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|  **Full Governing Board of Mylor Bridge CP School****Minutes of a meeting held on Monday 21 November 2022 at 5.00 pm in the School** |  |

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| **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 – from M4 |
| Ruth Green | RG | Parent Governor | Y |
| Jon Pinkney | JP | Parent Governor | Y |
| Gemma Thompson | GT | Parent Governor | N – no apologies received |
| Tamsin Gittins  | TG | Co-opted | N – no apologies received |
| Christopher Gould | CG | Co-opted | Y – from M4.11 |
| Mary Heard | MH | Co-opted | Y |
| Jane Stephens (Vice-Chair) | JS | Co-opted | Y – to M12 |
| Julie Tayler | JT | Clerk to Governors | Y |

1. **absence and apologies**

1.1 Gemma Thompson and Tamsin Gittens were not present; no apologies had been received.

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

1. **election of chair and vice-chair**

2.1 Paul Dale was nominated as Chair; there were no other nominations.

2.2 The Full Governing Board (FGB) unanimously **elected** Paul Dale as Chair to the Governing Board of Mylor Bridge Community Primary (CP) School for one year.

2.3 Jane Stephens was nominated as Vice-Chair. There were no other nominations.

2.4 The FGB unanimously **elected** Jane Stephens as Vice-Chair of Mylor Bridge Community Primary (CP) School for one year.

2.5 The Clerk advised that in future nominations should be sought before the FGB meeting.

1. **declarations of interest**

3.1 The Clerk reported that the updated governors’ Register of Interests had yet to be published on the School website as several declarations were still outstanding. The publication of the Register was a statutory requirement; reminders would be sent out to those governors who had yet to return their declarations.

**Action: JT/PD,TG,CG,JS,GT**

3.2 No BPOI were declared in respect of items on the agenda.

*Matt Collinge joined the meeting at 17.15*

1. **governance matters**

**a) Instrument of Governance**

4.1 The Instrument of Governance had been shared with governors prior to the meeting. No changes were proposed.

4.2 The FGB **approved** the continued adoption of the Instrument of Governance.

**b) Committee Terms of Reference**

4.3 The terms of reference (ToR) for the Curriculum & Standards Committee and the Resources Committee had been shared with governors prior to the meeting. The Clerk reminded governors that there had been a major review of the ToR last year; governors now had the opportunity to comment if they had not proved fit for purpose. No changes were proposed.

4.4 The FGB **approved** the continued adoption of the ToR for:

i) Curriculum & Resources Committee

ii) Resources Committee

**c) Governor Terms of Office**

4.5 A document, prepared by the Clerk, setting out each governor’s term of office (ToO) had been shared with governors prior to the meeting.

4.6 The Clerk highlighted that Jane Stephens’ term as a co-opted governor was due to expire on 31 January 2023. The usual ToO for a governor was 4 years and it was best practice for governors to serve no more than two terms. Ms Stephens was eligible for reappointment.

4.7 Ms Stephens indicated that she was willing to serve as a governor for a second term.

4.8 The FGB **approved** the reappointment of Jane Stephens as a co-opted governor from 1 February 2023 to 31 January 2027.

4.9 The Clerk highlighted the vacancy for a co-opted governor to replace Donna Eddy, who had resigned in September 2022. It would be useful to appoint someone with experience of finance, personnel and/or premises who could replace Ms Eddy on Resources Committee.

4.10 Governors discussed some potential candidates; it was **agreed** that all governors should give this matter further consideration.

**Action: All governors**

*Chris Gould joined the meeting at 17.24*

**d) Membership of Committees and Monitoring Responsibilities**

4.11 The document also set out the committee to which each governor belonged and their monitoring responsibilities. Committee membership remained the same; some amendments were proposed to governors’ monitoring roles:

Paul Dale Class 4, Science, Whistleblowing

Tamsin Gittens Class 6, Safeguarding, Attendance, Pastoral incl wellbeing

Chris Gould Maths, PHSE

Ruth Green Class 1, EYFS, SEND

Mary Heard Class 5, DT, PE

Jon Pinkney Humanities

Jane Stephens Class 2, Class 3, English, IT

Gemma Thomson Art, Music, Pupil Premium

4.12 The FGB **approved** the governors’ membership of committees and monitoring responsibilities as set out in Appendix 1.

**e) Governor Code of Conduct**

4.13 The Code of Conduct had been shared with governors prior to the meeting. The Clerk reminded governors that the Code had been reviewed last year; it was now based on the most recent National Governance Association (NGA) model. No amendments were proposed.

