



**FULL GOVERNING BODY MEETING**  
**WEDNESDAY 29<sup>th</sup> MARCH 2023: 6.00PM AT THE SCHOOL**

<b><u>Present:</u></b>	Jo Blunden (JB), Bridget Ditcham (BD), Rachel Farris (RF), Bryony Harding (BH), Lucy Hill (LH), Ben Hockley (BHo), Phillipa Irving (PI), Michelle Law (ML), Belinda Rowland (BR) and Heather Williams (HW).
<b><u>Also present:</u></b>	Vanessa Neale (VN- Deputy Headteacher) and Rebecca Marr (Clerk)
<b><u>Circulation:</u></b>	All Governors, Vanessa Neale and Carol Simpson.

Item No.	Agenda items/Discussions	Action
1.	<b><u>Apologies</u></b> Apologies were received and accepted from Bethany Caunter and Keith Hay.	
2.	<b><u>Declaration of interests</u></b> No declaration of interests was made.	
3.	<b><u>Approve the minutes of 1<sup>st</sup> February 2023</u></b> BH proposed the minutes of 1 <sup>st</sup> February 2023 as a correct record. This was seconded by BHo. <b>The minutes were approved.</b>	
4.	<b><u>Matters arising</u></b> <u>To amend the scheme of delegation to reflect the flat structure</u> – Done. <u>Item closed.</u>  <u>To change the accessibility policy</u> – Done. <u>Item closed.</u>  <u>Circulate the last set of budget monitoring documents to the FGB members</u> – Done. <u>Item closed.</u>  <u>To add a review of the safeguarding policy and the equality objectives to the next agenda</u> – Done. <u>Item closed.</u>  <u>Where relevant, amend the policies, share with staff and publish on the school’s website</u> – Done. <u>Item closed.</u>	
5.	<b><u>Governing Body organisational matters</u></b> 5.1 <u>Approve last set of Committee minutes</u> - The last set of minutes from each committee meeting had been circulated prior to the meeting.	

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The staff and Finance minutes were proposed by RF, and these were seconded by BD.

LH joined the meeting (7.07pm).

The curriculum minutes were proposed by BR and seconded by ML. The sites and building minutes were proposed by BD and seconded by ML. **All sets of minutes were unanimously approved.**

5.2 Approve the scheme of delegation – The amended scheme of delegation had been circulated prior to the meeting. **The FGB unanimously approved the scheme of delegation.**

5.3 Appoint a Prevent link governor – **The FGB unanimously appointed BH as the Prevent Governor.**

HW joined the meeting (7.09pm)

5.4 Governors day (new agenda item) – A governor day in school was proposed for Tuesday 20<sup>th</sup> June. Link governor visits, seeing the SDP in action and lunch with staff would take place in the morning with the FGB meeting in the afternoon. If governors are unable to attend on that day, they were welcomed to attend school on another occasion.

## 6. Headteacher's report

The Headteacher's report had been circulated prior to the meeting together with the SIO's report, attainment data and a science review report.

The FGB noted that the school's persistent absence figure at 11.4% is below the national average. 39 of the 49 persistent absentees' attendance has improved since January.

Q: What has made the difference in reducing the persistent absence rate?

A: Attendance being discussed at the family/teacher meetings, and correspondence being sent home. The Headteacher attended an SLA attendance best practice network and the ideas put into practice from that have also had an impact. The Headteacher is proceeding to the next step of having a meeting with the pupil's families for the 10 persistent absentees whose attendance has not improved.

Q: Where have the 22 new starters come from?

A: 11 have arrived from abroad and some from other local schools.

Q: Our 10 leavers have they gone to other local schools?

A: We continue to carry out a leavers survey and we have no concerns why the families are leaving. It is a mixture of relocating or a closer school now has available spaces.

Q: What are the floors book mentioned in the science review report?

A: It is a large scrapbook for sequencing and recording science teaching. The plan is for all pupils to fill at least one page. It prompts

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them to remember their learning. It has been very effective, so we are considering rolling this out to the other curriculum subjects.

Q: What is Team Teach?

A: There are two meanings. It can mean groups of pupils coming together to learn. We do this in our school as it allows 1 teacher to support the learning as well as one teacher leading the learning. It allows for a consistency of delivery of teaching throughout school and allows pupils to work in different groups. It is more challenging to team teach with 45 pupils rather than 60 due to logistics. We are continuing to monitor the practicality of team teaching and its impact. Team teach can also mean positive handling if de-escalation techniques have not been effective. Foundry College have supported us in training staff across our school including support staff and those working in our wrap around care.

Q: What is scaffold learning?

A: It is putting in support for pupils to enable them to access learning. This could be via resources or questioning.

Q: How and when are the annual targets set and are they flexed during the year?

A: They are set at the start of the year and revised termly. The data shared for this meeting is what we hope to achieve.

The FGB were advised that 17 of the 51 children in Year 3 had joined our school after Foundation Stage had began. The School Improvement Officer has advised the SLT to run the data without these pupils given most arrived with little or no English. If this is done the percentage of pupils reaching the age-related expectations increases by 10% placing the year on par with the other year groups. For maths it makes little or no difference.

