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| **Full Governing Board of Mylor Bridge CP School**  **Minutes of a meeting held on Monday 20 September 2021 at 5.00 pm**  Held virtually via Zoom |  |

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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 |
| Ruth Green | RG | Parent Governor | Y |
| Jon Pinkney | JP | Parent Governor | Y |
| Gemma Thompson | GT | Parent Governor | Y |
| Donna Eddy | DE | Co-opted | Y |
| Tamsin Gittins | TG | Co-opted | Y |
| Christopher Gould | CG | Co-opted | Apologies |
| Mary Heard | MH | Co-opted | Y |
| Jane Stephens (Vice-Chair) | JS | Co-opted | Y – from M |
| Dan Hadley | DH | Associate Member | Absent |
| Julie Tayler | JT | Clerk to Governors | Y |

1. **absence and apologies**

1.1 Apologies had been received from Chris Gould, and were accepted. Jane Stephens had sent apologies in advance for her late arrival.

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.

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

2.1 Paul Dale was nominated as Chair; there were no other nominations. Mr Dale withdrew from the meeting during the vote.

2.2 The Full Governing Board (FGB) **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 and had expressed a willingness to continue in the role. There were no other nominations.

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

1. **Declarations of pecuniary interests**

**a) Business and Pecuniary and Other Interests (BPOI) form 2021/22**

3.1 The updated BPOI form had been shared with governors prior to the meeting.

3.2 Governors were asked to complete and return their form electronically to the Clerk so that the Register of Interests could be updated and published on the School website.

**Action: All**

**b) Opportunity to declare an interest**

3.3 No new BPOI were declared in addition to those currently published on the School website.

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

**4 governance matters**

**a) Keeping Children Safe in Education (KCSiE)**

4.1 The KCSiE (September 2021) document had been shared with governors prior to the meeting. Governors were asked to confirm by email to the Clerk that they had read and understood the document (Parts 1 & 2) and their obligations.

**Action: All**

**b) Governor Code of Conduct**

4.2 A revised Governor Code of Conduct had been shared with governors prior to the meeting. The Clerk explained that it was based on the most recent National Governance Association (NGA) model, which had been updated to include statements on equalities and inclusive practice.

4.2 The FGB **approved** the adoption of the Governor Code of Conduct.

4.3 Governors were asked to confirm by email to the Clerk that they had read the document and agreed to abide by the Code.

**Action: All**

**c) Instrument of Governance**

4.4 The Instrument of Governance had been shared with governors in advance, and was reviewed at the meeting.

4.5 The FGB **agreed** that no changes were required to the Instrument of Governance.

**Action: All**

**d) Committee Terms of Reference**

4.6 The current terms of reference for the Standards, Finance, and Health & Safety/Building & Sites Committees had been shared with governors prior to the meeting.

4.7 The Headteacher reported that she, the Chair and the Clerk had discussed the option of reducing the number of committees to two: the first dealing with curriculum and standards, and the second dealing with resources (including finance, personnel and premises); which would both be professionally supported by the Clerk. She suggested that the two committees be convened to review the revised terms of reference and to recommend them for approval by the FGB at its next meeting.

4.8 The FGB **agreed** to establish two committees and to consider the terms of reference for approval at its meeting in November 2020.

**Action: Clerk/Agenda**

**e) Membership of Committees**

4.9 The membership of the committees was confirmed as:

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| **Curriculum & Standards (title tbc)** | **Resources (title tbc)** |
| Tamsin Gittins  Ruth Green  Chris Gould  Mary Heard  Dan Hadley  Matt Collinge? | Paul Dale  Jon Pinkney  Jane Stephens |

4.10 Other governing monitoring responsibilities were confirmed as follows:

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| **Governor** | **Monitoring Responsibilities** |
| Paul Dale- | Class 4, Science |
| Donna Eddy | Class 3 |
| Tamsin Gittins | Class 6, Safeguarding, Attendance, Pastoral |
| Chris Gould | Maths |
| Dan Hadley- | Class 1, EYFS |
| Mary Heard | Class 5, PE |
| Ruth Green | SEND, Art & DT |
| Jon Pinkney | Humanities |
| Jane Stephens | Class 2, IT, English |
| Gemma Thomson | Music, Pupil Premium |

**f) Skills Audit**

4.11 The NGA model skills audit form had been shared with governors prior to the meeting.

4.12 Governors were asked to complete and return their form electronically to the Clerk so that the Skills Matrix could be updated and shared with the FGB at the next meeting.

