

Full Governing Board of Mylor Bridge CP School

Minutes of a meeting held on Monday 22 November 2021 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	N
Donna Eddy	DE	Co-opted	Y
Tamsin Gittins	TG	Co-opted	Y
Christopher Gould	CG	Co-opted	N
Mary Heard	MH	Co-opted	N
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 Chris Gould, Mary Heard and Gemma Thompson, 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.
- 1.3 Dan Hadley did not attend the meeting.

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

The minutes of the meeting held on 20 September 2021 were **approved** as a true and accurate record. The minutes would be signed by the Chair once social distancing measures have been lifted.

4 MATTERS ARISING AND ACTION TRACKER

- 4.1 A report on the current status of actions assigned at previous meetings had been shared with governors prior to the meeting. The Headteacher provided updates for actions not recorded as completed and not dealt with elsewhere on the agenda.
- 4.2 Row 7: Governors were reminded that the Ofsted training had been scheduled for Monday 31 January 2022 between 17.00 – 19.00 hours.
- 4.3 Row 9: Consideration had been given to ways in which parents might be contacted before 09.00 should a member of staff fall ill with Covid. However, unless a staff member took a PCR test very early in the morning or was already symptomatic, it was likely that they would already be in school at 09.00. Should the staff member then fall ill, cover could be found for the rest of the day and parents would then be informed of any action that might be necessary.

Chair of Governing Body

Dated

- 4.4 Row 10: Governors were reminded that the monitoring timetable had been re-circulated; it would be sent again, highlighting when the subject teachers were available to host a monitoring visit. The governor with responsibility for English reported that she had recently visited the School and had been impressed with the lead up, progression and finish in children's work.
- 4.5 Row 12: A neutral response had been sent to the Neighbourhood Development Plan (NDP) steering group. However, it had been noted that any proposals for a new school should not have been included in the NDP, so all references to it had been redacted.
- 4.6 The Headteacher reported that she had a copy of the Truro and Penwith Academy Trust (TPAT) Ofsted Readiness pack, which she would share with governors. It would provide useful reference material in advance of the next Ofsted inspection. The Chair commented that governors would find access to such a resource both helpful and reassuring.

Action: VS

- 4.7 The Clerk reminded governors that several declarations of BPOI and skills audit forms were still outstanding, and urged those who had not yet completed them to do so as soon as possible.

Action: Governors

- 4.8 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. The Headteacher highlighted the key issues and provided some updates. Governors were invited to ask questions.
- 5.2 The Headteacher said that, since the report had been prepared (3 November), overall attendance had dropped from 96.7% to 95.8%. This was primarily Covid-related and parents were being supportive: children who had coughs, colds or other potential symptoms were taking PCR tests and then waiting for the results before returning to school. The Educational Welfare Officer had reviewed the patterns of attendance, but had not been concerned: attendance was still above the national average and compared well with other local schools.
- 5.3 A governor asked whether the 15 pupils receiving Free School Meals (FSM) were included in the 19 children attracting Pupil Premium (PP) funding. The Headteacher explained that the FSM number was highlighted because Ofsted focussed on the outcomes for these children; however, they were included in the total number of PP children. Some children, who had received FSM in the past, were kept on the record in order that they continued to be monitored.
- 5.4 The Headteacher outlined the class structure and staffing, focussing on the two new teaching assistants (TAs) appointed to provide additional support. One of the TAs, who was working 1:1 with a Reception child with an Educational Health Care Plan (EHCP), had joined the School from a supply agency; she would therefore be paid at a higher rate until February 2022, when the arrangement with the agency would come to an end. The other TA was working 1:1 with a child for whom the School was applying for an EHCP, as well as establishing the Nuffield Early Learning Intervention (NELI) programme for Reception and Number Stacks intervention for Y1/2.
- 5.5 The Headteacher observed that Ofsted would be interested in how the School was using the Covid catch-up funding. Assessments had demonstrated that the interventions, including the before and after school sessions, had made a positive impact in the first 6 weeks of the autumn term, especially with the older children. The staff governor added that the interventions had been so successful that some pupils had already come off the programmes, and staff were looking to reallocate their time.
- 5.6 A governor asked if the focus had been on the least able children. The Headteacher replied that some pupils had been performing well before the pandemic, but had struggled during the period that they were out of school. These children had caught up quickly with some additional support. Pupils who had been lower attaining pre-Covid were taking longer to recover. These children were assessed every 6 weeks and moved on to the next stage when they were ready.

