

**Minutes of a meeting of the Governors of
Halwin Primary School ; Monday 17th June 2019.
Minutes**

| Present: | | | |
|---|-----------|------------------------|-----------|
| Dr Loveday Jenkin (Chair) | LJ | Anita Street | AS |
| Richard Lawrence (Headteacher) | RL | Eve | E |
| Roger Wedlake | RW | Rebecca Beasley | RB |
| June Nisbet | JN | | |
| Rachel Bickerton | RB | | |
| Thomas Richardson | TR | | |
| | | | |
| | | Janet Standing (Clerk) | JS |
| Pecuniary Interests: | | Apologies; | |
| The declaration of interests was completed by the new Parent Governor | | Graham Vallender | GV |

| No. | | Action |
|-------------|--|---------------|
| 1 | Minutes of the last meeting | |
| 1.1 | The minutes of the last meeting of the 4th February 2019 were approved to be accepted as a true record. All in favour | |
| 2 | Matters Arising; None presented | |
| 3 | Notification of Newly appointed Governors; | |
| 3.1. | Rebecca Beasley; Parent Governor introduced herself to the Governors present | |
| 3.2 | The second Governor vacancy would be advertised in September unless a suitable person could be co opted | RL JN |
| 4 | Urgent Matters for discussion; | |
| 4.1 | An appointment had been made to cover the maternity leave of a member of the teaching staff in September. This was an out of County appointment but the person had been covering a temporary vacancy at Porthleven School | |
| 4.2 | Year 4 split letter will be sent out to affected parents in the next week or so | RL |
| 4.3 | Q; Is the school likely to be able to form an additional class? A; The school needs to have approx 100 children in order to be able to afford an additional class teacher, this is not likely to happen over the next couple of years | |
| 4.4 | | |

| | | |
|---|--|--|
| <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p> | <p>The Trust have undertaken their support staff pay re structure, historically there has been casual pay for staff covering PPA. As these people were paid on a casual basis they were put on a lower grade, this issue needed to be resolved</p> <p>It is also hoped that support staff involved in planning and preparation should be paid for this work. RL stated that he valued the TA workforce and considered it very important that the work they carried out should be recognized</p> <p>In some cases TA's are used as cover supervisors, using someone else's planning in this case they would be paid at the lower grade</p> <p>Halwin was in the unusual position that they used their TA's for supply cover, this was due to the excellent TA workforce in the school</p> <p>Hours had yet to be finalised and pay would be backdated once sorted</p> | |
| <p>5.</p> <p>5.1.</p> <p>5.2.</p> <p>5.3.</p> <p>5.4</p> <p>5.5</p> <p>5.6</p> | <p>Operational Risk Register;</p> <p>Two extra sections covering pupil well being and staff well being had been added to this document.</p> <p>It would be reviewed again in the Autumn term.</p> <p>Negligent actions could cause harm to pupils but the likelihood of this is relatively low.</p> <p>External support could be offered to staff members if required to reduce the risk</p> <p>Q; Are changes to the premises repairs affecting this? A; The Health and Safety Officer from the LA had been looking at compliance analysis in schools to pick up any gaps. The time frame for extra compliance checks was being updated</p> <p>This was considered by Governors and a Health and Safety Walk had taken place. It was considered that the risks were being minimised</p> | |
| <p>6.</p> <p>6.1.</p> <p>6.2.</p> <p>6.3.</p> <p>6.4.</p> <p>6.5.</p> <p>6.6.</p> <p>6.7.</p> <p>6.8</p> <p>6.9</p> <p>6.10</p> | <p>Head teachers Report;</p> <p>The number of persistent absentees in the school had reduced and this meant that the school was now above the national average</p> <p>One child had returned to the country of her parents birth for a month and this fell within the absence that could be authorised</p> <p>There were a number of unauthorised absences due to holidays in term time</p> <p>A number of families were being scrutinised, as absence did have an affect on their outcomes, and resulted in gaps in the childrens' knowledge</p> <p>To date the school has not applied any fines, but this needed constant monitoring.</p> <p>It needed to be considered how children could be rewarded for good attendance</p> <p>3 accidents had been reported through the new LA system, no pattern had been perceived</p> <p>No exclusions presented</p> <p>13 Children on SEN support</p> | |