**Action: All**

**g) Governor Training opportunities**

4.13 The governor training and development offer from the local authority (LA) and the Truro and Penwith Academy Trust (TPAT) had been shared with governors prior to the meeting. Governors were asked to contact the School Secretary if they wished to attend any of the courses.

**Action: All**

4.14 A governor enquired about the anticipated timescale for the School’s Ofsted inspection. The Headteacher responded that it had been expected in April/May 2021, but it was now likely to be between February – July 2022.

4.15 The Chair emphasised the importance of all governors being well-prepared for an Ofsted visit. The Clerk noted that the LA offered a short course on ‘Being Ofsted ready and understanding the curriculum’ on several dates across the year. It was also possible to arrange for the session to be provided in-house; the contact was Jackie Eason. Governors welcomed the option of running the course in school, particularly if it could be scheduled alongside a governors meeting. The Headteacher agreed to investigate.

**Action: VS**

1. **Minutes of the previous meeting**

The minutes of the meeting held on 19 July 2021 were **approved** as a true and accurate record. The minutes would be signed by the Chair once social distancing measures have been lifted.

1. **Matters arising from the minutes, not dealt with elsewhere on the agenda**

6.1 The Headteacher noted that a meeting was required to consider the vision and values, and the Intent, Implementation and Impact (3I’s) of the curriculum. She suggested that these were considered by the new Curriculum & Standards Committee at its first meeting.

**Action: C&S**

6.2 The Headteacher said that there was no further information on the reported additional funds to support Pupil Premium (PP) children with school uniform. If it had been included in the payments to the School, it had not been identified separately.

6.3 The Headteacher confirmed that the review of the 2020-21 PP plan showing how the funds had been spent in 2020-21 had been circulated.

1. **headteacher’s report**

7.1 The Headteacher provided a verbal update on pupil data at the beginning of the academic year:

a) there were 140 pupils on roll;

b) 15 children were entitled to Free School Meals (FSM). This was a significantly greater proportion of pupils than usual, at nearly 11%. However, the national average had increased from 17% (January 2020) to 21% (June 2021) due to the pandemic;

c) 4 children attracted PP funding;

d) 2 families had a social worker;

e) 3 families with a social???

f) 3 families requiring child and adolescent mental health services (CAMHS)

g) 3 families accessing cognition and learning services

h) 1 child had been referred to visual impairment services, which had been followed up in August

7.2 The Reception children were transitioning well from pre-school to Class 1, and were confident and happy.

7.3 One child had an Educational Health Care Plan (EHCP) and the School was advertising for a Teaching Assistant (TA) to provide 1:1 support. It was providing difficult to appoint a suitable candidate, as she was not prepared to compromise; but the School was managing with the current staff and supply teachers.

7.4 There was also one pupil with an EHCP in Year 1, who was also in Class 1. The child was at the expected academic level for the Year Group, but had significant health care needs.

7.5 One pupil, who had not attended pre-school, had a historic health need and difficulty in getting to school. The parents had suggested funding a 1:1 TA, but this would be complicated in terms of employment status. However, the child was making good progress and, if this continued, such support would be unnecessary.

7.6 Pupil attendance was currently only 90%, but this was due to the staggered start in Reception and would improve once these children were attending full time.

7.7 In Class 1, the only the Year 1 children had attended during the first week of term. The Reception children had been divided into two groups of 10. In the second week, Group 1 had attended mornings only and Group 2 afternoons only; this had been reversed in the third week. All 30 children would attend in the following week.

7.8 The feedback from parents on the staggered start had been predominately positive. One parent had said that their child found it confusing; and a couple of other families had indicated that it was difficult to manage alongside their work commitments. The arrangement would be reviewed for the 2022/23 academic year.

*Jane Stephens joined the meeting at 17.45.*

7.8 There had been no exclusions to date.

7.9 There had been no changes to the staff pattern. As previously indicated, the School was advertising for a TA to provide 1:1 support; another candidate would be visiting the School later that week. The EYFS TA was moving from x, but wished to remain in post.

