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| **Minutes of a Full Governing Board meeting held for**  **Mylor Bridge CP School on Monday 15th March 2021 at 5.00 pm**  Held virtually via Zoom | | | |  |
| **Names** | **Initial** | **Governor Category** | **Attendance** | |
| VACANCY |  | Parent Governor | VACANCY | |
| Mr Jon Pinkney | JP | Parent Governor | Apologies | |
| Mrs Polly Radford | PR | Parent Governor | Y | |
| Mr Paul Dale (Chair) | PD | Local Authority | Y | |
| Mrs Vicky Sanderson | VS | Staff (Headteacher) | Y | |
| Matthew Collinge | MC | Staff (Elected by Staff) | Y | |
| Miss Tamsin Gittins | TG | Co-opted | Y | |
| Mr Christopher Gould | CG | Co-opted | Y | |
| Mary Heard | MH | Co-opted | Y | |
| Donna Eddy | DE | Co-opted | Y | |
| Mrs Jane Stephens (Vice-Chair) | JS | Co-opted | Y | |
| Alex Stainer | AS | Clerk to Governors | Y | |
| Dan Hadley | DH | Associate Member | Y until item 11 | |
| Gemma Thompson | GT | Observer – potential governor | Y until item 16 | |

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| **Item** | **Details** | **Action** |
| **1**  1.1  1.2 | **Apologies and Quorum**  Apologies were received and accepted from JP.  The meeting was quorate in line with regulation 14 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013. |  |
| **2** | **Declaration of Business and Pecuniary Interest**  None were declared in addition to those published on the website. |  |
| **3** | **Consider Appointment of Associate Member: Daniel Hadley**  The Board were informed that DH’s term of office as a parent governor had ended in January 2021. DH had indicated he would like to continue working with the Board as an Associate Member.  **The Board appointed** DH as an Associate Member and member of the Standards Committee. |  |
| **4** | **Approval of Minutes of the Previous Meeting held 9th November 2020**  **It was agreed** that the minutes from the Full Governing Board meeting held on 09/11/20 were a true and accurate record of the meeting.  The minutes will be signed by the Chair once social distancing measures have been lifted. |  |
| **5**  5.1  5.2  5.3  5.4  5.5  5.6  5.7  5.8 | **Matters Arising** (*update in italics*)  DOI - Completed forms for 2020/21 were outstanding from PD, JP and DH. *Received from JP, outstanding from PD and DH.*  Completed skills audits were outstanding from PD, JP and DH. *Received from JP, outstanding from PD and DH.*  Governors reported not having access to their school email accounts. AS to check accounts for DH, CG, JP and JS. *PD, JP and JS were reporting issues accessing their eSchools accounts. AS to send password resets for Mylor email accounts.*  Acceptable use policy for ICT - The policies that staff signed had been circulated prior to the meeting. AS and VS to create a policy for governors and bring to the next meeting for approval. *Policy had been circulated. As governors had reported issues with accessing the school email accounts (item 5.3) and were using personal accounts, they were advised not to approve the policy until the* *issues have been resolved as they would immediately be in breach of the policy. Carried forward to next meeting.*  Board Impact Statement - AS to add other relevant Board information to complete the statement. *Actioned and saved to website.*  VS to add governor links to the school monitoring timetable and circulate. *Actioned. VS to circulate the proforma for meeting notes. Actioned*  AS and PD to complete the application process for approval by the LA. *Ongoing.*  Board discussed access to shared folders and the most appropriate platform to use: eSchools or MS365. *To be decided once all have email access.*  *AS and VS to demonstrate eSchools and MS365 at the next meeting.* | **PD, DH**  **PD, DH**  **AS**  **Agenda item**  **AS**  **AS, VS** |
| **6**  6.1  6.2  6.3  6.4  6.5  6.6  6.7  6.8  6.9  6.10  6.11  6.12 | **HT’s report to Governors (+Appendix) inc. SEN, Safeguarding and Wellbeing, and Attendance**  The report was circulated prior to the meeting and was screen shared.  VS ran through the report. Additional points and questions were:  No SIP report for this meeting due to Covid. The next one is due at the end of the month, the report will be circulated.  **Governor asked** Persistent absence figures of 8% seem high, was this during home schooling? This is well withing average and equates to 12 children. There are a number of reasons for the absence, such as not being technically confident and parents having to work. At the end of home schooling there were 4 children who were not participating at all. They were invited into school with only 1 taking up the offer. The others had home visits and other encouragement.  **Governor asked** Will those children receive catch-up support? Yes, they were on the intervention list from September, they started this week after school. Of the 12 children classed as persistent absentees, 6 had one-to-one intervention via Zoom.  The gaps between those that engaged with remote learning and those that didn’t are evident.  The school had an average of 92% attendance, which was phenomenal. The LA invited VS to a county-wide attendance meeting.  During remote learning, classes at Key stage 1 had a live registration for safeguarding checks and to set out the learning for the day, then pre-recorded lessons and resources were provided.  Years 3 & 4 had live English and maths lessons.  Years 5 & 6 had 4 live lessons per day which achieved 100% attendance most of the time.  Class 2 had gone over 30 pupils on roll, the LA stated it was due to exceptional circumstances, even though this is illegal. The number has now gone back down to 30.  Phonics – screening check for year 2 took place in December, 81% passed. This is in line with National Average in a normal year.  The main effects of the lockdown and remote learning have been a drop in handwriting standards and resilience; sitting still and focus in class.  