| | | |
|--|--|------------------------|
| <p>6.11</p> <p>6.12</p> <p>6.13</p> <p>6.14</p> <p>6.15</p> <p>6.16</p> <p>6.17.</p> <p>6.18</p> <p>6.19</p> <p>6.20</p> <p>6.21</p> <p>6.22</p> | <p>New Health and Safety Policy from the Trust which would be presented to Trustees next week, this included changes to the minibus policy</p> <p>Y2 had been moderated and the moderator had agreed with the teacher judgements and were secure. This was a low achieving year group</p> <p>There are a low number of children achieving greater depth in maths and writing, this will be part of the school action plan</p> <p>RL explained what was required in writing to secure greater depth</p> <p>Moderation training would be taking place over the Trust</p> <p>A number of children in the school working at greater depth in maths would be needed in order to be in line with other schools within the Trust</p> <p>It was considered that children’s vocabulary was limited as they spent a lot of time on a screen as opposed to taking part in a conversation. This affected their ability to talk about their emotions. There were figures available regarding the number of words needed in a child’s vocabulary in order to secure good outcomes</p> <p>The Finance team would advise as to which SLA’s the school should sign up for</p> <p>Chartwells had won the contract to provide school meals</p> <p>A new system of providing meals to Trannack School was being trialed. The meals would be individually packaged before transportation</p> <p>New Curriculum intent statement would be brought back to Governors once finalised</p> <p>The school is part of a rural project to improve broadband in schools, this is funded by Government, the Trust is considering 3 different companies which would provide the broadband provision to the schools</p> <p>Teaching and Learning Policy was local to the school</p> | |
| <p>7</p> <p>7.1.</p> <p>7.2.</p> <p>7.3.</p> <p>7.4.</p> <p>7.5.</p> <p>7.6.</p> <p>7.7.</p> <p>7.8.</p> | <p>Governor Visits: Governor week;</p> <p>AS had undertaken a visit to the school (VT) and reported on this, focus on early learning, reading and phonics</p> <p>Outcomes for y1 phonics should be in line with national</p> <p>Q; Will the new temporary teacher be taking on the SENCO role.</p> <p>A; Time has been offered by the SENCO at Parc Eglos, who will read the monitoring and intervention programmes, make sure the provision maps were in place, the local offer was on the website and reports were completed. VT had been asked how much time would be required for this</p> <p>RW had visited KS2 to look at Maths Mastery and the work undertaken for the testing in Maths. He had looked at the Trust Policy, the y4 children had had time to undertake tables tests online</p> <p>The children are undertaking a lot of active maths, but did not always realise that they were doing this</p> <p>RW had looked at books and reported that the children were very enthusiastic about their work</p> <p>LJ would be meeting RL on Thursday to look at the Single Central Record</p> | <p>RL</p> <p>LJ RL</p> |

| | | |
|-----------|---|--|
| 7.9. | RB had undertaken a positive visit to look at the provision for vulnerable pupils. It was considered that the list needs updating on a regular basis, both by teaching and support staff. | |
| 7.10 | Vulnerable pupils are monitored and the outcomes are analysed on a regular basis | |
| 7.11 | Pupil Premium records were up to date and is contained on the school website | |
| 7.12 | A profile was being undertaken for each child | |
| 7.13 | PHSE programme was being updated | |
| 7.14 | It was reported that the new draft curriculum was very basic with regards to sex and relationships education | |
| 7.15 | The resilience of children throughout the school needs to be worked on. This could be helped by sporting activities and residential visits | |
| 7.16 | All children feel safe and can go to any adult in the school if they have a problem | |
| 7.17 | No problems reported at lunchtime or playtimes | |
| 7.18 | One parent had visited during Governor week and their child would be joining the school in September | |
| 7.19 | Q; Is the drop in sessions working? As parents are not turning up. A; It is difficult to get parents into school if they feel that there is not a problem | |
| 8. | Safeguarding; | |
| 8.1 | The S175 had been submitted to County and had been quality assured. | |
| 8.2 | It had been recommended that a member of staff undertake the 10 Day safeguarding course, but the school did not have the CPD budget for this | |
| 8.3. | RB was currently attending Safeguarding training (TIS) and had already undertaken the first 2 days of the course | |
| 8.4. | Safer recruitment updates to be undertaken where required | |
| 8.5. | Overall this was a positive report | |
| 9. | DSL Visit; | |
| 9.1. | This had not taken place to date | |
| 10 | Health and Safety; | |
| 10.1 | Minibus; this was now included in the Health and Safety report to ensure that the bus had an up to date MOT | |
| 10.2 | The expectation is that more people will need to be trained to drive the minibuses | |
| 10.3 | Only people with a D1 on their licence do not have to undertake a specific test | |
| 10.4 | Friends of Halwin are raising funds currently for the purchase of a new bus. The Trust have not got the funding at present to bulk purchase buses for the schools to use, the cheapest option is to purchase a bus that is approx 4 years old | |
| 10.5 | A discussion took place with regards to the minibus | |
| 10.6 | | |

