

**Trannack Primary School**  
**Local Governing Body meeting**  
**Tuesday 1<sup>st</sup> October 2019 from 4.30**  
**at Trannack Primary School**

	<p><b>1. ATTENDING :</b> Mrs E Stritt (Executive Headteacher), Mrs R Hill, Mr P Woods and Mrs D Hoskins</p> <p><b>In Attendance</b> Mr R Ashmore (Prospective Governor) and Mrs S Bennetts (Clerk)</p>									
	<p><b>2. APOLOGIES :</b> Apologies were received from Dr Loveday Jenkin</p>									
		<b><u>ACTION</u></b>								
<p><b>3.</b></p>	<p><b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b></p>									
	<p>Governors were welcomed to the meeting.</p> <p>Pecuniary Interests forms for the year 2019/2020 were completed.</p> <p>Dr Jenkin had previously indicated that she would be happy to take the role of Chair of Governors and those present unanimously agreed to this.</p> <p>It was unanimously agreed that Mr Woods be appointed as Vice Chair of Governors.</p> <p>The following responsibilities were agreed:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Mr P Woods</td> <td>Health and Safety</td> </tr> <tr> <td>Mrs S Sedgwick</td> <td>Safeguarding</td> </tr> <tr> <td>Mrs D Hoskins</td> <td>Pupil Premium, Looked After Children</td> </tr> <tr> <td>Mrs R Hill</td> <td>DSEN, Values and RSHE and Health, Whistleblowing</td> </tr> </table> <p>Governor responsibilities around the core subjects and general curriculum will be agreed at the next meeting.</p>	Mr P Woods	Health and Safety	Mrs S Sedgwick	Safeguarding	Mrs D Hoskins	Pupil Premium, Looked After Children	Mrs R Hill	DSEN, Values and RSHE and Health, Whistleblowing	
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<p><b>4.</b></p>	<p><b><u>MINUTES FROM THE PREVIOUS MEETING AND MATTERS ARISING</u></b></p>									
	<p>The draft SEN Policy will be circulated for review and adoption at the next meeting.</p> <p>The SEN Data will be circulated prior to the next meeting.</p> <p>Governors agreed that the Local Offer be posted on the website. The document will be formally approved at the next meeting</p> <p><b>ACTION: The SEN Policy, SEN Data and Local Offer to be focus items for the next meeting.</b></p>	<b>ES/SB</b>								

	<p>Monitoring visits have not taken place.</p> <p><b>ACTION: Governors to arrange monitoring visits.</b></p> <p><b>ACTION: SS to arrange a Safeguarding monitoring visit</b></p> <p>The draft Curriculum Intent and Implementation has been posted on the website. This will be shared at the next heads' meeting. Schools have been given a year to implement the curriculum. The core subjects are in place.</p> <p>ES explained the new framework for Ofsted inspections which has a focus on the full curriculum and well-being.</p> <p><b>ACTION: Parents to be reminded about parking sensibly and safely via the school newsletter.</b></p> <p><b>ACTION: PW to complete and circulate a monitoring form for his visit during SATs week.</b></p> <p>PW informed governors that he attended the recent governor training provided by the trust.</p>	<p>GOVS</p> <p>SS</p> <p>ES</p> <p>PW</p>
5.	<b><u>FEEDBACK FROM THE TRUST BOARD</u></b>	
	<p>Feedback from the Trust Board was shared with governors.</p> <p><b>ACTION: The clerk to circulate the full feedback.</b></p>	SB
6.	<b><u>FEEDBACK FROM THE FORUM</u></b>	
	A forum has been arranged for 15 <sup>th</sup> October. The meeting will focus on the school's stance and approach to the Green Charter.	
7.	<b><u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u></b>	
	Governors were informed that DS has tendered his resignation	
8.	<b><u>HEADTEACHER'S REPORT [TERMLY, INCLUDING FRONT PAGE SUMMARY DATA]</u></b>	
	<p>The Headteacher's report had been circulated prior to the meeting. The following points were highlighted:</p> <p>Pupil numbers have continued to increase.</p> <p>Natalie Woods has been appointed to replace Mrs Davies.</p> <p>Miss Rands has been appointed to work as a TA on Fridays</p> <p>Mrs Higgs, in her role as HLTA, teaches three afternoons a week.</p> <p>A summary of outcomes for pupils can be found on the school website. For KS2, the percentage of pupils achieving expected and higher in reading, writing and maths combined, was above national. The percentage for writing, and grammar was just below national. The percentage working at greater depth in reading is above the national figure.</p> <p>For KS1, the percentage of children working at expected level is above national in reading and maths and in-line with national for writing.</p> <p>Progress in writing and maths is below average. The children have achieved well and made a good level of progress but this has not been maintained.</p> <p><b><u>Q:What is the school doing about this?</u></b></p> <p>A: The school is working towards maintaining the level of progress.</p> <p><b><u>Q: Can this be easily evidenced for Ofsted?</u></b></p>	