Q: Has Year 3 got a disproportionately high number of EAL pupils?

A: Yes. The other years, if this subgroup is removed, the difference is a couple of percent. It shows that the pupils are learning very well if we teach the pupils from the beginning.

Q: Should we have specific targets for the new joiners so we do not lose track of them?

A: We still have ambitious targets for these pupils. We track their phonics, reading and spelling progress and attainment in addition to the progress and attainment data shown to governors. I am happy to share anonymised case studies if the FGB would like to see these.

Q: The report following the learning walk with the SIO seems helpful. What is the plan in relation to the 'even better ifs'?

A: They are all reflected in the SDP. Support and collaboration with the SLA has been identified as the most benefit to us. The SIO constructively challenged us on our SDP. The SIO is attending our next FGB meeting and governors were asked to consider what they would like him to cover. Ideas put forward were the difference between strategic and operational decisions, areas of development for governing

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bodies and how governors can capture evidence of work done under the SDP.

Q: A lot of work has been done with the SLA – what has the impact been?

A: After the SIO's report we identified curriculum development as an area we wanted to collaborate on. The SLA will support our subject leaders. We have a supportive, enthusiastic resilient staff body who want to move forward and develop further. We want to validate that we are in a strong place and ensure that we best showcase our school during the next inspection. We need to ensure progression of learning is clear and is evident in pupils learning outcomes. The SLA is supportive, collaborative input for subject leaders.

The Link Governor for Humanities commented that during a recent link governor visit, the Geography lead advised how she had found collaboration with the SLA useful, particularly in regard to how the subject should look throughout the school.

Q: What support does the school need to achieve curriculum development?

A: There is an element of investment as subject leaders need to be released from their classroom responsibilities to carry out their subject development and monitoring work. We are conscious of workload particularly those who work part time. There are the associated costs of this release time in the next budget. We need to give our staff sufficient time to undertake this important work whilst also being mindful of the pupils and continuing to give them good quality education.

Q: Is there a way we can attract more supply cover?

A: We prefer to cover within as it makes a significant difference to the quality of teaching.

7.

### **School Development Plan**

7.1 Writing – The FGB were updated on the work taking place under this priority and its impact:

- Talk for writing is continuing to be embedded with support staff being trained next.
- Work under the talk for writing scheme will be seen visually across the school.
- Specific interventions are taking place for writing.
- Letter join is being embedded and is being practiced.
- Handwriting books are being used for other subjects to allow pupils to develop their handwriting skills.
- The main issue around writing is stamina. All teachers in the pupil progress meetings could see the positive impact talk for writing was beginning to have in this area.

7.2 Foundation subjects – Subject leaders are being supported by the SLA and all subjects' intent, implementation and impact have been written. The next step is to monitor how effectively these are evidenced across the school in childrens learning.

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The recent science review was positive with some helpful feedback to consider.

7.3 RSE – Due to staff changes since the last training all staff will receive RSE training as well as protected characteristics training. We have added extra modules from the Jigsaw scheme of work to ensure our scheme is fit for purpose and relevant to our pupils. For instance, a new water safety course has been introduced before our pupils go to Bude. In Year 1 there is new module on naming body parts and appropriate touch.

7.4 Reading – The FGB were advised:

- Reading targets for Year 2 and 6 were outlined together with where the pupils are currently. Pupils on the cusp of meeting age related expectations are receiving support.
- An analysis of the mock SATS has taken place which has indicated where pupils need specific support.
- A planned book week will promote challenging texts to all.
- We have a high percentage of pupils reaching age related expectations at the end of Year 2 and 6 and at the next inspection we need to present this clearer when a discussion of phonics attainment takes place.
- Further staff training has taken place on phonics, and we are closely tracking progress. The phonics scheme is close to being fully taught which will allow time to revisit any gaps in learning
- Our phonics scheme has been externally validated and pupils are engaged and enjoying their phonics learning.
- The CPTA were thanked for providing funds to purchase Rhino readers which are diverse, engaging and phonetically matched to their lessons.

Safeguarding – ML and VN attended a session on CPOMS however have decided that our current system, Arbor, can satisfactorily meet all our safeguarding requirements. Staff are electronically logging information which is reducing workload. ML was part of a team that carried out a safeguarding audit in another school.

Q: Was there anything you took from the safeguarding audit you carried out?

A: Yes, the separation of teachers from support staff on the SCR to easily identify any issues. We also carry out DBS checks every 5 years. The other school had replaced this by each member of staff signing an annual declaration which we will now implement.

Q: Do other schools have any ideas how to get foreign national safeguarding checks speeded up?

A: No, it is the same process for all.

Q: The staff and governor survey on the SDP – were there any points to note and does it correlate with your thinking?

A: The results on the top priority were split between writing and breaking foundation subjects into smaller chunks with wellbeing coming third.

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Q: When will all the completion dates be completed on the SDP?  
A: The SIO challenged us on these dates. Sometimes a missing date is due to waiting for SLA dates or information from subject leaders. Governors are more than welcome to challenge on when specific work will be completed. It was suggested that the SDP could be amended to reflect that information is awaited.