Reading has not been affected too badly as the children are avid readers.  Maths is looking ok, but there has been no formal testing to back this up.  Phonics group is running in reception and years 1 & 2.  **Governor asked** Are you finding spelling a problem due to children either copying the words or parents telling them during lockdown? The SIP complemented the spelling in school, so this hasn’t been noticeable so far, but will be monitored.  **Governor asked** How will year 6 be prepared for secondary school after 2 years of disrupted learning? The class has continued to be taught and it feels like they haven’t missed much learning but have undertaken no formal testing. A similar programme to SATs will take place at the usual time in May. Penryn School has been in touch about preparing for transition.  The greater depth pupils may not have reached their potential by September.  Year 6 will round up their primary school experience by taking part in a summer play, camp, activities week, and Goblin car competition.  **Governor asked** Does Penryn School have input into the pupil assessments? The Maths link at Penryn School suggested SATs paper across all link partnership schools. There has been no contact from the English lead yet, but it is expected a similar suggestion will be made.  Last year there were transition meetings with the Penryn SENCo, so this is likely to happen again.  It was noted that Mylor will be strong compared to other schools in the cohort due to the high level of remote engagement and attendance.  Cultural capital is on hold, but plans are in place for when Covid restrictions are eased. Forest school will start this week.  Pupil parliament, British values and links with other schools around the world are a strength of the school and may help secure an outstanding Ofsted grade.  A new School Improvement Partner (SIP) has started working with the school, their report to be circulated once received. | **VS** |
| **7**  7.1  7.2  7.3  7.4  7.5  7.6  7.7 | **Finance update**  March Financial Statement was circulated prior to the meeting.  Highlights:   * Carry forward of £71.5k to 2021/22 budget – up from last year. * Per pupil funding has increased and there are more children on roll which equates to an increase of £40k in next year’s budget. * This provides security for TAs and one-to-one support. * Annual Funding statement to be circulated. * It was noted that there was not enough additional income to add an extra class. The cost of an additional teacher would not be sustainable. * Cost of teachers’ pension is an additional expenditure this year.   **Governor asked** Is there any additional funding for those who receive one-to-one support? The increase in government funding doesn’t take into account any children with high needs. One EHCP will be applied for once the appropriate cycle of “assess, plan, do, review” can take place, which has been delayed due to Covid.  **Governor asked** Is another class needed? It would turn the good provision for year 1 children into a brilliant provision. There are classes of 20 in key stage 2, and 30 in key stage 1 – if the mixed provision class could be split into year groups this would improve provision. The staff room would be used as a classroom.  It was noted this was a choke point for the school. The school is at the boundary of its capacity in that area when there is capacity in rest of the school. Cost of staffing and conversion are the barriers.  **Governor asked** What would the impact be on the school? The school is often oversubscribed and turning pupils away. Being able to take more children would increase income. The cost of the additional class was a risk as it would take the financial position from positive to vulnerable.  Governors raised the following points for discussion:   * Concerns over VS continuing to regularly teach. * Working towards having an additional class in future. * Concerns about being penalised for means tested government funds whilst carrying large reserves versus trying to save enough reserves to expand. * Build up enough reserves for VS to not have to teach.   Finance Committee to analyse the funding forecast in detail and consider the above issues. | **VS** |
| **8**  8.1  8.2  8.3 | **Standards update**  A Standards Committee meeting had not been held since the last Full Board meeting.  VS gave an overview. This had also been shared with the SIP.   * Writing - Year 1 Age Related Expectation (ARE) is at 53% (including Greater Depth (GD) at 5%), Working towards is at 47%. * Writing - drops in year 2 and 3 * Writing in the lower years is currently not good enough. It has been compared to previous formalised assessment and is of a lower standard. * Reading, based on year 6 SAT paper, is positive. * Maths – Year 1 ARE is at 68%. * Maths - Years 2 & 3 need work. * Maths - Years 4 & 5 are fine. * FSM and vulnerable disparity have not been investigated yet. * It is predicted that year 3 will be low but other years will be fine.   The Board noted the exceptional circumstances and impact of Covid, and that the younger children had received less formalised time in school than the older years, which will have a bigger impact.  The Board felt the results were encouraging, compared to other primary schools. |  |
| **9**  9.1  9.2  9.3  9.4 | **H+S update: COVID Return to School Plan and Risk Assessment**  **Governor asked** for an update on theplay equipment? Thanks was given to PR for leading the fundraising. The equipment had been installed. VS reported there had been more accidents on the new soft surface than any other area of school.  A parent with visually impaired children had liaised with school and a white line had been painted where surfaces change.  VS reported a hole in the roof in the year 3 class – PFI are rectifying.  H&S audit had been discussed at a previous meeting.  VS reported there had been one safeguarding incident where a child ran out of the playground after their parent. There is now a TA on the gate to prevent children leaving, and parents of children in the younger classes are asked to stay with their children until they go into the school. This adapted protocol has been communicated to parents via the newsletter. |  |
