

	<p>ACTION: ESt to circulate SDP Evaluations as updated.</p> <p>The S157 has been submitted.</p> <p>It has been discovered that recent water bills have been estimated and the school is in credit. LJe suggested the school look into installation of a meter which will send the figures remotely.</p> <p>ACTION: DHo to investigate changing the water meter.</p> <p>PWo didn't manage to meet with Martin Tregenza before lockdown.</p> <p>Information regarding the Chris Quigley Curriculum has not been circulated due to the difficulties of it being an online programme.</p> <p>Karen Brokenshire the School Improvement Partner has retired. A replacement will need to be found.</p> <p>ACTION: ESt to circulated the latest SIP reports.</p> <p>Governor inductions have been postponed until further notice</p>	<p>ESt</p> <p>DHo</p> <p>ESt</p>
5.	<u>FEEDBACK FROM THE TRUST BOARD</u>	
	There had been no questions raised for the Trust Board at the last meeting..	
6.	<u>FEEDBACK FROM THE FORUM</u>	
	Forums have been suspended during the closure period.	
7.	<u>NOTIFICATION OF ANY NEWLY APPOINTED GOVERNORS / RESIGNATIONS</u>	
	<p>A number of governors have reached the end of their term of office. Due to the restrictions of Covid 19, the following was agreed:</p> <p>LJe agreed to stand for a further term of three years as Community Governor.</p> <p>RHi and SSe agreed to continue as Parent Governors for a further six months until Parent Governor elections can be held.</p> <p>Staff have been informed of the vacancy as a staff governor. As there were no other nominations, DHo will stand for a further term of 3 years.</p>	
8.	<u>HEADTEACHER'S REPORT</u> including the support being given to parents and carers to help them educate children at home	
	<p>The school is expecting 9 admissions into Reception with one late admission. This number is a little lower than expected.</p> <p>Internal data was submitted in February and outcomes had been circulated to governors prior to the meeting. See Structured Questions.</p> <p>The governors appreciate all the work the staff have put into on-line learning, in class work and home work. It was suggested that the school should obtain feedback from parents about what worked well as evidence of the work that has been set.</p> <p>ACTION: ESt to look into appropriate feedback.</p> <p>Class Dojo had previously been used as a reward mechanism but is now also used as an on-line learning platform. Each child has their own profile and all work is set using this system. Google Classroom is the next step and the school will be encouraging all families to sign up to this.</p> <p><u>Q: Is there a cost involved in this?</u></p> <p>A: No.</p>	ESt

Q: Will paper copies be available to children?

A: Yes. There is the problem that if a household has only one device, only one child can access their learning at a time and some children may prefer to do their work on paper.

Q: Have you any children who are digitally disadvantaged and if so is there anything the school or trust can do to support the family?

A: As far as we are aware, all families have access to at least one device. A lack of devices may become more apparent when live lessons are rolled out.

Governors discussed the issues of Zoom Hangover such as the children finding it harder to learn this way, that listening this way uses more of your brain, the possibility of headaches, fatigue etc. Governors were informed that there are a variety of activities set which do not involve being constantly on-line.

ACTION: RHi to circulate further information on Zoom Hangover to governors.

A full risk assessment had been carried out prior to the school opening to children on 3rd June 2020. This is reviewed each week.

Initially it had been proposed to have 4 bubbles but due to so few children returning to school this was reduced to 2. These could grow and split but will never be merged.

Governors discussed those children who are asymptomatic and the lack of evidence as to whether they spread Covid 19. Governors also discussed testing the sense of smell of children if it is thought they could test positive.

Staff are really pleased with the pupils' responses to home learning and the level of engagement from many families.

Q: Have there been any children not engaging with the learning?

A: No, although there are many different levels of engagement. Any non-engagement would have been followed up by a discussion with the EWO or a referral. Discussions on engagement have been part of each weekly staff meeting.