| | | |
|-------|---|-------|
| | Asbestos awareness plan in use in the school and contractors were asked to sign when working in the building | |
| 11 | Finances; | |
| 11.1 | Management report: | |
| 11.2 | The last management report dated end of April was detailed | |
| 11.3 | The school was currently underspent by £470. | |
| 11.4 | A predicted reserve at the end of the year of £52,000 was anticipated | |
| 11.5 | RL explained the funding formula and why this often did not favour schools of around 100 pupils | |
| 11.6 | The school was in a reasonably good position at the present time | |
| 11.7 | From September the Government are imposing a 8% increase on NI, this will be funded for the next academic year but this may not be the case in future years | |
| 11.8 | Q; Are surpluses carried over? | |
| | A; The reserves stay with the school | |
| 11.9 | Q; When will the budget be set for September? | |
| | A; the schools with a greater need will be dealt with first. | |
| 11.10 | Money has been received for “Little Extras” from central Government | |
| 11.11 | Q; Would it be possible to update the ICT in the school? | |
| | A; A number of schools are moving to Chrome Books and away from use of a Computer suite, this will be considered when the school is looking to improve the provision | |
| 11.12 | A discussion took place on this. It would be good to purchase a specific scheme for the delivery of computer programming | |
| 11.13 | It was suggested that a member of staff retiring from Porthleven School may be asked to come into the school to assist with IT | RL |
| 11.14 | Finance training required for School secretaries on new finance system now in use in the schools | Trust |
| 11.15 | It was considered that the Trust should be asked to look at the future of Computer programming in the primary schools | Trust |
| 12 | Trustee Committee Feedback; | |
| 12.1 | Relating to Buildings and maintenance; this should improve with the rolling caretaker programme | |
| 12.2 | Dave Ellis had now left, but the rolling caretaker had been in school on one occasion. | |
| 12.3 | JN reported that when an urgent issue was raised this was not always addressed. RL to raise this and find the regularity of how urgent issues were monitored | RL |
| 12.4 | Compliance work now undertaken centrally, tree surveys carried out each year | |
| 12.5 | Feedback committees, minutes are published on the website | |
| 12.6 | Issues are raised at Board meetings and answers will be sent to clerk to forward to Governors. The last set of responses to be circulated to Governors | JS |
| 13 | Focus items; | |
| 13.1 | Ofsted Preparation; | |

