number of areas on which they wished to focus. Dates had been arranged to consider General Governance, Safeguarding/Behaviour, Personal Development, Quality of Education, Reading and Disadvantaged, SEND and Vulnerable Groups; and it would be helpful for governors to work through the questions in these areas as a group.

12.2 Governors asked if the sessions might be recorded, as not everyone was able to attend all of the sessions. The Headteacher suggested that the agreed responses be documented and circulated after each session. The Chair said that as governor's availability on the day of the inspection was unknown, everyone should feel confident to represent the School.

12.3 A governor offered to run a practice Ofsted-governor session on the eve of the inspection, once the date was known. The responses to the questions would be helpful, but one of the key areas that Ofsted would ask about was what governors were doing to support staff work-life balance, particularly that of the Headteacher.

12.4 The Chair asked whether the current focus of Ofsted inspections was known; there had been different trends over the years. The governor said that governors should be particularly aware of the School's strengths and weaknesses, the curriculum development position and its relationship to reading, how the School was meeting its equality and diversity duties, and the School's policies on PSHE and safer recruitment.

12.5 The Headteacher reported that, as the SENCo role was shared part time between herself and Jackie Frost, they had recently reviewed the job description to make sure that the division of responsibilities was clear and understood by all.

**13 CORRESPONDENCE**

13.1 The Headteacher reported that there had been no new correspondence. She had met the parent identified at the last meeting to discuss the options and issues regarding wrap-around care, and was awaiting further feedback. An update would be provided at the next FGB meeting.

13.2 A governor requested that, as many parents wanted an update on the current situation, the School newsletter explained that the viability of an after school club was being investigated.

**Action: VS**

13.3 The Chair reported that a member of the Parish Council had raised the matter of parking around the School and wanted to investigate the options for a 'walking bus'. The issue had been raised previously, but the solution was not simple.

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Chair of Governing Body

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Dated

## **14 ANY OTHER BUSINESS**

### **School Start Time**

- 14.1 The Headteacher reported that the White Paper stated that the minimum expectation of the length of the school week would be 32.5 hours. Currently, the gates opened at 08.45, but the register was not taken until 09.00; the day ended at 15.15. Parents would be informed this week that, from September, the children must be in School from 08.45. However, she was reluctant to open the gates any earlier, as staff would lose their preparation time.
- 14.2 A governor asked when the register would be taken. The Headteacher said that it would have to be taken quickly at 08.50.
- 14.3 Another governor observed that the 15 minute window at the start of the day made the logistics of drop-off flow much more easily.
- 14.4 A governor asked whether it might be possible to add the additional time to the end of the day. The Headteacher said that this might be possible, but there would need to be a 12-month consultation period.
- 14.5 A governor asked whether the break times might be reallocated to accommodate the additional 15 minutes. The Clerk advised that the 32.5 hours specified appeared to include breaks. The Headteacher suggested that 08.45 – 09.00 might be treated as playtime. Governors observed that the School would still have to register and take responsibility for the children from 08.45. The Headteacher said that it might be necessary to budget additional staff time to provide cover from 08.35.
- 14.6 A governor asked whether the electronic sign in system for visitors might be upgraded so that it might be used to register the children more quickly. The Headteacher replied that any use of biometric data would have to be carefully considered.

*Mary Heard and Jane Stephens left the meeting at 18.50 – the meeting was still quorate.*

- 14.7 A governor said that the new attendance guidance indicated that it was not essential for the School to consult parents about changes to the school day, although it was good practice and notice should be given; the governing body could make the decision. The White Paper stated that the 32.5 hour minimum week had to be in place by September 2023, so there was time to trial the new arrangement in the morning, whilst also conducting a consultation exercise with parents.
- 14.8 The Headteacher said that the issue need further consideration and a further report would be given to the next meeting of the FGB in July.

**Action: VS**

*Matt Collinge left the meeting at 18.55 – the meeting was still quorate.*

## **15 CONFIDENTIAL ITEMS**

*This discussion is recorded separately as a confidential minute.*

## **16 DATE OF NEXT MEETING**

The next meeting of the FGB was scheduled for Monday 18 July 2022 at 17.00

## **17 WHAT HAS THIS MEETING ACHIEVED?**

The key achievements of the meeting were:

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Chair of Governing Body

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Dated

- a) Approval of the Budget
- b) Better understanding of parent views
- c) Approval of the statutory Relationships and Health Education (PSHE) policy
- d) Further consideration of what was needed to be Ofsted ready
- e) Discussion of school day

*The meeting ended at 19.10 pm*

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Chair of Governing Body

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Dated