Since 23/03/2020, there have been 15,000 feedback responses from staff to children on Class Dojo. A number of staff have not been able to be in school and these have done an amazing job in answering personal and class questions from the children. These staff members have also been helping with report writing.

Some online staff training such as epilepsy awareness has taken place. Many teaching and support staff took the online course 'Breaking the cycle of emotionally based school avoidance'. It is thought this will be a massive issue for some children.

Little re-set sessions have also been taking place where a minute of yoga or mindfulness is used as a tool for pressing the 're-set button'.

A Safeguarding Policy Addendum has been agreed by the head's and is available on the school website.

The old kitchen has been demolished being replaced by a staff room/storage/intervention space. The existing staff room will be made into a smaller room which can be used as a separate headteacher's office/meeting room and will also provide space for a second staff toilet.

The snagging is coming to an end with the Early Years area nearly finished.

Q: Are you happy with the progress being made?

A: Yes. There has been progress in all areas. I am really pleased that the art porch has been transformed to a lovely kitchenette.

Q: Will there still be an external tap close to the previous one on the old kitchen wall?

A: I am not sure but will check.

ACTION: ESt to check whether there are plans to replace the old external tap.

RHi

ESt

	<p>Q: Have there been any conversations around long term strategies to support children in being able to touch others and not be afraid?</p> <p>A: We will look at this in the autumn term. Some pupils are really anxious about not observing social distancing but as yet, we don't know what schools will look like in September. We have taught children to share, to have kind hands etc, now we are telling them not to share. The return to normality will need a sensible approach.</p> <p>Q: Can you clarify that guidance states that Early Years children are not able to socially distance?</p> <p>A: There is an awareness of the issues within the trust and a lot of common sense is needed. We don't want to generate a generation of traumatised children. Staff are mindful of the mental well-being of the children</p>															
9.	<p><u>SAFEGUARDING GOVERNOR'S REPORT [STRUCTURED QUESTIONS] [TERMLY]</u></p>															
	<p>SSe has made a safeguarding monitoring visit.</p> <p>ACTION: SSe to circulate her monitoring visit report to all governors.</p> <table border="1" data-bbox="272 792 1254 1968"> <thead> <tr> <th data-bbox="272 792 794 831">Safeguarding:</th> <th data-bbox="794 792 1254 831">Responses:</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 831 794 1070"> <ul style="list-style-type: none"> When was your Single Central Record last checked? By who? What were the outcomes/actions arising? </td> <td data-bbox="794 831 1254 1070"> <p>SSE checked the SCR during her monitoring visit on 09/03/2020. SSe will circulate her report which will highlight outcomes and actions arising.</p> </td> </tr> <tr> <td data-bbox="272 1070 794 1272"> <ul style="list-style-type: none"> How has the school dealt with potential safeguarding issues, particularly with vulnerable children, during lockdown? </td> <td data-bbox="794 1070 1254 1272"> <p>Conversations around children with an EHCP, vulnerable and SEN children take place at the weekly staff meeting. The school completes a return each week indicating that there has been at least weekly contact with the families of EHCP pupils.</p> </td> </tr> <tr> <td data-bbox="272 1272 794 1384"> <ul style="list-style-type: none"> What method is used to contact families? </td> <td data-bbox="794 1272 1254 1384"> <p>This has been by email or a phone call. It is always a two way dialogue.</p> </td> </tr> <tr> <td data-bbox="272 1384 794 1827"> <ul style="list-style-type: none"> Is this just with the parents or are the children included? </td> <td data-bbox="794 1384 1254 1827"> <p>This is just with the parents. We have not had conversations with the children but have been monitoring the work they have done. The school would request a conversation with a child if there was a concern.</p> </td> </tr> <tr> <td data-bbox="272 1827 794 1928"> <p>How will Equality and Diversity be covered in this aspect?</p> </td> <td data-bbox="794 1827 1254 1928"> <p>As and when appropriate.</p> </td> </tr> <tr> <td data-bbox="272 1928 794 1968"> <p>Matters to raise with the Board</p> </td> <td data-bbox="794 1928 1254 1968"></td> </tr> </tbody> </table>	Safeguarding:	Responses:	<ul style="list-style-type: none"> When was your Single Central Record last checked? By who? What were the outcomes/actions arising? 	<p>SSE checked the SCR during her monitoring visit on 09/03/2020. SSe will circulate her report which will highlight outcomes and actions arising.</p>	<ul style="list-style-type: none"> How has the school dealt with potential safeguarding issues, particularly with vulnerable children, during lockdown? 	<p>Conversations around children with an EHCP, vulnerable and SEN children take place at the weekly staff meeting. The school completes a return each week indicating that there has been at least weekly contact with the families of EHCP pupils.</p>	<ul style="list-style-type: none"> What method is used to contact families? 	<p>This has been by email or a phone call. It is always a two way dialogue.</p>	<ul style="list-style-type: none"> Is this just with the parents or are the children included? 	<p>This is just with the parents. We have not had conversations with the children but have been monitoring the work they have done. The school would request a conversation with a child if there was a concern.</p>	<p>How will Equality and Diversity be covered in this aspect?</p>	<p>As and when appropriate.</p>	<p>Matters to raise with the Board</p>		<p>SSe</p>
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10.	<p><u>HEALTH AND SAFETY UPDATE</u> including any issues arising from how the building is currently being used and remote working of staff</p>															
	<p>See Head's Report.</p>															