| | | |
|---|---|-------------|
| <p>13.2</p> <p>13.3</p> <p>13.4</p> | <p>Ongoing; as a result of the KS2 outcomes, it was considered that the school was good, they would recognise the changes in staffing and the impact this had had on the school. The full range of evidence has still to be completed</p> <p>There was a good knowledge of individual children within the school by all staff</p> <p>School Key Priorities; To be circulated</p> <p>Already discussed</p> <p>Curriculum:</p> <p>New curriculum had already been discussed</p> | |
| <p>14</p> <p>14.1</p> <p>14.2</p> <p>14.3</p> <p>14.4</p> <p>14.5</p> <p>14.6</p> <p>14.7</p> <p>14.8</p> <p>14.9</p> | <p>Structured Questions;</p> <p>RL circulated the papers with regards to this, he suggested that in the future this would be done prior to the meeting and Governors would have the opportunity to look at these before the meeting and highlight any issues</p> <p>My concern was working well.</p> <p>23 children on Safeguarding file in school, all issues that come to the attention of the police are considered by two police officers who decide if they need to inform the school. Operation Encompass had improved this system as the school is informed on the next morning after an incident was reported</p> <p>Q; Are Safeguarding files ever closed?</p> <p>A; The file within the school may be closed but the details would be sent to the new school when the child moves on</p> <p>With the needs of the reception intake, it had to be considered if staffing needs to be adjusted to support the needs of this cohort.</p> <p>Teaching days may be altered from September when RL takes up his new role</p> <p>DB had visited the school and her report was circulated</p> <p>DB would like Governors to produce their own questions apart from the ones she had produced</p> <p>Checklist was in place for School playground equipment, there had been an issues at another Trust School with regards to playground equipment, the use of a tyre on the sandpit may have to be reconsidered; Governors considered this Trustee decision should be challenged providing that following a risk assessment the Tyre was in good order</p> | <p>Govs</p> |
| <p>15</p> | <p>Impact and effectiveness of LGB and questions for Trustees;</p> <ul style="list-style-type: none"> • Regular meetings between Head and Chair • Governor monitoring carried out • Governor week held • It was agreed that the Trust should be asked to look at the future of computer programming in primary schools • Finance training was required for School secretaries, this would also be raised at the School Secretaries meeting • Concern was expressed at the cost of running school minibuses and if this could be addressed by the MAT • Links with Goonhilly should be promoted with the primary schools within the Trust | |

| | | |
|--------------------|---|------------|
| | <ul style="list-style-type: none"> Health and Safety check to be made on tyre in play ground and if found to be in good order, trustees should be challenged as to why it was felt that these tyres should be removed, as long as regular monitoring was carried out | |
| 16 16.1 16.2 | Diary Dates; Annual Safeguarding update in September; Governors invited to attend LGB; Monday 16th September 2019 at 6pm | Gov |

Structured questions and responses attached

The meeting closed at 8.45pm

Signed;..... Date;.....

Local Governing Body Meetings

Version: January 2019 Meeting date: June 17th 2019

| | |
|--|--|
| Matters Arising: | |
| Feedback from Trust Board: | |
| Safeguarding: | Responses: |
| <ol style="list-style-type: none"> 1. When was your Single Central Record last checked? By who? What were the outcomes/actions arising? 2. When was your most recent Trust Designated Safeguarding Officer visit? What was the focus on the visit? What was the outcome/action arising? 3. What action has been taken on the council's feedback on the S157? 4. What reassurances can you give that the actions have been robust? 5. How many new cases typically are you encountering each month/term? What is the school's capacity to deal with these? 6. How are you prioritising these children's needs? <p>Other questions to be noted here by the clerk</p> | <ol style="list-style-type: none"> 1. 29th March 2019 by LJ; feedback given to June; next 19/06/19 2. 28th Nov 2018; Actions were added to the safeguarding action plan; Next visit due; 3. QA from the LA returned for 2019; actions to be added to the safeguarding action plan 4. Safeguarding responses from our S157 self-evaluation were positive from the LA 5. 7 reported concerns on My Concern since 1st Jan 2019; all dealt with 6. Individual pupils are well-known to staff – reference the staff meeting Children Causing Concern agenda item |
| How will Equality and Diversity be covered in this aspect? | Pupils who are considered to be BEM are included on the vulnerable pupils' list and are monitored individually |
| Matters to raise with the Board | |
| Communication: | Responses |
| <ol style="list-style-type: none"> 1. Have all governors received the monthly CEO newsletter and weekly Trust Bulletin? 2. How are these shared with parents, staff and the community? 3. How do you know this is happening? 4. What feedback have you had on the school's communication – are stakeholders happy with the website, weekly newsletter, text alerts etc? 5. How do you make provision for parents whose children are not good at ensuring their parents receive the information? 6. How are you ensuring equity for all parties? | <ol style="list-style-type: none"> 1. They have been sent 2. Placed on the website 3. Monitoring of the website 4. No negative feedback received 5. Return letters chased by staff or office admin as required 6. Where required, individual calls are made 7. None necessary at present 8. Forum meeting last term was not well attended however parental survey was very positive; next meeting due |