4.14 The Clerk reminded governors that they had been asked to confirm via an online form that they had read and would abide by the Code.

4.15 The FGB **approved** the continued adoption of the Governor Code of Conduct.

**f) Keeping Children Safe In Education 2022**

4.16 The Department for Education (DfE) document, Keeping Children Safe in Education (KCSiE) 2022 had been shared with governors prior to the meeting. The Clerk reminded governors that they had been asked to confirm via an online form that they had read and understood the document.

4.17 The Headteacher gave a presentation on KCSiE and outlined the key changes for 2022.

4.18 **A governor asked** how the School was made aware of domestic abuse.  **The** **Headteacher replied** that, via Operation Encompass, the police would now inform the School of any incidents in the home whether or not the children had been present. Occasionally, members of the community would report concerns to the School, which were investigated gently.

4.19 The Headteacher emphasised the importance of governor safeguarding training. A number of governors had attended training in their workplace and others had attended the joint session at Mawnan School. A link to the NSPCC online training course would be sent to those governors who had yet to complete a safeguarding programme.

**Action: VS/PD, JP**

4.20 A governor highlighted the importance of the equality and diversity action plan, and offered to provide the Headteacher with a template. The Headteacher said that opportunities for children to learn about the protected characteristics had been mapped against the Jigsaw scheme and the wider curriculum.

**Action: CG**

4.21 **A governor asked** how children learned about online safety. **The Headteacher replied** that the subject was covered in both PHSE[[1]](#footnote-1) and IT. As part of an extended safeguarding curriculum, Year (Y)5 and Y6 had recently had input from a local policeman about county lines and many other issues.

4.22 The Headteacher highlighted that children with Special Educational Needs and Disability (SEN/D) were particularly vulnerable. The governor with responsibility for monitoring SEN should ensure that relevant safeguarding questions were asked during their visit.

**Action: TG**

4.23 **A governor asked** who had received training in Safer Recruitment. **The Headteacher replied** that she and Chris Gould were both trained in this area.

**g) Governor Skills Audit**

4.24 A summary of the governor skills audit conducted in November 2021, prepared by the Clerk, had been shared with governors prior to the meeting. The Clerk said that this audit had not previously been discussed by FGB and consideration had been given as to whether the audit should be conducted again in 2022.

4.25 Governors **agreed** that the skills audit should be undertaken biennially. The next audit will take place in autumn 2023.

4.26 The Clerk observed that there was a reasonable balance of skills and experience across the FGB. The weaker areas included previous experience of governance in a school or other sector, previous experience of chairing a board or committee, and the level of confidence in participating in the headteacher’s performance management panel. However, another self-assessment of these areas was likely to produce higher scores now that governors had another year’s experience.

4.27 **A governor asked** who made up the Headteacher’s Performance Management (HTPM) panel. **The Headteacher replied** that the panel members were the School Improvement Partner, Justine Hocking, plus governors Paul Dale and Jon Pinkney.

**h) Governor Training Opportunities**

4.28 The training opportunities offered by the Local Authority (LA) and the Truro and Penwith Academy Trust (TPAT) had been shared with governors prior to the meeting.

4.29 The Headteacher reiterated the importance of safeguarding training for governors.

1. **minutes of the previous meeting**

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

5.2 The Full Governing Body (FGB) **approved** the minutes of the meeting held on 18 July 2022 as an accurate record.

1. **matters arising and action tracker**

**a) Action Tracker**

6.1 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 said that all of the actions had been completed or were in hand.

6.2 **A governor asked** whether the School Improvement Partner had provided a written report. **The Headteacher replied** that the feedback had been verbal; some minor changes had been made to the Self-Evaluation Form (SEF) as a result.

6.3 The Headteacher informed governors that, further to the changes already made to the pay scales and grading structure for support staff, the LA had decided to mirror recent updates to the national pay spine for ‘Green Book’ personnel. The lowest grade point would now increase from £19,099 to £20,258.

6.5 A governor asked how much the unfunded pay increases for teachers and support staff would add to the budget. The Headteacher replied that expenditure would be approximately £8,000 over for teachers pay and £5,000 over for support staff pay.

6.5 A governor observed that the School would be able to cover the increase in 2022-23 and probably in 2023-24. However, many schools would not be in a similar position; the government would have to put some support in place.

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

**b) Identification of Any Other Business**

6.7 No other business was identified that required urgent discussion.

**7 headteacher’s report**

7.1 The Headteacher’s report had been shared with governors prior to the meeting. The Headteacher drew governors’ attention to the new format and highlighted some of the key points

7.2 Parental feedback on the EYFS cohort’s start to school was much improved on the previous year. The phased integration received mixed reviews, as it made life difficult for working parents. The schedule would be reviewed before next year, with consideration being given to reducing the staggered start from 2.5 weeks to 1 week.