- 5.7 The Headteacher said that the visit from the School Improvement Partner, accompanied by the head teachers from Mawnan and Flushing schools, had been extremely useful in validating her own observations about the quality of education. A regular programme of assessment had been re-established, and the outcomes were largely positive. Where there were still gaps in learning, focussed interventions had been put in place to address pupil needs. However, there were still issues with writing and spelling; and it was evident that there were larger gaps between those working at expected standard (EXS) and those working towards this standard (WTS) and those with Special Educational Needs and Disability (SEND).
- 5.8 The behaviour and attitudes in the School were good, and pupil and external feedback had been very positive. The Self-Evaluation Form rated behaviour as 'good', but the School Improvement Partner had suggested that it should be written as 'outstanding'.
- 5.9 The Headteacher drew governors' attention to the programme of events that had taken place during the well-being week, which had been extremely successful in developing cultural capital.
- 5.10 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) 2 children with court allocated mentors;
 - d) 3 children currently working with allocated social workers;
 - e) 1 family with a Team Around the Child (TAC) plan in place;
 - f) 1 Multi Agency Referral Unit (MARU) referral, resulting in full section 47 risk assessments for 3 children;
 - g) 1 referral to the teachers of the deaf;
 - h) 1 referral to First Light (domestic violence support);
 - i) 1 x Autism Spectrum Disorder (ASD) referral; and
 - j) 2 children working with Child and Adolescent Mental Health Services (CAMHS)
- 5.11 A governor asked whether these were 16 different children, or whether there was some overlap. The Headteacher responded that some children appeared several times, but it would be possible to identify individuals if the report was too specific; approximately 9 children were covered by this data.
- 5.12 A governor asked whether the Headteacher was satisfied with the input from the various agencies. The Headteacher replied that the services were in place, but were not always immediately available; and provided an example. Fortunately, the School was in a better position to support children in school than it had been previously.
- 5.13 The Headteacher said that at the time of the report there had been no occurrences of team teach physical intervention during this half term. However, in the last 20 days, there had been 3 such incidences.
- 5.14 The Hall for Cornwall School Partnership Programme would be an excellent way of building cultural capital in the school; the £500 fee covered performance opportunities, workshops and staff training and support.
- 5.15 A governor asked whether the programme included all age groups; the Headteacher replied that it was a whole school initiative.
- 5.16 The Headteacher said that the split lunchtime arrangement had been introduced following a mandate from the local authority (LA). The School's plans for a return to whole-school activities had been stopped, although the bubbles were now slightly larger than in the previous academic year.
- 5.17 The Headteacher observed that, despite the challenges in School, staff had been able to participate in a significant level of continuous professional development (CPD). This was balanced with actions, outlined in the report, to improve staff workload and wellbeing.

Tamsin Gittins left the meeting at 17.35 – the meeting was still quorate.

6. SCHOOL EVALUATION FORM/SCHOOL IMPROVEMENT PLAN

- 6.1 The School Improvement Partner Report Autumn Term 2021 had been shared with governors prior to the meeting. The Headteacher said it was a positive report and reminded governors that the School Improvement Partner, Mark Lees, was also an Ofsted inspector.
- 6.2 The Headteacher highlighted the areas for development. The teaching of phonics required greater consistency and development. The School's current phonics scheme would no longer be validated by the government from June 2022; consequently, staff were currently investigating options for a new programme. A plan would have to be in place by the Spring, even if the scheme itself had not been implemented. There would be financial implications, as the cost of a new programme had not been included in the budget.
- 6.3 The School also needed to be assured that the Year (Y) 1 pupils, who were split over two classes, had the same equality of opportunity and teaching support. It might be assumed that the Y1 pupils in Class 1, who worked alongside the Early Years Foundation Stage (EYFS) children, would not be challenged; but the School Improvement Partner had observed that that it was those in Class 2, with the Y2 children, who were at risk of not being tested. This could be attributed to the fact that the teacher to pupil ratio in Class 1 was 1:8, whereas in Class 2 it was 1:16. The Headteacher added that the experience of a split year group would always be different, even if the learning plan was the same.
- 6.4 The School had developed its curriculum, so that all pupils had access to a full and broad programme that was well planned and well taught by the staff team. However, the delivery could be further improved by ensuring that golden threads ran through each topic to support the progressive development of skills and knowledge.
- 6.5 The Headteacher remarked that supporting governors to understand the curriculum and to monitor what pupils have learned and remembered was another area for development.
- 6.5 A governor asked whether leaders would check in with governors during their monitoring visits. The Headteacher confirmed that this approach would become more established moving forward.
- 6.6 The Headteacher said that the Chair and Vice-Chair had both been present for the verbal feedback session, which had been positive. The Chair confirmed that it had reflected well on the work of the Headteacher and the rest of the staff team, and had identified the benefits that this was bringing to the School. The Vice-Chair added that the feedback had been natural and honest; it had identified that the School was very good, but had highlighted what was needed to make it outstanding. Staff had been confident in their responses to questions and were clearly able to identify the further improvements necessary.