8. **Data/assessing progress/closing gaps**

Data for each year group including a comparison of attainment in the Autumn and spring terms had been circulated prior to the meeting.

The FGB were advised that pupil progress meetings continue to discuss support given to pupils, the impact and if there is anything else we can do to support. There are some powerful case studies showing 3 years of progress has been made in 2 terms. Governors were asked to email the Headteacher if they would like to see any anonymised case studies.

Q: Are there any causes for concern in the data?

A: Teacher assessments did not correlate with the mock SAT results as we have some anxious pupils in that year group and their attainment did not come through on a test. We have put in additional support for pupils on the cusp of reaching age related expectations and if we are concerned, we have met with families. The mock SAT papers were sent home to families for them to support their child. Some of the Year 3 cohort, who we have discussed earlier need much resource and high levels of support particularly with EAL. For some pupils low attendance hinders progress.

Q: How does the SAT anxiety compare to last year?

A: We have similar targets, attainment and progress wise, but the resilience of the year group is weaker than last year.

Q: As governors can we support in any way?

A: There is a financial implication for additional support, but this is vital for a long-term gain.

9. **Access and inclusion (wellbeing, vulnerable children SEND, PPG, EAL, diversity, safeguarding)**

Two members of staff have recently attended training on raising the profile of BAME in terms of recruitment and retention of staff. We are looking at recruiting via blind applications to remove unconscious bias and sending out interview questions before the interview. We are not continuing with the GEC app as it has outlived its usefulness.

Governors were encouraged to attend WBC's racial literacy training and borrow the schools' books on diversity.

There was nothing else to report on this agenda item other than what had already been discussed.

10. **Finance update**

There are associated Part II minutes which cover confidential information.

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11.

**Policies – complaints, home learning, home/school agreement, safeguarding and SEND.**

All policies had been circulated prior to the meeting.

**The complaints policy was approved unanimously.**

**The following policies were unanimously approved with minor editorial changes:**

**Safeguarding – copy all telephone numbers to the important contact list and refer throughout to the BWSCP.**

**SEND – change the reference to families from parents.**

The FGB were asked to change the home learning policy and home school agreement into procedures.

Q: Are we still going to have a home school agreement?

A: Yes, but it is an operational document hence asking for it to be changed to be a procedure. The home school agreement does need a review.

**The FGB unanimously approved the home learning policy and home school agreement changing to procedures.**

12.

**National issues**

The FGB discussed the tragic death of Ruth Perry. The FGB understand that Ofsted inspections are necessary as a tool to inform families however believe it is wrong to sum up a school in one word. The school is proud to teach according to the needs of the pupils.

The school felt that the Governing Body, SLT and staff are supportive of each other. Some support from WBC has been excellent. We have been offered a meeting with the strategic director of SEND, and we are pleased to be given a voice and support in this area.

The Governing Body noted that they will continue to be aware of wellbeing throughout the school and the impact of Ofsted inspections on all.

**Training/School visits**

13.

13.1 Governor training attended –The FGB were reminded that WBC are charging £30.00 for each governor training not attended by governors if the course is not cancelled.

13.2 Link governor visits – 2 visit report forms had been circulated prior to the meeting. In addition, the FGB were advised that KH and BHo had carried out an inventory check.

The Business Manager has asked the FGB to advise the specific areas of benchmarking required for the next meeting. The governors agreed to liaise outside of the meeting although staffing seems a sensible choice given the percentage of staff costs as part of the overall budget.

14.

**Health and safety**

Nothing to report.

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15.

**Staff wellbeing**

The FGB noted that they had covered this item earlier in the meeting.

Q: Are you able to pick up on staff who are feeling low?

A: Yes. We have a number of new staff who we are getting to know but we support each other.

Q: How does our number of SEND compare with other schools in the borough?

A: Ofsted recognised our strength in supporting all pupils and acknowledged this in the report. The SEND provision nationally and locally needs to change. We can do a comparison of numbers in schools with EHCP's and on SEND register, but the criteria differs so the data is not comparable. Other schools are looking at our sensory room and the way we support our pupils with SEND. We are proud of the support we give and being an inclusive school.

16.

**AOB**

None.

17.

**CPTA**

The FGB were advised that the CPTA has lots of exciting events planned: a bake sale, quiz night, disco and a summer fayre.

A parental survey has even circulated asking families for ideas to celebrate the school's 50<sup>th</sup> birthday and events the CPTA can run in general.

We have a strong Pool Committee and work is underway to prepare the pool for opening this year.

18.

**Date of next meeting - 26<sup>th</sup> April 2023**

The meeting ended at 8.20pm.

*Next steps:*

1: Circulate the SIO's report from the meeting on 28<sup>th</sup> March 2023

2: Data to be broken down into subgroups of SEN, EAL, PP as well as providing progress data

3: Governors to advise what they would like the SIO to cover at the next FGB meeting and to ask for case studies if they would like to see them

4: Amend the policies, place on the school website and advise staff

5: Liaise outside the meeting regarding the benchmarking data the FGB would like the Business Manager to produce for the next meeting

ML

ML

ALL

RM

ALL

Signed:..... (Chair)

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