	<p>Q: Have there been any issues regarding the use of the building and the remote working of staff?</p> <p>A: Measures have been put into place to ensure the safety of staff and there have been no issues. When staff come into school they are clear about the Lone Working Policy and the requirement to socially distance.</p>	
11.	SELECTED TOPICS FROM STRUCTURED QUESTIONS	
	<p>Outcomes – progress & attainment:</p> <ul style="list-style-type: none"> Which groups of children are not progressing as well as others? What strategies have been put in place to address this and what evidence do you have in terms of work being sent home to pupils to improve their outcomes? Have you been able to evidence the encouraging of writing at home? 	<p>Responses:</p> <p>Teacher Assessment submitted in February is showing a Year 4 dip. Progress in writing is below what is expected in a couple of year groups. It has been difficult to address this during lockdown. There will be a definite focus on writing going forward with home learning and school sessions aimed at addressing this issue.</p> <p>The focus of home learning has been based on the core subjects of reading, writing and mathematics. Children have also been given phonics tasks and access to e-reading. Teachers have set tasks on writing but it is difficult to set one piece of work and see it through from drafting, editing to final piece. With the rolling out of Google Classroom we will be able to evidence the journey of a piece of writing.</p>
	How will Equality and Diversity be covered in this aspect?	As and when required.
	Behaviour, Attendance & Well Being	Responses
	<ul style="list-style-type: none"> How is staff well-being at the current time as Governors acknowledge that they have been going over and above what has been required of them? Are all staff back at work? 	<p>This has been fine short term but they are getting very tired. They have worked over the Easter break and at half term so it is essential they get a break during the summer holidays.</p> <p>No. A risk assessment has been completed for all staff not able to return to work.</p>
	How will Equality and Diversity be covered in this aspect?	
	Matters to raise with the Board	
12.	FEEDBACK ON GOVERNOR MONITORING VISITS – suspended during closure period	
	Monitoring visits are currently suspended.	