| **10**  10.1  10.2  10.3  10.4  10.5 | **Funding updates: Sport Premium, Pupil Premium and Catch-up Funding**  Sports Premium (SP)  **Governor asked** Is the PE teacher salary being paid for by SP funding? A proportion of their salary is being funded by SP as they are used for training, assessment and auditing, this is allowed.  **Governor asked** Does the school pay towards Penryn Partnership with SP? SP cannot be used to pay for the Education Welfare Officer (EWO) or partnership costs. There is a £3k levy attached to sports related services which is funded by SP.  Pupil Premium (PP) – the school currently has 15 PP children, compared to 10 last year. There are 7 services children.  [PR left the meeting at 6.15pm – the meeting was still quorate.]  Catch-up funding  £11k has been spent on staff for delivering afternoon interventions.  Assessments take place next week to inform gaps prior to Easter.  92% attendance on average during lockdown. Total attendance is above National Average (NA) at 96%. |  |
| **11**  11.1  11.2  11.3  11.4 | **Governor visit reports**  Reports for English, music, wellbeing, geography, RE, History, IT, and maths had been circulated since the last meeting.  Governor asked for jargon to be explained in future reports.  [DH left the meeting at 6.20pm.] [PR re-joined the meeting 6.21pm.]  **Governor asked** Have any pupil surveys been gathered since lock-down? The first 2 weeks of term have been dedicated to English, maths, PSHE and PE, and supporting the children back into school. Feedback from pupil meetings is very positive regarding feeling safe in school. Once anxieties are managed and the children are more settled more work to gather pupil voice will take place.  **Governor asked** Has the school considered using play therapy, as positive results have been reported from other schools? PR to send VS details so quotes can be sought for use for EYFS – year 3. VS to speak to other schools that have used the therapy. | **VS** |
| **12**  12.1  12.2  12.3  12.4  12.5 | **Correspondence**  VS has been asked about after-school provision by a new parent.  Governors discussed the following:   * The provision would need 15-20 children to regularly (4 days) attend need to make it financially viable. * It cannot run at a loss as it would then be subsidised by other budget lines. * There is already local after-school provision available. * Ad hoc use may not be possible, so parents would have to sign a contract to commit to use and pay. * Covid has affected the numbers. * It would add to the school workload. * Local childcare provision takes between 1-7 school children most days. * The need hasn’t been reviewed for a couple of years, there may be more parents that would like it this time.   **Governor asked** If enough parents want after-school provision does the school have to offer it? If there is a need then the school need to be able to offer access to it, this could be directing to Dancer Day-care, which is local. If the school offer after-school care then it would impact Dancer Day-care business. Dancer Day-care provide food for the children, which wouldn’t happen at school, and the end of the school session would be earlier than Dancer Day-care offer.   * The school had a breakfast club in place which was a valuable offer. * Only 1 member of staff is required to support the breakfast club and as other staff are arriving all the time to start work, any issues that arise can be dealt with. * At the end of the day all staff are leaving, so 2 staff members would be required for after-school care. * Dancer day-care charge £12.50 per child per evening. * The school would have to make a small amount of money from any after-school care to offset costs if the numbers drop. * VS has only been approached by 1 parent so far.   The Board agreed that there may be a need to investigate this further in the future but this was not an issue that needed addressing at this time. |  |
| **13** | **Date of next meeting and Committee meeting dates**  Committee dates to be arranged by VS.  Meetings in person, outside with PPE, for committees and link governor meetings would be decided on a case by case basis   |  |  |  | | --- | --- | --- | | **Meeting Type** | **Date** | **Time** | | FGB | Monday 14th June 2020 | 5.00pm | | FGB | Monday 19th July 2020 | 5.00pm | |  |
| **14** | **What has this meeting achieved?**  The Board gained an understanding of the standards and attendance data.  The Budget and spending of other funding was discussed and challenged.  This is the first opportunity for the Board to review the situation since lockdown.  The Board are at full membership. |  |
| **15** | **Chair of Governor’s Feedback**  Nothing additional to report. |  |
| **16**  16.1  16.2  16.3 | **Consider appointment of parent governor: Gemma Thompson**.  [GT left the meeting.]  Clerk reported that there were no applications prior to the closing date for the parent governor election.  The Board now has the authority to appoint a parent governor to the vacancy.  Parent, Gemma Thompson, had expressed an interest after the election closing date. Her statement had been circulated to the Board.  The Board appointed Gemma Thompson as parent governor and as a member of the Finance Committee.  PD closed the meeting by recognising, on behalf of the Board, the incredible job the staff has done in dealing with Covid and the lockdown, and how lucky the pupils were to attend Mylor School. |  |

The meeting ended at 6.50pm