7.10 A governor asked about the incidence of Covid amongst staff. The Headteacher replied that one member of staff had felt unwell, but a Covid test had proved negative. Others had reported of relatives with Covid, but there had been no positive tests amongst the staff to date.

7.11 The Headteacher expressed concern that if all staff were required to isolate for 10 days at some time, it would cost approximately £4000 in supply cover; and a staff member’s absence could be even longer if they had children who also contracted Covid. This would have a significant impact on the School finances.

7.12 A governor observed that staff were only paid for the first 3 days of sickness absence. The Headteacher replied that if 10 staff were off, this would still amount to 30 days.

7.13 The Headteacher added that the Leave of Absence policy allowed 2 days paid leave to enable staff to make alternative care arrangements for a dependent. She had not yet discussed this with staff, but was aware that it would add to their stress if they had already been off-sick themselves for 10 days. A governor remarked that it would be impossible to find another carer for a child with Covid.

7.14 A governor acknowledged that the School sickness insurance would not cover the cost of staff being absent to care for a dependent.

7.15 Governors observed that the Headteacher was concerned about a worst-case scenario, but it was impossible to predict what might actually happen. It was suggested that there should be a whole school conversation about the issues and the options for dealing with a significant level of staff absence.

7.16 Governors discussed various possibilities, including a return to remote learning with the support of Higher Level TA’s (HLTAs), combining classes and increasing the Headteacher’s teaching time, as well as using supply staff. Governors agreed that the Headteacher could not make a decision until a specific situation arose.

7.17 A governor suggested that the key action at this time was to ensure that the School were able to contact parents before 9.00am should a number of staff fall ill with Covid, and to set the expectation that families should check their emails or texts before setting off for school.

**Action: VS**

7.18 Governors noted that the issue was one that would affect all schools, so the School should find out what the government would be providing in terms of additional grants. The School also had unallocated funds available should such a situation arise.

7.19 A governor asked whether the School had a list of potential teaching staff with specific skill sets that it might approach should any vacancy arise. It was possible that staff turnover would increase as individuals reconsidered their life choices following the pandemic. The Headteacher responded that headhunting was not common in the world of education, and could have a negative impact on relationships with other local head teachers. However, it would be sensible to monitor the skill gaps. The governor commented that candidates that proved unsuitable for one role might be well-qualified for a later vacancy.

1. **SPECIAL EDUCATIONAL NEEDS (sen), SAFEGUARDING AND WELLBEING UPDATE**

8.1 The Headteacher reported that there were 19 children who had been identified as having any kind of special educational need. There were also a number of pupils on the watch list that were being closely monitored before the decision was taken whether or not to add them to the SEN register.

8.2 There were 4 children with an EHCP, which was 2-3 more than the previous year. One had a separate health-care plan that did not carry any funding, but provided access to additional support.

8.3 There were significant safeguarding concerns around 3 families, all of which had been assigned a social worker. One family had care proceedings in place.

1. **staffing update**

9.1 The Headteacher reported that the staffing levels were currently stable, with one 1:1 TA vacancy to be filled.

9.2 The National Tutoring Programme (NTP), which had been established to provide additional support for pupils most impacted by the pandemic, had previously insisted on the use of approved tuition partners (private companies). However, it was now possible to access grants to fund in-school tutors. The intervention TA would be undertaking some of this work in the mornings; and another member of staff would provide support in the afternoons.

9.3 A governor asked whether this support would be provided on a 1:1 basis. The Headteacher responded that some of the children had similar needs, so could be supported in small groups.

1. **finance committee update**

10.1 The Headteacher said that she had hoped to present the budget report to the meeting, but the Bursar had been unable to prepare it in time.

**Expenditure**

10.2 The Headteacher thanked the FGB for approving the purchase of 30 Chromebooks, which were significantly faster than the old laptops and had been well received by Year 3 pupils. Classes 5 and 4 were now benefiting from the installation of digital whiteboards.

10.3 The Rural Gigabit scheme funding of £14,000 had brought superfast broadband into the School, but this would not be switched on until the autumn half term. An audit of the IT systems had led to a grant of £26,000 to improve, but not replace, the server and other equipment; this funding had to be claimed by 2 February 2022.

