

Trannack C P School
Local Governing Body meeting
Tuesday, 6th February, 2019 from 4.30pm
at Trannack C P School

	<p>1. <u>ATTENDING</u> :</p> <p>Dr L Jenkin (Chair), Mrs E Stritt (Headteacher), Mrs R Hill, Mrs S Sedgwick, Mrs M Preece,</p> <p>In Attendance</p> <p>Mr P Woods (prospective governor) He left the meeting before the confidential items were discussed.</p> <p>Mrs S Bennetts (Clerk)</p>	
	<p>2. <u>APOLOGIES</u> :</p> <p>Apologies were received from Mrs D Hoskins and Mr D Stott</p> <p>ACTION: ES to contact Mr M Tresidder to discuss his non attendance at meetings.</p>	<p>ES</p>
		<p>ACTION</p>
<p>3.</p>	<p><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></p>	
	<p>Dr Jenkin welcomed the governors to the meeting.</p> <p>There were no business or pecuniary interests to declare on any of the agenda items.</p>	
<p>4.</p>	<p><u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u></p>	
	<p>The minutes of the meeting of 13th November 2018 were agreed as a true record and signed by the chair.</p> <p>The school's contribution to repairs of the lane has been paid.</p> <p>Dave Ellis has looked at like for like costings to replace the Elliot buildings. He is obtaining costings for other options/scenarios.</p> <p>Q. Is the need for this work to be done, taken seriously?</p> <p>A. Yes, but not on the scale previously discussed.</p> <p>Q. At what place on the list is Trannack School?</p> <p>A. We don't know, but have asked for the work to be done during the summer holidays.</p> <p>The number on roll currently stands at around 60 which would suggest a two class school. Governors felt that local housing developments need to be taken into consideration and included in the argument for the replacement of three classrooms.</p> <p>The next forum is being held on Thursday 8th February.</p> <p>LJ to email her safeguarding monitoring report to the governors.</p> <p>As governor with responsibility for safeguarding SS has arranged a date to meet with DH</p>	<p>ES/DE</p> <p>LJ SS</p>

	The updated SDP has been sent to governors. .	
5.	<u>FEEDBACK FROM THE TRUST BOARD</u>	
	<u>Q. How do the governors hear back from the trust board?</u> A. It is not certain what channels of communication are used. The minutes of all trust meetings are available on the SPCMAT website.	
6	<u>FEEDBACK FROM THE FORUM</u>	
	There was nothing to report. The next forum will be held later this week.	
7.	<u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u>	
	MP has tendered her resignation as governor with effect from the end of this meeting. ES thanked her for her support and commitment to the success of Trannack School.	
8.	<u>HEADTEACHER'S REPORT [TERMLY, INCLUDING FRONT PAGE SUMMARY DATA]</u>	
	<p>ES took the governors through the front page.</p> <p><u>Q. There are no pupils with SEN in Year R and Year 1. Is this correct?</u></p> <p>A. It can take a long time to identify and receive a diagnosis, but it can be that there is genuinely no need to be identified. Referrals to CAMHS, OT and S & L take a long time to be followed up. ES informed the governors that she has concerns regarding these referrals and safeguarding referrals to MARU. The threshold is very high and it is possible that some children who are at risk are not being identified.</p> <p><u>Q. Are there increasing numbers of children with SEN?</u></p> <p>A. I am not sure about SEN but there is definitely a rise in children with mental health issues.</p> <p><u>Q. There have been no referrals to CAMHS. Is this correct?</u></p> <p>A. This is not correct.</p> <p>ACTION: ES to update the front page and re-send to governors.</p> <p>ES took the governors through the reasons for the decreasing number of children on roll which were mainly logistical or due to re-location.</p> <p><u>Q. What number on roll would be comfortable for 3 classes?</u></p> <p>A. It would be 70+. Trannack School needs to admit another 10 to 20 pupils.</p> <p>Governors discussed different class structures with a variety of numbers on roll.</p> <p>ES informed the governors of the many staff changes.</p> <p><u>Q. What arrangements are being made to cover Claire Mitchell's maternity leave?</u></p> <p>A. An advert will be placed for an Early Years teacher with leadership skills.</p> <p>ES informed the governors that the arrangements for staff meetings at both schools are working well.</p> <p>ES took the governors through the data which was collected in the autumn term 2018. She highlighted the following:</p> <p>The data shows that those working at expected or above is lower in reading and</p>	ES