	<p>A: The school will need to show that progress this year is improving. Pupil progress meetings will take place where staff will look at and map the progress of each child.</p> <p>The school also needs to ensure that assessments at end of KS1 are accurate particularly for children joining the school in KS2.</p> <p><b><u>Q: Are end of KS1 figures based on the cohort or the individual children?</u></b></p> <p>A: They are based on the children on roll at the time with scores from each child added and an average taken.</p> <p>Karen Brokenshire the School Improvement Partner will be visiting the school tomorrow. Her visit will focus on reading.</p> <p>Attendance at the end of the summer term was 94.99%. The school has a target of 96%.</p> <p><b><u>Q: Have staff received training in Pathological Demand Avoidance as this is very good?</u></b></p> <p>A: Training was received during the INSET day of 05/09/2019. It was found to be good and informative.</p> <p>RH left the meeting.</p> <p>There has been lots of activity with safeguarding concerns.</p> <p><b><u>Q: Have any concerns been raised with MARU?</u></b></p> <p>A: No.</p> <p>ES explained the procedures regarding the use of My Concern and that as DSL she is informed of any information that is logged.</p> <p>Pupil Premium funding is used to provide small group work, intervention, teaching hours, support for vulnerable pupils, staff training and resources.</p> <p><b><u>Q: Is the number of pupils on roll fairly stable and do you have any concerns?</u></b></p> <p>A: 68 is quite healthy for Trannack School although it is too many for 2 classes but not enough to attract funding for 3 classes. The school having 2 classes in the afternoon is not ideal and we will aim to maintain 3 classes in the mornings. The cohorts are full at the lower end of the school which is encouraging.</p> <p>The school is trying to be creative with its funding and a press release on the launch of the new build is planned.</p> <p><b><u>Q: Is there a trend that the number on roll will rise?</u></b></p> <p>A: There have been lots of siblings and parents have been recommending the school to others.</p> <p><b><u>Q: Are the Little Learners numbers good?</u></b></p> <p>A: They are lower this year but there are less spaces as there are more children in Reception and Y1.</p> <p>It is thought that promotion of the new build will help to further boost numbers.</p>	
9.	<b><u>SAFEGUARDING GOVERNOR'S REPORT [STRUCTURED QUESTIONS] [TERMLY]</u></b>	
	<b>ACTION: SS to circulate her report after her monitoring visit.</b>	SS
10.	<b><u>HEALTH AND SAFETY UPDATE</u></b>	