13.	<u>MONITORING THE WELL-BEING AND WELFARE OF PUPILS STAFF AND STAKEHOLDERS</u>	
	See Headteacher's Report and Structured Questions.	
14.	<u>MONITORING HOW THE SCHOOL IS CONTINUING TO PROVIDE CARE FOR CHILDREN WHO ARE VULNERABLE, CHILDREN WITH EHCP PLANS, CHILDREN OF KEY WORKERS AND ASSOCIATED RISKS OF THESE</u>	
	See Headteacher's Report and Structured Questions.	
15.	<u>RECOVERY PLANNING REPORT</u>	
	<p>A small percentage of eligible children have returned to school. Moving forward, it is likely this may be extended to other year groups but this has not happened yet. The use of Google Classroom has become a priority with the roll out of tutorials and live lessons before the end of term. It was highlighted that when using Google Classroom, earphones should be used to maintain confidentiality.</p> <p><u>Q: What information are you receiving about schools returning to normal?</u></p> <p>A: It is becoming more apparent that there is a possibility of a second spike of Covid 19 in August or October. No announcements have been made regarding this, but the school has to be prepared for this by putting in place the facilities for blended learning of live lessons and home learning.</p> <p><u>Q: What is happening about transition to secondary school and those children entering reception?</u></p> <p>It is likely there will be remote activities for the Year 6 children.</p> <p>The transition for Early Years children will be very different. It is planned that there will be video stories, a remote tour of the school and we will be asking families to set up Google Classroom from admission.</p>	
16.	<u>FOCUS ITEMS AND UPDATES</u>	
	<p>EYFS Policy</p> <p>7 Aspects of Reading</p> <p>Curriculum Statement</p> <p>Teaching and Learning Policy</p> <p>Assessment Policy</p> <p>Feedback and Marking Policy</p> <p>PSHE Policy</p> <p>PSHE Rolling Programme</p> <p>RSE Policy</p> <p>The governors agreed to adopt the nine documents as listed.</p>	
17.	<u>IMPACT AND EFFETIVENESS OF LOCAL GOVERNING BODY SINCE LAST MEETING</u>	
	<p>A remote meeting between PWo, LJe and ESt to discuss initial plans regarding the re-opening the school and associated risk assessments was very helpful.</p> <p>Risk assessments regarding the re-opening of the school have been circulated to all governors.</p> <p>LJe attended the trust Chair of Governors on-line meeting.</p>	
18.	<u>URGENT MATTERS FOR DISCUSSION</u>	
	ESt informed the governors of the proposal to change the length of the school day. The school's lunch time currently runs from 12.15 – 1.30 and it is felt that this gives the children too much unstructured time. It is proposed the school day will run from 9.00	

	<p>– 3.15 with a one hour lunch-time.. A reduction in the lunch time will have no impact on teaching time but will have implications on the budget with a reduction in contracted hours for some staff.</p> <p>A consultation needs to be held but this will be tricky with current restrictions. It makes sense to start the new hours in September, and is possible with the government's lifting of rules on timings of consultations.</p> <p>A change in the school day will bring Trannack School into line with other trust schools. The governors agreed that following a positive consultation (which will need to be on-line), the school day be changed with effect from September. If a huge number of objections are received, the governors will discuss again.</p>	
19.	<u>MATTERS TO BE RAISED WITH THE TRUST BOARD</u>	
	<p>Following discussion at the governors meeting, a letter will be sent out to parents regarding the proposal to change the school day from September 2020. Unless there is resistance from parents or objection from the trust board this is planned for September 2020.</p> <p>Governors discussed digital enablement for governors and additional hardware requirements as a result of the roll out of Google Classroom. Will the trust be supporting the purchase of additional hardware?</p> <p>It is felt that technology is causing problems with on-line meetings with a range of agencies such as Social Services and other LA departments using different methods of communication. It is felt that the equipment needed to attend a meeting needs to be consistent with the authority hosting it. Governors feel that Google Meet is not the most effective way of holding meetings and that the option to use Teams would be sensible.</p>	
20.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>RAs spoke regarding feedback about the resuscitator unit at Sithney School. This is a matter that will be discussed with Sithney School governors and Sithney Parish Council.</p> <p>The next LGB meeting will be held on 14th July at 4.30pm.</p>	

Chair's Signature _____ Date _____