| | |
|--|--|
| <p>7. 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)</p> <p>8. What is the feedback from the latest Forum meeting?</p> | |
| <p>How will Equality and Diversity be covered in this aspect?</p> | <p>Where required adaptations will be made</p> |
| <p>Matters to raise with the Board</p> | |
| <p>Outcomes – progress & attainment:</p> | <p>Responses:</p> |
| <ol style="list-style-type: none"> 1. What are the areas of strength and celebration? How have these been achieved? Is this practice useful to share with others across the Trust? 2. Which groups of children are not progressing as well as others? What strategies have been put in place to address this? What impact have they had? If they haven't had any tangible impact, why is this and what is being done about it? What else could be done? Have you asked if other schools have a similar issue? Are you working with them? 3. Within the more vulnerable groups, do you have some success stories? To what do attribute their progress? 4. Why is there variation between the year groups' progress for e.g. maths? How are you addressing this? Does the teacher need support or intervention? 5. Has this situation improved or declined over time? 6. How does it compare with other schools in the Trust and against national data? 7. What is in place to ensure that those who achieve well at KS1 continue to do this and achieve Greater Depth by the end of KS2? 8. What strategies do you use to accelerate progress? Which of these seems to work best? Why? 9. What variation is there in pupil performance between subject areas? What is being done to address any inconsistency? 10. What more could be done? | <ol style="list-style-type: none"> 1. Strength is in individual knowledge of the children. Focussed work within classes and in intervention observed 2. At present we are seeing solid progress across the year groups from their starting points. For each cohort the issues are according to internal teacher assessments: <ol style="list-style-type: none"> a. Y6 reading and writing on track from KS1 and maths below at greater depth. Expected standard is on track. b. Y5 reading and maths below at greater depth. Expected standard is on track. c. Y4 Reading, writing and maths on track at expected and greater depth d. Y3 Below in reading at greater depth. Expected standard on track e. Y2 A little below target from Y1 3. There is good achievement from pupils from a variety of vulnerable groups; eg pupil premium 4. Progress is even across year groups and subjects; 5. Steady progress. We note the generally low level the children come in to school. 6. Attainment compares favourably with schools across the trust. 7. Challenge is in place for the more able; monitored by tracking monitoring, lesson observation – internal and external; we have Years 5 and 6 with a high target of greater depth targeted |

| | |
|--|--|
| <p>11. What has the impact of the training provided by the Trust been on writing?</p> | <p>from KS1 which will be a challenge to achieve</p> <p>8. Interventions and support groups are in place for focussed work for individuals</p> <p>9. Maths greater depth is challenging. A greater focus on reasoning is aiding the performance</p> <p>10. Consistency of approach in teaching and learning is being built;</p> <p>11. The moderations the trust have run have developed our accuracy in teacher assessment in writing</p> |
| <p>How will Equality and Diversity be covered in this aspect?</p> | <p>Individuals are known by the staff and changes to teaching and learning are made where required</p> |
| <p>Matters to raise with the Board</p> | |
| <p>Behaviour, Attendance & Well Being</p> | <p>Responses</p> |
| <ol style="list-style-type: none"> 1. What are the most positive aspects of behaviour in the school? 2. Which areas are causing the most concern? 3. What has been the impact of the initiative you introduced earlier in the year? 4. Is your evidence anecdotal or is there a way of measuring this so the improvement trajectory can be evidenced? 5. Which groups are causing the most concern? What is in place to address this? Is there any evidence yet that this having an impact on the issue? If not when do you think it will get traction? 6. How does the attendance figure for all pupils and for groups compare nationally? What is the greatest area of concern and what strategies are in place to address it? 7. Where have you had success in promoting good attendance? 8. How does the Persistent Absence figure compare nationally and with other schools in the Trust? 9. Could you draw on expertise from the Trust to support you in this? 10. Have you run any survey to review how pupils' well-being is fairing? 11. Are referrals to external agencies to support well-being on the rise? | <ol style="list-style-type: none"> 1. Incidences of poor behaviour are low and where they do occur are dealt with quickly and effectively. There are low numbers of recorded incidents of poor behaviour 2. High number of pupils with safeguarding files. These pupils require support and the school has built capacity to work with them. 3. 4. We record new concerns on the My Concern site and as such can measure the numbers 5. There's no single group. We work with individuals. Presently the school uses TA time for pastoral support and a professional counsellor is working with a couple of children 6. Overall attendance figures are in line with the national; the school will focus on getting more children to achieve >98% attendance 7. A balanced approach is taken with families requesting absence; where there is lower attendance from some pupils we do see some lower outcomes 8. There is an improving picture on persistent absence (PA). 9. EWO is supporting; the trust have a clear policy. The school will need to change the paperwork for absence requests |