7.3 Since the departure of Karen Hamilton, the delivery of interventions had been altered. As a Higher Level Teaching Assistant (HLTA), with a wealth of subject knowledge, Ms Hamilton had moved between classes to provide support where needed. It had not proved possible to continue with this approach with TAs. Instead, TA’s were using a precision teaching approach within their own class, which consisted on 1:1 small step interventions for 20 minutes at least 3 day per week. As this did not allow for group work, fewer children were receiving interventions. However, the TAs were comfortable with the approach and the children were making progress.

7.4 **A governor asked** how the approach worked in practice. **The Headteacher replied** that the class teachers had taken ownership of the intervention programme; they were leading the work of the TA’s and planning the resources needed for reading, phonics and procedural fluency for mathematics. The staff governor added that, by staying within their own class, the children receiving interventions did not miss the same topic every week.

7.5 The Headteacher said that work had been done to ensure the best use of TAs within the classroom. When the children were undertaking independent learning, both the class teacher and the TA were able to provide flexible support across the whole class. This had required some careful communication with the families of children with SEN.

7.6 The school timetable had been amended to accommodate dedicated planning/handover time for teachers and their TAs. The class teams were working as a close unit, and TAs felt more empowered. There was a greater emphasis on their role in providing interventions, which took priority over tasks such as changing classroom displays.

7.7 Governors commented that the TAs deserved their pay rise. The Resources Committee had considered whether the School could afford to award support staff a pay increase, but had been concerned about the budget implications for future years.

7.8 The Headteacher reported that the Parents’ Information Evenings for Reading and Mathematics had not been well attended, and the School was considering how best to engage parents in future. Governors suggested that the events might be promoted as ‘book looks’.

7.9 Following some initial problems, the issues following the introduction of the earlier start time of 8.45am appeared to have declined. The Headteacher asked parent governors whether they had heard any comments in the playground. Governors responded that the main concern appeared to be with parking and drop-off/pick-up, particularly in the morning when parents were in a hurry. Governors discussed the traffic issue and their impact on the village, and suggested that the School newsletter addressed the problem on a regular basis.

7.10 **A governor asked** whether pupils could be allowed into school earlier. **The Headteacher replied** that Y5 and Y6 pupils could wait on the pavement outside school if their parents had given permission.

7.11 The Headteacher reported that attendance across all years was currently 94.47%. The Educational Welfare Officer (EWO) had written to families in cases of persistent absence. Most of the absence was due to illness, rather than holidays in term time.

7.12 21% of children at Mylor were currently on the SEN register; this compared to the national figure of 13%. A review with class teachers indicated that all pupils were accessing external support, and should not be removed from the register. Several referrals for neuro-diversity had been done privately, as families had to wait too long for their case to be dealt with by the local authority (LA). Both of the children that had joined the School had SEN, although one was not on the register.

7.13 Four pupils had Educational Health Care Plans (EHCPs), 1 child had an application pending and it was possible that another pupil with an EHCP would be joining the School.

7.14 **Governors asked**:

a) whether the School had to fund the additional support for every child with an EHCP. **The Headteacher replied** that the first £6000 had to come from the School’s budget; this was equivalent to the universal provision. Additional funding would only be provided for expenditure over £6000. The Headteacher added that Higher Needs funding had been cut.

b) whether the admission arrangements limited the number of pupils with an EHCP from outside the catchment area. **The Headteacher replied** that if a child had an EHCP, they must be admitted to their chosen school.

c) why the School was concerned by the number of children on the SEN register. **The Headteacher replied** that in all other respects the School was similar to the national average.

7.15 Governors observed that the School could do nothing to alter the number of SEN children joining the roll. There was a clear process in place for identifying SEN and the School was diligent in ensuring that the children received the support they needed. It was important that the outcomes for these children, and the finances, were carefully monitored.

7.16 **A governor asked** whether the SEN Coordinator (SENCo) was able to manage the workload. **The Headteacher replied** that some overtime had been necessary, particularly to prepare the EHCP applications. This was likely to settle, but the SENCo was only able to support staff in School, not do the additional work for them. A governor observed that working with parents was very time consuming.

7.17 The Headteacher highlighted the School Performance and Standards data for 2021-22, which had been discussed at previous meetings. The outcomes for last year’s EYFS cohort had been disappointing; only 40% of pupils had achieved a Good Level of Development (GLD). Writing had been a particular concern, but considerable work was being done in this area and the Y1 children were making notable improvements. The outcomes for the rest of the School had been good.