	<p>maths for Y3 and in reading, writing and maths for Y4.</p> <p>Data on progress as assessed on 29/01/2019 shows that Y2 progress stands at 0 (should be 2 points a term). ES explained that there was a discrepancy with the reading assessment. This has been addressed and progress will be clearer at the next data drop.</p> <p>ES took the governors through progress for groups of children. Again, progress in Year 4 is affected by transition to a new class and a small cohort with high needs.</p> <p>Progress in reading is variable but there are no boy/girl issues.</p> <p><u>Q. How would you explain this data to Ofsted?</u></p> <p>A. A case needs to be built for each child explaining why they had not made expected progress.</p> <p><u>Q. Will the data for those working above expected also be flagged?</u></p> <p>A. There is greater depth in the school.</p> <p><u>Q. If in Year 5, 50% are working at greater depth, why is this not the case in writing and maths?</u></p> <p>A. This is because the emphasis on reading has lifted the data.</p> <p><u>Q. What is being done to get greater depth in writing and maths for next year's Year 6?</u></p> <p>A. Support has been put in place for the Year 4, 5 and 6 children. The school has tried to ensure that staffing issues have had no impact on the children. Mrs Reed has secured a teaching post but will still be working some hours, but not in the capacity of a class TA in the mornings. The new mastery approach to maths is different and it has taken the pupils some time to adjust to and settle into the changes. The approach is being embedded this year and is having a positive impact. Subject leaders are carrying out pupil conferencing on those who are not quite on track. Pre-teach is being used in maths and this is empowering the children during lessons.</p>					
9.	<p><u>SAFEGUARDING GOVERNOR'S REPORT [STRUCTURED QUESTIONS] [TERMLY]</u></p>					
	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="240 1402 775 1464" style="background-color: #fff9c4;">Safeguarding:</th> <th data-bbox="775 1402 1254 1464"></th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1464 775 2157"> <ul style="list-style-type: none"> • When was your Single Central Record last checked? • When was your most recent Trust Designated Safeguarding Officer visit? What was the outcome/action arising? • What action has been taken on the council's feedback on the S157? • How many new cases typically are you encountering each month/term? What is the school's capacity to deal with </td> <td data-bbox="775 1464 1254 2157"> <p>LJ has checked the Single Central Record. Advice was sought from County and all staff now have a DBS check, where some only had a list 99.</p> <p>Visits will be arranged at the DSL meeting being held tomorrow.</p> <p>No action has been taken since the last meeting. There has been no significant training. Governor monitoring has been taking place.</p> <p>This information is contained in the Headteacher's Report Front Page.</p> </td> </tr> </tbody> </table>	Safeguarding:		<ul style="list-style-type: none"> • When was your Single Central Record last checked? • When was your most recent Trust Designated Safeguarding Officer visit? What was the outcome/action arising? • What action has been taken on the council's feedback on the S157? • How many new cases typically are you encountering each month/term? What is the school's capacity to deal with 	<p>LJ has checked the Single Central Record. Advice was sought from County and all staff now have a DBS check, where some only had a list 99.</p> <p>Visits will be arranged at the DSL meeting being held tomorrow.</p> <p>No action has been taken since the last meeting. There has been no significant training. Governor monitoring has been taking place.</p> <p>This information is contained in the Headteacher's Report Front Page.</p>	
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	<p>these?</p> <ul style="list-style-type: none"> • How are you prioritising these children's needs? • Are there any open cases from the old paper system? • Have all staff received training in My Concern 	<p>The school is now using My Concern. The records of all children have been looked through and any loose ends have been chased up.</p> <p>These have all been transferred to My Concern. The school continues to have some large files which have had no recent actions. My Concern is used nationwide so information can be transferred or downloaded in a report.</p> <p>CM has received training and has been allocated a user access. This will be extended to other staff during the course of the year.</p>	
10.	<u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u>		
	<p>Behaviour, Attendance & Wellbeing</p> <ul style="list-style-type: none"> • What are the most positive aspects of behaviour in the school? • Which areas are causing the most concern? • What are the school's current strategies regarding behaviour and attendance? • How is staff morale? • Is there anything the governors or trust can do to help? <p>Further questions in Part Two</p>	<p>The use of the virtues in the way the children are corrected. This is starting to be embedded and the children are now familiar with the virtues taught to date.</p> <p>There are a few pockets/cohorts where behaviour is not acceptable and staff are aware of these. A clear behaviour policy is in place and some children have individual behaviour plans.</p> <p>The school keeps a log for behaviour and lunchtime issues have improved.</p> <p>Generally morale is high. Staff have worked hard at the ethos of the school and invest a lot, emotionally and time wise. They find it difficult when external agencies are not able to deliver.</p> <p>It is good for the staff to know they are supported by the governors.</p>	