7 SEND, SAFEGUARDING & WELLBEING UPDATE

- 7.1 The safeguarding data had been included in the Headteacher's report, which had been discussed earlier in the meeting.
- 7.2 The Headteacher reported that the Chair and the Vice-Chair had recently reviewed MyConcern, which was an internet based record of any concerns raised about individual children. The Chair commented that safeguarding was a key priority for the School and a secure online system that could be quickly updated and actioned was preferable to a paper trail.
- 7.3 The Headteacher asked another governor whether her school used MyConcern for SEND, in particular where there were concerns about learning needs. The governor replied that MyConcern was used to record concerns expressed by parents and children, and tended to result in a more comprehensive report as it was easier to use.
- 7.4 The Headteacher said that the vast majority of children were attending school with a positive attitude; but parents sometimes wished to raise issues. She was now making herself available at the School gate so that parents had the opportunity to voice any concerns promptly and informally.

Chair of Governing Body

Dated

8 CURRICULUM & STANDARDS COMMITTEE BUSINESS

Curriculum & Standards Committee (11.10.21)

8.1 The minutes of the meeting of the C&S Committee meeting held on 11 October 2021 had been shared with governors prior to the meeting.

a) Terms of Reference

8.2 The Clerk reported that, at the last meeting, members of the Curriculum and Standards (C&S) Committee had requested more time to consider the revised terms of reference (ToR) before they were recommended to the FGB for approval. However, to date, there had been no feedback and the ToR were not ready to be considered by the FGB. Nominations were still required for the role of Committee Chair.

8.3 The Chair and the Headteacher agreed to discuss this further outside of the FGB meeting, with a view to identifying a Chair before the next Committee meeting on 18 January 2022.

Action: VS/PD

b) Minutes

8.4 The Clerk explained that the minutes of committee meetings would be presented to the FGB so that all governors were aware of the issues raised, discussions held and decisions made by those committees, and could raise any questions.

8.5 The FGB **noted** the minutes of the Curriculum & Standards Committee meeting held on 11 October 2021.

9 RESOURCES COMMITTEE BUSINESS

Resources Committee (12.10.21)

9.1 The minutes of the meeting of the Resources Committee meeting held on 12 October 2021 had been shared with governors prior to the meeting.

a) Terms of Reference

9.2 The Clerk reported that the Resources Committee had recommended the revised terms of reference for approval by the FGB, subject to the actions identified in the minutes. A meeting to discuss these actions would be taking place between the Committee Chair, the Headteacher and the Clerk the following day. Consequently, the terms of reference could not yet be considered for approval.

Action: JP/VS/JT

9.3 The Chair of Resources Committee observed that the Committee was responsible for a number of functions that had previously been undertaken by the FGB. The Headteacher reminded governors that the committees had not been convened during the pandemic, so all governance functions had been carried out by the FGB. It was now a good time to re-establish the committees and delegate these functions as appropriate.

b) Minutes

9.4 The FGB **noted** the minutes of the Resources Committee meeting held on 12 October 2021.

9.5 A governor asked whether the meeting of the Resources Committee had been scheduled for 14.00 on 7 March 2022. The Clerk apologised for the error and confirmed that all meetings of the Resource Committee would commence at 17.00.

c) Staffing update

9.6 The Headteacher confirmed that there was nothing to report that had not been dealt with elsewhere on the agenda.

10 PAY POLICIES

a) Teachers' Pay Policy 2021/22

- 10.1 The Teachers' Pay Policy for 2021/22 had been shared with governors prior to the meeting. The Headteacher reported that it had only recently been received from the LA. It was a model policy, negotiated with the unions, which the School adopted and followed as received.
- 10.2 The FGB **approved** the Teachers' Pay Policy 2021/22.

b) Support Staff Pay Policy 2021/22

- 10.3 The Headteacher reported that the Support Staff Pay Policy 2021/22 had not yet been received from the LA. The 'Green Book', which covered the pay and conditions for LA employed staff (except those in groups such as teachers), was currently being reviewed and a number of issues concerning progression above the Living Wage and the implementation of the Contribution Related Pay (CRP) scheme had been raised. The latter did not operate in the same way as teachers' performance related pay, where staff moved up their pay scale; in effect, CRP was paid out to support staff as a one-off gesture of goodwill.
- 10.4 Governors observed that, whilst it would be reviewed by Finance Committee and approved by the FGB, the School did not have any control over the Policy.
- 10.5 A governor asked whether the government would provide additional funding to pay for any salary increases, particularly as the budget had already been set. The Headteacher said that it was unclear when any pay increases would be implemented; however, the School would have to find any additional funds required by making cuts elsewhere. She observed that Mylor Bridge School had been underfunded historically; but, as per pupil funding had increased, the School had been able to pay for support staff. At present, the School had a significant number of support staff, many paid for through the Covid catch-up funding; this would not be sustainable in the long term.