| | |
|---|--|
| <p>12. What strategies do you have in place to help pupils before the crisis point?</p> <p>13. What aspects of school life make it worse for children? What have you put in place to try to address this?</p> <p>14. Review initiatives and aspects of school improvement plan in this area if applicable</p> | <p>10. Pupils report being generally well in the pupil survey</p> <p>11. There is no increase in referrals</p> <p>12. External work is underway with social care, family support and counselling</p> <p>13. Pupils and their families are well known to the school and they share challenges outside with us for support</p> <p>14. Internal counselling is well used in school with capacity pushed to meet demand</p> |
| <p>15. How is staff well-being at the current time? Where are the pressure points for them and are there strategies in place to help manage this? How is this reflected in staff absence? Is there anything more that could be doing to support the whole staff team more effectively?</p> | <p>15. Staff well-being is generally good with individuals being supported – eg encouragement for external counselling or medical support signposted through the staff absence scheme</p> |
| <p>How will Equality and Diversity be covered in this aspect?</p> | <p>Where required adaptations are made</p> |
| <p>Matters to raise with the Board</p> | |
| <p>Curriculum:</p> | <p>Responses</p> |
| <p>1. How does the curriculum plan ensure that there is breadth and balance in the provision?</p> <p>2. Does the emphasis on literacy and numeracy every morning detract from the rest of the curriculum?</p> <p>3. Are we meeting our statutory obligations for the RE curriculum? How does it address other faiths whilst largely based on Christianity?</p> <p>4. Is there sufficient provision for Sports and active learning? How are we using the Sports Premium to impact on this? Can we use sport more creatively to deliver other curriculum areas? How does it match the context of a rural coastal Cornish school?</p> <p>5. How is the EYFS provision reflecting the recommendations of the Bold Beginnings Document?</p> <p>6. How are we ensuring equality of access to all areas of the curriculum for all pupils? E.g. disability in sport</p> | <p>1. Curriculum intent statement is being updated to ensure the philosophy behind our curriculum is in place. The rolling programme is being reviewed. The impact section ie assessment within the foundation subjects is a key piece of work to be completed</p> <p>2. It remains essential to have English and maths focus in the key learning time in the mornings – this includes phonics and guided reading</p> <p>3. The assistant head has received training in how to deliver the Understanding Christianity curriculum. This requires at least 50% commitment to Christianity within the RE planning.</p> <p>4. Sports premium is allocated to support pupil development in active learning. – see online sports premium report. The school continues to promote outdoor opportunities with the premium eg watersports</p> |