	Confidential	
11.	<u>FEEDBACK ON GOVERNOR MONITORING VISITS</u>	
	<p>SS gave verbal feedback regarding her visit focusing on reading in Year 5 and Year 6. SS commented that reading diaries are not always signed by adults at home. CM has followed up on lack of support at home.</p> <p><u>Q. What is the school doing to support those children who do not read at home?</u></p> <p>A. They are given more support at school but this usually lessens as the children become older.</p> <p>ACTION: SS to send report to governors. SS to make a monitoring visit focusing on writing on Thursday 28th March at 2pm.</p>	SS
12.	<u>FOCUS ITEMS AND UPDATES</u> [Eg. policies; changes to the curriculum; etc]	
	<p>Update on Executive Headship model</p> <p>ES is settling in at Sithney School. She outlined the positives such as two assistant headteachers supporting each other, good practices at each school to share, holding joint staff meetings. Sithney and Trannack Schools are very similar in ethos.</p> <p><u>Q. What are the biggest challenges?</u></p> <p>A. Two GDPR policies. Not being in the classroom, but not having to teach swimming is a bonus. ES informed governors that she enjoys taking the booster classes on Friday afternoons.</p> <p><u>Q. How are the joint governor meetings with Garras School?</u></p> <p>A. They are fine but it is an unusual situation.</p> <p>Risk Register. This was discussed and agreed to be a true assessment.</p> <p>ACTION: ES to send the document to governors.</p> <p>The register is the result of an audit with the aim of reducing identified risks.</p> <p>ACTION: Governors to send feedback to ES.</p> <p><u>Q. Should a GDPR data breach be included as a risk?</u></p> <p>A. Yes.</p>	<p>ES</p> <p>GOVS</p> <p>ES</p>
13.	<u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	
	<p>.The governors have:</p> <ul style="list-style-type: none"> raised matters with the trust board carried out monitoring visits given support to the headteacher, staff and school. challenged the trust board contributed to the risk register. 	
14.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	There were no urgent matters to discuss.	
15.	<u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u>	

	<p>Governors would like confirmation on how they will receive a response from the trust board.</p> <p>Could the trust employ its own Educational Psychologist?</p> <p>Can there be an appropriate time scale with dealing with premises issues?</p> <p>When is Parent Pay likely to be in place?</p> <p>The school has still not received adequate budget information. The PE grant is ringfenced and the school is accountable for spending. The school needs to receive adequate information for strategic planning. The school can phone for information but it is not felt that this is as effective as a bursar meeting.</p>	
16.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>The next meeting will be held on Monday 3rd June.</p> <p>Staff and governors to meet at 4.00pm with the formal meeting at 4.30pm</p> <p>The meeting ended at 7.40pm</p>	

Chair's Signature _____ Date _____