7.18 **A governor asked** whether there were any trends in behaviour that governors should be aware of. **The Headteacher replied** that there had been no fixed-term suspensions or exclusions. The governor said that, prior to an Ofsted inspection, it would be useful for governors to have a summary of any behaviour issues and the actions being taken to address them, and to be assured that bullying was being reported correctly. The Headteacher said that behaviour was generally positive; a governor had recently talked to some children about a possible issue, but there were no ongoing concerns. Parental questionnaires had just been circulated.

1. **safeguarding and wellbeing update**

**a) Headteacher’s report**

8.1 The Headteacher’s report had included information on the key safeguarding issues in the School. The Headteacher highlighted that there had been one referral to the Multi-Agency Referral Unit (MARU) since September 2022.

8.2 **Governors asked**:

a) whether there were any trends in respect of safeguarding concerns that governors should be aware of. **The Headteacher replied** that the usual issue was one of neglect.

b) how the School became aware of such concerns. **The Headteacher replied** that staff followed strict procedures when dealing with any disclosures from children. Details were recorded in a digital logbook (My Concern) and reviewed by the Designated Safeguarding Lead (DSL) or Deputy DSL, who would triage the report as necessary and feedback to the staff member who had raised the concern. Most of the disclosures concerned the same children, who were experiencing challenges in their home lives. The situation was monitored carefully.

c) whether a fight between two children in the playground would be recorded on MyConcern. **The Headteacher** replied that it would be recorded, but would not necessarily lead to a referral. All concerns were recorded in the same place, so that it was easy to see any patterns emerging.

8.3 A governor suggested that the context of the School should be added to the S175/157 safeguarding audit.

**Action: VS**

**b) Policies**

8.4 The policies related to safeguarding had been shared with governors prior to the meeting. The Headteacher said that they were model policies; the changes for 2022 had been highlighted as appropriate.

8.5 **The FGB approved** the adoption of the:

i) CAPH[[2]](#footnote-2) Keeping Children Safe in Education Child Protection and Safeguarding Policy

ii) Allegations against Staff (including Low-Level Concerns) Policy

iii) CAPH Child on Child Abuse Policy

1. **school improvement**

**a) School Improvement Plan 2022/23**

9.1 The final draft of the School Development Plan (SDP), together with a summary document had been shared with governors prior to the meeting. The Headteacher explained that the format had been reviewed following a visit from the new School Improvement Partner, Justine Hocking; and the summary document produced so that governors could quickly see the impact of the actions being taken.

9.2 One of the actions highlighted in red on the summary was concerned with the children’s understanding of local heritage. The focus of the history preparation time for the following week would be to write mini-units that referred to local culture.

9.3 **A governor asked** whether subject leaders had identified end points for pupils with SEN. **The Headteacher confirmed** that individual targets had been set; there was a particular focus on how these children accessed the curriculum and how progress was recorded.

9.4 The governor suggested that governors should have access to examples that enabled them to compare the end points of children with and without SEN, together with some further information about how the SEN pupils would reach their targets.

**Action: VS**

9.5 A governor commented that Book Creator was a useful tool for recording the work of SEN pupils.

9.6 **The FGB approved** the School Development Plan 2022/23.

**b) Self Evaluation Form**

9.7 The latest version of the Self Evaluation Form (SEF) had been shared with governors prior to the meeting. The Headteacher said that, as with the SDP, the format had been changed on the advice of the School Improvement Partner, to focus on the areas for development and demonstrate the impact.

1. **subject development plans**

10.1 The subject development plans for Reading, Mathematics, History and RE had been shared with governors prior to the meeting. The Science development plan was shown on screen in the meeting. The Headteacher explained that the plans were another step to ensure that teachers understood what needed to improve, and would also provide a useful focus for discussion during governor monitoring visits.

10.2 The Headteacher commented that all of the subject leads were finding that there needed to be a focus on the use of the correct vocabulary in context and the ability to recall key information. Consequently, all lessons were now beginning with a recap.

10.3 **A governor asked** whether there was a similar plan for Geography. **The Headteacher replied** that it was being worked on, but the curriculum itself needed to be adjusted.

1. **curriculum and standards business**

11.1 The minutes of the meeting of the Curriculum and Standards Committee (C&S) held on 26 September 2022, together with the policies recommended by that Committee, had been shared with governors prior to the meeting.

**a) Policies**

11.2 The Headteacher highlighted that the Behaviour Policy had been recommended subject to the input of the School Council.