	<p>Remaining snags from the building work are all in hand.</p> <p><b>Q: Are you confident that they will be sorted?</b></p> <p>A: Yes. The trust premises team is very aware of the work which needs to be done. It was agreed that PW would make a Health and Safety visit on 5<sup>th</sup> November at 9.30am.</p>											
<b>11.</b>	<b><u>SELECTED TOPICS FROM STRUCTURED QUESTIONS</u></b>											
	<p>Governors agreed that the structured questions on Outcomes – progress &amp; attainment be deferred to the next meeting when further information will be available.</p> <table border="1"> <thead> <tr> <th><b>Communication:</b></th> <th><b>Responses</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Have all governors received the monthly CEO newsletter and weekly Trust Bulletin?</li> <li>How do you make provision for parents whose children are not good at ensuring their parents receive the information?</li> <li>Are there any particular needs in our community in respect of communication flow and how are you dealing with these (e.g deaf parents; English as a second language)</li> </ul> </td> <td> <p>The governors are emailed the weekly and monthly bulletins.</p> <p>The weekly newsletter is emailed to most families. Any children who are absent on a Friday will be given a named copy on the following Monday.</p> <p>This is not applicable at the moment. The biggest barrier would be lack of internet access but this would be supported by hard copies of any communication. Extra copies are made available as needed.</p> </td> </tr> <tr> <td><b>How will Equality and Diversity be covered in this aspect?</b></td> <td>Each case will be appraised individually. Reminders will be sent if necessary</td> </tr> <tr> <th><b>Behaviour, Attendance &amp; Well Being</b></th> <th><b>Responses</b></th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Which areas are causing the most concern?</li> <li>How does the attendance figure for all pupils compare nationally? What is the greatest area of</li> </ul> </td> <td> <p>There is some concern regarding the low lying and volatile behaviour of some children which can be disruptive and create a very noisy environment. Staff have raised concerns.</p> <p>The school has arranged for visits from a Behaviour Support specialists and relevant children have Individual Behaviour Plans. The Behaviour Policy has been reviewed.</p> <p>The underlying low level behaviour is managed in class but becomes more of an issue during times of transition and during break and lunch times. Training for the children is in place and the school is introducing strategies for improvement.</p> <p>The national figure is 96% with the school standing at 95%. It is more difficult for a small school to achieve national expectation. Absence due to</p> </td> </tr> </tbody> </table>	<b>Communication:</b>	<b>Responses</b>	<ul style="list-style-type: none"> <li>Have all governors received the monthly CEO newsletter and weekly Trust Bulletin?</li> <li>How do you make provision for parents whose children are not good at ensuring their parents receive the information?</li> <li>Are there any particular needs in our community in respect of communication flow and how are you dealing with these (e.g deaf parents; English as a second language)</li> </ul>	<p>The governors are emailed the weekly and monthly bulletins.</p> <p>The weekly newsletter is emailed to most families. Any children who are absent on a Friday will be given a named copy on the following Monday.</p> <p>This is not applicable at the moment. The biggest barrier would be lack of internet access but this would be supported by hard copies of any communication. Extra copies are made available as needed.</p>	<b>How will Equality and Diversity be covered in this aspect?</b>	Each case will be appraised individually. Reminders will be sent if necessary	<b>Behaviour, Attendance &amp; Well Being</b>	<b>Responses</b>	<ul style="list-style-type: none"> <li>Which areas are causing the most concern?</li> <li>How does the attendance figure for all pupils compare nationally? What is the greatest area of</li> </ul>	<p>There is some concern regarding the low lying and volatile behaviour of some children which can be disruptive and create a very noisy environment. Staff have raised concerns.</p> <p>The school has arranged for visits from a Behaviour Support specialists and relevant children have Individual Behaviour Plans. The Behaviour Policy has been reviewed.</p> <p>The underlying low level behaviour is managed in class but becomes more of an issue during times of transition and during break and lunch times. Training for the children is in place and the school is introducing strategies for improvement.</p> <p>The national figure is 96% with the school standing at 95%. It is more difficult for a small school to achieve national expectation. Absence due to</p>	
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<p>concern and what strategies are in place to address it?</p> <ul style="list-style-type: none"> <li>Where have you had success in promoting good attendance?</li> </ul>	<p>genuine medical reasons has a huge impact on figures. The EWO will look at data with and without genuine long term absences included.</p> <p>Absence during the Autumn Term always looks worse due to the short time the children have been in school.</p> <p>In line with the Attendance Policy the school will follow up absences with letters and meetings. The school uses the traffic lights system with attendance above 95% as green, 90 – 95% amber and below 90% red.</p> <p>The school will continue to be vigilant with absences ensuring consistency across trust schools. Absence is often discussed at the heads’ meetings.</p> <p>The children value the 100% attendance awards used to reward classes which have achieved 100% attendance for the week. This system is being reviewed as it was felt some children are being disadvantaged if they have a child with poor attendance in their class</p>	
<p><b>How will Equality and Diversity be covered in this aspect?</b></p>	<p>Where required, adaptations are made.</p>	
<p><b>School Improvement Plan</b></p>		<p><b>Responses</b></p>
<p>How does the plan tie in with the wider Trust plan?</p> <p>Is the SDP ambitious enough?</p> <p>Are there any additional resources needed?</p> <p>What can be done about this?</p>	<p>Links are detailed in the SDP. The trust is undertaking a curriculum review and development.</p> <p>Reading, writing and maths are included in the trust SDP.</p> <p>The SDP follows the 4 areas of Ofsted judgments.</p> <p>The wider aspect of the curriculum is new and is now feeding into the SDP. This is part of the ongoing challenge.</p> <p>The biggest support is teacher release time.</p> <p>There is a really strong network of groups across the trust where good practice is shared. Staff value the importance of these meetings and are released from the class when possible.</p>	

		The school needs to think creatively. There is a strong group of TAs who can take the class. The school prefers to cover internally rather than use a supply bank.	
	<b>How will Equality and Diversity be covered in this aspect?</b>	As required	
<b>12.</b>	<b><u>FEEDBACK ON GOVERNOR MONITORING VISITS</u></b>		
	There have been no monitoring visits since the last meeting. A Pupil Premium monitoring visit will take place on Tuesday 12 <sup>th</sup> November.		
<b>13.</b>	<b><u>FOCUS ITEMS AND UPDATES [Eg. policies; changes to the curriculum; etc]</u></b>		
	<p>The updated Risk Register was shared with governors. Governors discussed any potential risk regarding safeguarding issues when ES is not in school and were informed that parents and staff are aware that Miss Burch is the Deputy Designated Safeguarding Lead. Governors also felt that Health and Safety and Safeguarding should be split.</p> <p><b><u>Q. What does the school do to promote well-being of pupils and staff?</u></b></p> <p>A. The school has Healthy School status and well-being as part of the SDP. Well-being is also linked to the PE Action Plan. Staff have access to well-being and counselling through the sickness insurance.</p> <p>PW indicated an interest in becoming a member of the trust's Finance and Resources Committee.</p> <p><b>ACTION: ES to explore.</b></p>		<b>ES</b>
<b>14.</b>	<b><u>IMPACT AND EFFECTIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u></b>		
	The governors have supported the school with the new build.		
<b>15.</b>	<b><u>URGENT MATTERS FOR DISCUSSION</u></b>		
	There were no urgent matters to discuss.		
<b>16.</b>	<b><u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u></b>		
	<p><b>Could the risk register be reviewed as part of the Health and Safety Governor visit?</b></p> <p><b>Does well-being of pupils and staff fit under Health and Safety</b></p>		
<b>17.</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>		
	The next meeting will be held on Tuesday 26 <sup>th</sup> November at 4.30pm		

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_