| | |
|--|--|
| <p>7. Are we meeting our statutory duty re PSICHE?</p> <p>8. What are the implications for staffing in the curriculum plan?</p> | <p>5. Bold Beginnings recommendations are clear in our EYFS provision eg the focus on early reading and opportunities taken for some more formal learning when the pupils are ready</p> <p>6. Adaptations are in place as and when required for pupils to access the curriculum</p> <p>7. PSHE is in place but needs a review in the new year</p> <p>8. The curriculum remains affordable at present. There looks to be some challenge from the new reception cohort and further capacity may be required here</p> |
| <p>How will Equality and Diversity be covered in this aspect?</p> | <p>As required the curriculum is adapted</p> |
| <p>Matters to raise with the Board</p> | |
| <p>School Improvement Plan</p> | <p>Responses</p> |
| <p>1. Why are these critical areas for the school? What aspects of Self Evaluation have led to this aspects becoming a focus?</p> <p>2. How does the plan tie in with the wider Trust Plan?</p> <p>3. Are the plans SMART? Is it clear how we will measure their impact?</p> <p>4. What aspects specifically will the local governors review and what evidence do we need to do this?</p> <p>5. Are the plans sufficiently ambitious?</p> <p>6. What resource is needed to achieve the objectives?</p> <p>7. What evidence has been provided by School Improvement Partners/Hub Leader & CEO visits to show the progress towards the objectives?</p> <p>8. What other evidence sources do we have to demonstrate progress towards the objectives? (pupil conferencing; surveys; data drops; external reports etc)</p> | <p>1. 4 Key areas for work; oracy; vulnerable pupils; greater depth; maths progress</p> <p>2. These tie in closely to the trust plan</p> <p>3. Impact in terms of success criteria are identified. Further work on milestones within the plan could be undertaken</p> <p>4. Governors have actions associated according to their roles to monitor</p> <p>5. Ambition is clear and referenced to external target setting eg FFT</p> <p>6. Funding for a programme for the development of oracy would be beneficial and this is being sought from the literacy hub</p> <p>7. Hub leader visits support progress of the plans; SIP to be brought in next academic year for a review</p> <p>8. Other monitoring; lesson observations, data analysis, parent and pupil surveys,</p> |
| <p>How will Equality and Diversity be covered in this aspect?</p> | <p>As required</p> |
| <p>Matters to raise with the Board</p> | |
| <p>Policy Implementation</p> | <p>Responses</p> |
| <p>1. Have all staff signed confirming that they have read the key Trust policies as</p> | <p>1. Constant round of updating. Staff are expected to read key documents which</p> |

| | |
|--|--|
| <p>per the list? What is the programme for reminding and explaining key aspects of these policies?</p> <p>2. Reviewing school internal policy – do they reflect current practice or are you using these to change current practice? What input/feedback has there been from stakeholders in reviewing the policy? In what way does it align with our co-operative values and the principles of Equality? Have we checked for unintended bias?</p> | <p>brought to the staff's attention as and when reviewed eg health and safety, managing medicines, safeguarding</p> <p>2. Local polices on a rolling programme of review; when reviewed all policies are considered with respect to cooperative values;</p> |
| <p>How will Equality and Diversity be covered in this aspect?</p> | <p>Reference given to those pupils who are covered under equality and diversity</p> |
| <p>Matters to raise with the Board</p> | |
| <p>Staffing:</p> | <p>Responses:</p> |
| <ol style="list-style-type: none"> 1. How well does the staffing match to the needs of the school? In what ways are the staff used creatively to meet the needs of the pupils? 2. How effective are the staff? Do some need more support? Are they actively engaged in their own development? Are they proactively involved in the Trust's network groups? 3. In terms of appraisal how many of the staff met or exceeded their objectives? 4. How are any trainees or apprenticeships developing? Is there sufficient support for them? 5. How are you developing leaders in the school and are they part of the Trust's leadership network? Where are the strengths in the leadership of the school? Do you have any areas of concern regarding the leadership and if so what can be done about it? | <ol style="list-style-type: none"> 1. Staffing is appropriate although consideration is being given to the needs of the new pupils coming in to reception in September. Maternity cover from Sept in Robins. Owl's teaching days' timetable is being reviewed. In addition, further support is being sought externally for the SENCo role to be carried out. 2. Overall, staff are effective. Teaching is becoming more consistent. Where it requires further challenge and support it is being done. TAs continue to support the school well. Staff are involved in various trust working groups 3. Staff are making solid progress towards the targets 4. There are no trainees or apprentices 5. Leadership development has been a focus at the school with the new assistant head and other leaders given opportunities and supported. Leaders are taking on responsibilities across the school and are being effective. Experience is growing. |

| | |
|---|---|
| How will Equality and Diversity be covered in this aspect? | As requires actions will be taken |
| Matters to raise with the Board | |
| Training and Development for LGB | Responses: |
| 1. What training needs do governors require to expand their collective skills or knowledge bases? | Constant updating to keep abreast of the latest developments; New OFSTED framework in practice; curriculum leadership New PSHE and SRE requirements New EYFS assessments |