11.3 The acronym LAUGH (L: Looking, listening and ready to learn; A: Active learners who ask questions; U: Using time wisely; G: Good manners at all times – show respect to each other and our environment; H: Help your friends; work, learn and play together) had been agreed by the School Council.

11.4 The School Council had also tried to negotiate the actions to be used when children forgot positive behaviour. One change had been agreed: names would no longer be put on the board, where they might be left on the following day, but would instead be put on a post-it on the teacher’s desk.

11.5 The FGB **approved**, on the recommendation of C&S:

i) Behaviour Principles Written Statement

ii) Behaviour Policy

iii) Policy for Supporting Pupils with Medical Conditions (including Children with Health Needs who cannot attend School)

**b) Curriculum and Standards Committee (26.09.22)**

11.6 The FGB **noted** the minutes of the C&S Committee meeting held on 26 September 2022.

**b) Any other updates**

11.7 There were no other updates on curriculum, standards or assessment matters.

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

1. **resources business**

12.1 The minutes of the Resources Committee meeting held on 17 October 2022, together with the policies recommended by that Committee, had been shared with governors prior to the meeting.

**a) Policies**

12.2 The Headteacher confirmed that the Teachers Pay Policy 2022-23 was still not available from the LA.

12.3 **The FGB approved, on the recommendation of the Resources Committee**:

i) Support Staff Pay Policy 2022-23

ii) Staff Discipline Policy and Procedures

iii) Staff Grievance Policy and Procedures

iv) Staff Code of Conduct

v) Charging and Remissions Policy

**b) Resources Committee (017.10.22)**

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

**c) Further updates**

12.5 There were no further updates on finance, personnel or premises matters.

**13. pupil premium update**

13.1 The draft Pupil Premium (PP) statement 2022-23 had been shared with governors prior to the meeting. The Headteacher said that she was still working on the annual statement to ensure that it demonstrated how the funds were being used, the impact and how change was embedded. The final draft would be shared with governors at the next meeting.

**Action: VS/JT**

13.2 The Headteacher observed that the PP funding allocation, which was approximately £24,000, was not huge. The main challenge was to address the gaps in reading.

13.3 **A governor asked** what proportion of PP pupils also had SEN. **The Headteacher replied** that it was approximately one-third.

1. **sports premium update**

14.1 A review of the School’s use of Sports Premium in 2021-22, and the plans for 2022-23, had been shared with governors prior to the meeting.

14.2 The Headteacher emphasised that all of the funds had been or would be used, primarily on outside space, the PE coordinator and participation in the Penryn College Sports Partnership

1. **ofsted readiness**

The Headteacher had nothing to report; the School was well prepared for an inspection.

1. **correspondence**

 None

1. **confidential items**

None

1. **ANY OTHER BUSINESS**

18.1 No other business had been raised at the beginning of the meeting.

18.2 The Headteacher reported that the School would be holding an Epilepsy Day, as one child had been diagnosed with the condition.

18.3 The Headteacher provided an update on the trip to London at the end of June 2023. Three children would not be participating as they were going elsewhere with their family. Six places had yet to be confirmed, although the School had already paid their deposit.

18.4 **A governor asked** whether these places had not been booked due to the financial pressures on families. **The Headteacher replied** that one family had asked for and was being given some financial help. Two other children were unlikely to attend due to a lack of confidence or particular needs. There had been no contact from the other families.

18.5 The governor observed that the School was unable to help if a financial need was not disclosed, but it would be sad if children could not participate for this reason. The staff governor said that the financial picture had changed for many during the past few months; the PTA had managed to raise £600 to help support the trip.

18.6 **A governor asked** whether the after school provision was proving successful. **The Headteacher replied** that average attendance was 8-9 pupils, who generally left at 4.00pm. The provider was probably breaking even.

1. **date of next meeting**

19.1 The next meeting of the FGB has been scheduled for **Monday 20 March 2022** at 17.00

19.2 The next Committee meetings have been scheduled as follows:

Resources Monday 23 January 2023 17.00 – 18.00

Curriculum & Standards Monday 23 January 2023 18.30 – 19.30

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

The key achievements of the meeting were:

1. Reviewing the governance arrangements, including the roles and responsibilities of governors
2. Reviewing the School’s safeguarding policies and procedures
3. Approving the SDP 2022/23, and considering the impact of the work in progress
4. Approving policies and procedures recommended by the Curriculum & Standards and Resources Committees

*The meeting ended at 19.20 pm*

1. Personal, Health, Social and Economic Education [↑](#footnote-ref-1)
2. Cornwall Association of Primary Headteachers [↑](#footnote-ref-2)