11 STAFF POLICIES & PROCEDURES

a) Staff Code of Conduct

- 11.1 The Staff Code of Conduct had been shared with governors prior to the meeting. The Headteacher reported that it had been written with reference to a model on The Key and accepted best practice. It did not contain anything that might be considered controversial.
- 11.2 A governor noted that all staff were working to professional standards and were unlikely to breach the Code. The Headteacher responded that she sometimes had to remind staff who were not permanent or full-time about the need for confidentiality, but assured governors that this was not a significant issue.
- 11.3 The FGB **approved** the Staff Code of Conduct.

b) Staff Disciplinary Procedure

- 11.4 The Staff Disciplinary Procedure had been shared with governors prior to the meeting. The Headteacher confirmed that the Procedure was the LA model.
- 11.5 The FGB **approved** the Staff Disciplinary Procedure.

b) Staff Grievance Procedure

- 11.6 The Staff Grievance Procedure had been shared with governors prior to the meeting. The Headteacher confirmed that the Procedure was the LA model.
- 11.7 The FGB **approved** the Staff Disciplinary Procedure.

12 OTHER POLICIES

a) Behaviour

i) Written Statement of Behaviour Principles

12.1 The Statement of Behaviour Principles had been shared with governors prior to the meeting. The Headteacher said that the statement had not been presented to governors previously. The Clerk explained that it was a statutory requirement for governors to make and regularly review a statement of general principles on which the Behaviour Policy should be based.

12.2 The FGB **approved** the written Statement of Behaviour Principles

ii) Behaviour Policy

12.3 The Behaviour Policy had been shared with governors prior to the meeting. The Headteacher said that the Policy and appendix were live documents for use in school, and were based on best practice. The School encouraged a positive approach to being in school, rather than the use of punishment. The Policy had been reviewed by staff in September 2020, and governors had previously considered help, support and consequences for extreme behaviour. No amendments were proposed.

12.4 The FGB **approved** the Behaviour Policy and appendix.

b) Charging & Remissions Policy

12.5 The Headteacher confirmed that the Charging Policy was based on an LA model, and no changes were proposed. The School invited parents to pay for optional activities, unless their children qualified for PP funding.

12.6 A governor asked whether the School paid for PP children to participate in optional activities and then reclaimed the money. The Headteacher replied that a sum had set aside in the budget to support the development of cultural capital across the School; some of this money was used to ensure that PP children were able to participate in optional activities.

12.7 The Headteacher emphasised that only voluntary contributions could be requested to help fund any aspect of a residential activity that took place during school hours; parents were only required to pay the accommodation costs of such an activity. However, if the amount raised through voluntary contributions was low, then the School would be unable to organise as many trips and activities.

12.8 The FGB **approved** the Charging Policy.

c) Data Protection

12.9 The Data Protection Policy had been shared with governors prior to the meeting. The Headteacher confirmed that the Policy was a LA model.

12.10 The FGB **approved** the Data Protection Policy.

d) Peer on Peer Abuse Policy

12.9 The Peer on Peer Abuse Policy had been shared with governors prior to the meeting. The Headteacher confirmed that the Policy was based on a model provided by the Cornwall Association of Headteachers (CAPH).

12.10 The FGB **approved** the Peer on Peer Abuse Policy.

13 CORRESPONDENCE

a) Christmas Lights

13.1 The Headteacher reported that the School had been asked to support the switching on of the Mylor Christmas Lights. A risk assessment had been requested, but had not been received; however, mitigating actions had been proposed for any issues that might arise.

13.2 Governors observed that the children would be accompanied by their parents for most of the event, and would only be under School supervision whilst they performed their songs.

b) Wrap-around care

13.3 The Headteacher reported that a member of the Parent-Teacher Association (PTA) had offered to conduct a review of the need for wrap-around care using SurveyMonkey. The feedback would be reviewed by herself and the School Secretary; if there was a need, consideration would then be given to affordability.

Action: VS

14 DATE OF NEXT MEETING

The next meeting of the FGB was scheduled for Monday 7 February 2022 at 17.00

15 WHAT HAS THIS MEETING ACHIEVED?

The key achievements of the meeting were:

- a) Discussion of the School Improvement Plan and progress;
- b) Discussion of Safeguarding issues;
- c) Note of feedback from committees; and
- d) Approval of statutory policies.

16 CHAIR OF GOVERNOR'S FEEDBACK

None

Matt Collinge left the meeting at 18.20 – the meeting was still quorate.

17 CONFIDENTIAL

This discussion is recorded separately as a confidential minute.

The meeting ended at 18.30