

### HALWIN SCHOOL

<b>School:</b>	Halwin School
<b>Clerk:</b>	Janet Standring
<b>Date of Meeting:</b>	25 <sup>th</sup> June 2018
<b>Present:</b>	<p>Loveday Jenkin (Chair) LJ  Richard Lawrence ( Executive Headteacher) RL  Rachel Bickerton RB  Roger Wedlake RW  Graham Vallender GV  Sarah Board SB  Anita Street AS  Sarah Richards SR  Kristin Pryor (Trustee)</p> <p>Introductions were made to Kristin Pryor who represented the Board of Trustees. KP explained her role and that herself and Kevin Thomas were the link trustees assigned to that hub, and were both contactable at the Trust should anyone have issues to raise.</p>

<b>Apologies :</b>	<b>Tom Richardson</b>
<b>Minutes; Matters Arising:</b>	<b>1. The minutes of the last meeting were approved to be accepted as a true record with minor amendments as recorded on file.</b> <b>2. Self Evaluation had taken place</b> <b>3. As Assistant Head would be leaving a new Staff Governor would be appointed</b> <b>4. Collective Worship Policy was deferred to the next meeting</b>
<b>Feedback from Trust Board:</b>	<b>None presented.</b>
<b>Safeguarding: Nominated Safeguarding Councillor reports on pertinent aspects.</b>	<b>Responses:</b>
<ul style="list-style-type: none"> <li>• When was your Single Central Record last check? By who? What were the outcomes/actions arising?</li> <li>• When was your most recent Trust Designated Safeguarding Officer visit? What was the focus on the visit? What was the outcome/action arising?</li> <li>• What action has been taken on the council's feedback on the S157?</li> <li>• What reassurances can you give that the actions have been robust?</li> <li>• How many new cases typically are you encountering each month/term? What is the school's capacity to deal with these?</li> <li>• How are you prioritising these children's needs?</li> <li>• </li> </ul> <p>Other questions to be noted here by the clerk</p>	<ul style="list-style-type: none"> <li>• Issues with one specific family who were responsible for half of the school's low attendance. These were in part due to safeguarding issues but due to the nature of the incidents would not re occur</li> <li>• My Concern system was now in use in the school and 29 children had entries on this register</li> </ul> <p><b>Q; There were concerns that not all staff were able to access the new system.</b>  <b>A; Anyone with concerns could still raise this with another member of staff and it was reiterated that the new system was very straight forward. Data could be transferred if the child moved school</b></p> <ul style="list-style-type: none"> <li>• It is worth Governors noting the large number of children in the school needing additional support as this had an impact on staff</li> </ul> <p><b>S157:</b></p> <ul style="list-style-type: none"> <li>• This is the Safeguarding return which is returned to the LA. It is signed by the Safeguarding Governor (Currently LJ)</li> <li>• The new Safeguarding lead within the school would require to attend training</li> <li>• Parental issues from parents at the start of the day would be dealt with by Eve Busby on a Mon day and Tuesday and by Richard Lawrence on a Thursday and Friday, if a safeguarding issues this would be passed onto the Safeguarding lead</li> </ul> <p><b>Compliance Document:</b></p> <ul style="list-style-type: none"> <li>• It was agreed that this document now be submitted</li> </ul>

	<ul style="list-style-type: none"> <li>It was noted that there would be changes to the Keeping Children Safe in Education Document and this would be circulated to Governors in due course</li> </ul>
<b>Matters to raise with the Board</b>	<b>None presented</b>
<b>Communication:</b>	<b>Responses</b>
<ul style="list-style-type: none"> <li>Have all councillors received the monthly CEO newsletter and weekly Trust Bulletin?</li> <li>How are these shared with parents, staff and the community?</li> <li>How do you know this is happening?</li> <li>What feedback have you had on the school's communication – are stakeholders happy with the website, weekly newsletter, text alerts etc?</li> <li>How do you make provision for parents whose children are not good at ensuring their parents receive the information?</li> <li>How are you ensuring equity for all parties?</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> <li>What is the feedback from the latest Forum meeting?</li> </ul>	<ul style="list-style-type: none"> <li>Concern was expressed that Governors were not being kept fully informed of what was going on in the school</li> <li>There have been a number of changes in the Trust and until today the final roll of the LGB has not been clarified. This has not been ideal</li> </ul> <p><b>Governance;</b></p> <ul style="list-style-type: none"> <li>The SODA has now been adapted to include the new schools shortly to join the Trust.</li> <li>LGBs will be retained at the schools</li> <li>This has been an evolving picture over the past 6 months and the MAT is trying to be mindful of the needs of the schools.</li> <li>There is no reason to change the membership of the LGB, a replacement will be sought for SR but the Governor who was looking to resign (SM) would not be replaced</li> <li>A discussion took place on this</li> <li>The hubs are considered useful for the teaching staff but not for Governors</li> <li>The schools will have a forum which will scrutinise the GB's under co operative rules, this will be formulated by the HT</li> <li>The Trust newsletter will contain all necessary details, this is forwarded by the school secretary</li> <li>The Trust representatives of the LGB can feed back to the LGB</li> <li>Governors expressed concern that all these additional issues detracted from the Teaching and Learning in the School</li> </ul>