10.4 The Reception playground had now been made over to provide a stage space, astro-turf and a water feature.

**Income**

10.5 The Headteacher reported that the Sports Premium funding had now been guaranteed for 2021/22, payment had been received for work that she had undertaken with a Multi-Academy Trust (MAT) and an insurance payout had been received for work done in 2020. These sums totalled approximately £21,000, which had not been expected and had not been included in the budget.

10.6 A governor asked what would be included in the remit of the proposed Resources Committee. The Headteacher replied that it would deal with areas such as budget monitoring, financial benchmarking, the School Financial Value Standard (SFVS), service level agreements, and premises issues within the terms of the Private Finance Initiative (PFI).

10.7 Governors **agreed** that the Resources Committee would convene on Tuesday 12 October 2021 from 17.00 - 18.00 at the School.

1. **HEALTH & SAFETY committee update**

As previously agreed (Min 10.7), the Health & Safety Committee would be amalgamated with the Finance Committee.

1. **curriculum committee update**

12.1 Governors agreed that the Curriculum & Standards Committee would convene on Monday 11 October 2021 from 14.00 - 15.00 at the School.

*Donna Eddy left the meeting at 18.30 – the meeting remained quorate*

12.2 A governor asked how the subject monitoring visits would fit in with the Curriculum & Standards Committee meetings. The Headteacher replied that the visits would be dealt with separately; she would recirculate the timetable to governors.

**Action: VS**

1. **sports premium update**

13.1 The Sports Premium (SP) Statement had been shared with governors prior to the meeting. The Headteacher reported that the funding had not been confirmed until July, so had not been included in the original budget. The total funding for 2021/22 would be £17.400, which would be paid in two instalments (August and March).

13.2 The document outlined how the funding would be spent in areas such as curriculum delivery, high quality PE provision and Forest School. The Headteacher expressed some concern about swimming: it was not possible to use the funds to pay for a swimming teacher or pool hire, although it could be used for transport. However, a member of support staff was currently training as a swimming teacher, which would help to keep costs down in future.

13.3 A governor asked what contribution the SP had made to the costs of the specialist PE teacher. The Headteacher responded that it was not possible to use the funding to cover planning, preparation and assessment (PPA). However, £8415 had been allocated to provide high quality support from dedicated TA’s . Some of this money would be used to pay a third of the PE teacher’s salary, as he would need to train and develop the staff to deliver and assess taught PE.

13.4 The Headteacher said that the funding was ring-fenced, so it could be difficult to allocate the spending. However, the School had been creative in providing a significant level of extra-curricular physical activity, including sailing for Year 4 and windsurfing for Year 5. Funds would also be used to access the Penryn College Sports Partnership provision and to provide transport. A governor congratulated the School on budgeting to make the best use of the total funding this year.

13.5 A governor asked what the criteria were for receiving SP and whether the School was likely to receive the funding next year. The Headteacher replied that there were no specific criteria that had to be met by the School; SP was granted to all primary schools. The funding had initially been guaranteed, but its continuation had become increasingly uncertain and was likely to stop. Once it did, the costs of the PE specialist would have to be added to the teachers’ budget line.

13.6 The governor asked whether it would be possible to see PE lessons and the work that the PE lead was doing with other staff during the monitoring visit. The Headteacher replied that the PE specialist would initially be reviewing and planning the curriculum, then rolling it out to other staff. The aim was to link the generic skill-based curriculum provided through the Penryn Partnership with real PE in playing games.

1. **pupil premium update**

14.1 The PP Strategy Statement had been shared with governors prior to the meeting. The Headteacher highlighted the key points in the document.

14.2 Since July, the proportion of disadvantaged pupils had increased from 9% to 13% (4 children). When measured against the baseline of the last standardised assessment tests in 2019, the pupil progress scores indicated negative progress.

14.3 The document set out what action the School was taking to address this issue, and the priorities were linked to the School Improvement Plan (SIP). In setting the targets, the likelihood of PP pupils reaching the national average progress scores had been considered. The potential was greater in Key Stage (KS) 2 as these children had no SEN; whereas it was less likely in KS1 because of the number of PP pupils with SEN.

14.3 The targeted response was primarily small group activity. The intervention TA had now completed his Trauma Informed Schools (TIS) training with distinction. The primary barriers included a lack of access to life experience and to extra support at home. Consequently, the wider strategies included building cultural capital, such as sailing to develop confidence and windsurfing to offer challenge; and the use of an Educational Welfare Officer (EWO) to address attendance and readiness to learn. HTLA’s would be used to support small group interventions, directed by the English and Mathematics leads. The impact of the PP strategy would be reviewed at the end of the year.

14.4 A governor asked when a more recent baseline might be available. The Headteacher responded that it might be possible to use the non-standardised assessment from the previous year. However, the government had changed the way that prior attainment was calculated, so progress scores would not be accurate. Ofsted would not consider outcomes based on non-standardised assessments.

14.6 A governor asked when progress against the targets was measured. The Headteacher replied that progress was checked regularly. Interventions changed after 6 weeks and their impact was monitored closely.

1. **attendance review**

The Headteacher reiterated that pupil attendance was currently at 90% due to the staggered induction for Reception children; this was expected to improve significantly.

1. **policies**

16.1 The following policies had been shared with governors prior to the meeting:

a) Complaints Policy and Procedures

b) Freedom of Information Policy

c) Safeguarding/Child Protection Policy, including the Statement of Procedures for dealing with Allegations of Abuse against Staff

d) Supporting Children with Medical Conditions

16.2 As the Data Protection Policy had not been circulated in advance, the Clerk suggested that it be carried over to the next meeting. The Behaviour Policy had also been postponed, as it was being considered by the School Council.

**Agenda item**

16.3 The Headteacher reported that the policies being considered were model policies from the LA or the Cornwall Association of Primary Headteachers (CAPH). The School should be wary of making any changes to most of these policies as they were either concerned with safeguarding or had been negotiated with the unions.

16.4 The exception was the policy for Supporting Children with Medical Conditions. For example, the School had the option of administering Calpol to pupils, but had decided not to do so unless it had been prescribed by a doctor; alternatively parents could come into school to give it to their child. Governors supported this approach.

16.5 A governor asked whether the Headteacher had any specific concerns about children with medical conditions that were challenging to manage; and whether the School received the appropriate support from the families and professionals in such cases. The Headteacher replied that a child with a significant medical condition had just joined the Reception. The School was being supported by the family, and the school and specialist nursing teams had visited. The details had been included in a health care plan, but as yet there had been no letters from the consultants.

16.6 The FGB **approved** the adoption of the following policies:

a) Complaints Policy and Procedures;

b) Freedom of Information Policy;

c) Safeguarding/Child Protection Policy, including the Statement of Procedures for dealing with Allegations of Abuse against Staff; and

d) Supporting Children with Medical Conditions.

1. **correspondence**

17.1 The Headteacher reported that an email had been received from the Neighbourhood Development Plan steering group regarding the potential for a new school that would amalgamate Mylor Bridge and Flushing Schools. The governors at Flushing did not support the proposal for several reasons, including the difficulty it would pose for children travelling to school by ferry. There had been no indication of the location, although the end of the playing field had been suggested.

17.2 The Chair said that the idea had been the subject of discussion for some time, but did not take account of the many practical issues, including the complications of moving a PFI school.

*Mary Heard left the meeting at 19.05 – the meeting was still quorate.*

17.3 The Headteacher commented that the School’s pupil numbers were predicted to fall over the next 5 years, although they were currently higher than anticipated. It was only when numbers were increasing that the LA were likely to support a new school.

17.4 Governors agreed that the School should send a neutral response, which indicated that Mylor Bridge School was concerned with promoting the interests of all the children in the community and that the decision should be left with the LA.

**Action: VS**

1. **date of next meeting and committee dates**

18.1 The next meeting of the FGB was scheduled for Monday 22 November 2021 at 17.00

18.2 The initial meeting dates for the committees had been agreed as follows:

a) Resources: Tuesday 12 October 2021 from 17.00 - 18.00

b) Curriculum & Standards: Monday 11 October 2021 from 14.00 – 15.00

18.3 The Clerk would propose dates for the remainder of the year.

**Action: JT**

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

The key achievements of the meeting were:

1. Agreeing to amalgamate the committees, and setting meeting dates
2. Agreeing to organise Ofsted training for governors
3. Reviewing the Sports Premium statement
4. Approving statutory policies
5. **chair of governor’s feedback**

None

1. **confidential**

None

The meeting ended at 19.15