	<ul style="list-style-type: none"> <li>• It is hoped that the communication across the Trust would improve</li> <li>• Joint meetings between the MAT Trustees and Governors would still take place and there would be an open invitation to all Governors</li> <li>• Trustees issued an open invitation for Governors to raise concerns with them directly</li> <li>• The idea of the Forum was included in the articles and would represent five different groups and was in line with co operative values</li> <li>• RL would produce a draft model for Governors perusal</li> <li>• The Forums would elect one person from each group to sit at member level to monitor the work of the Trust</li> </ul> <p><b>Governor Roles/Training:</b></p> <ul style="list-style-type: none"> <li>• It was hoped that as many Governors as possible attend the training in Helston on 4 July 2018 at 6pm; GV and SB to attend</li> <li>• The following Governor roles were required</li> </ul> <p><b>English Governor</b>  <b>Maths Governor</b>  <b>Curriculum Governor</b>  <b>Safeguarding Governor</b>  <b>Values Governor ( To include individual School values)</b>  <b>Vulnerable Pupils</b>  <b>PE Governor</b></p> <p><b>It was suggested that Governors consider these roles in time for the first meeting in the Autumn Term</b></p> <p><b>Local Governor Structure to be considered in the Autumn Term</b></p>
<b>Matters to raise with the Board</b>	<b>Issues that had been raised above would be taken back to the Board</b>
<b>Head teachers Report; Outcomes – progress &amp; attainment:</b>	<b>Responses:</b>

<ul style="list-style-type: none"> <li>• What are the areas of strength and celebration? How have these been achieved? Is this practice useful to share with others across the Trust?</li> <li>• 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?</li> <li>• Within the more vulnerable groups, do you have some success stories? To what do attribute their progress?</li> <li>• 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?</li> <li>• Has this situation improved or declined over time?</li> <li>• How does it compare with other schools in the Trust and against national data?</li> <li>• 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? KS2 to KS3? KS3 –KS4? KS4 –KS5? Higher Education?</li> <li>• What strategies do you use to accelerate progress? Which of these seems to work best? Why?</li> <li>• What variation is there in pupil performance between subject areas? What is being done to address any inconsistency?</li> <li>• What has been the impact of ....?</li> </ul>	<ul style="list-style-type: none"> <li>• 82 children currently on roll</li> <li>• Staffing;</li> <li>• Miss Sweeney had been appointed for TA and lunchtime support</li> <li>• Mrs. Bullock was now on a phased return</li> <li>• Mr. Dan Barnard had been appointed to replace Mr Osborne from September and would take on the Maths roll within the school</li> <li>• Mrs. Richards had resigned and would be taking up a roll at Parc Eglos School. An experienced teacher from Parc Eglos would be joining the school</li> </ul> <p><b>Q; Why had Governors not been told about this sooner and why had interviews not taken place?</b></p> <p><b>A; It was considered by the Trust that the resignation had been too late to advertise and make an appointment.</b></p> <p><b>Q; Out of 3 classes teachers were teaching a variety of age ranges and this it was considered had resulted in a number of good members of staff leaving the school. The trustees were responsible for employment and this should be discussed by them.</b></p> <p><b>A; The school was not currently large enough to have more than 3 classes, a further 25 children would be needed for the school to move to 4 classes.</b></p> <p><b>Q; It was considered that there were gaps in the children's learning and how could this be addressed? Could the school have 4 groups in the mornings?</b></p> <p><b>A; The school had set a deficit budget and could not afford to offer this provision.</b></p> <p><b>Q; Could a groups be taught by a HLTA?</b></p> <p><b>A; If there were concerns over the standards, a HLTA would not assist in the learning provision. An experienced teacher had been appointed from September 2018</b></p> <ul style="list-style-type: none"> <li>• Concern was expressed that Governors had not been told of changes from September before parents.</li> </ul>
--	--

<ul style="list-style-type: none"> <li>• Why is this situation not improving yet?</li> <li>• What more could be done?</li> <li>• What has the impact of the training provided by the Trust been on ....?</li> </ul>	<ul style="list-style-type: none"> <li>• The role of Governors needed to be clarified as it was felt that the MAT did not offer any appropriate training for new Governors</li> </ul> <p><b>Q; How was it considered that the experience of appointing an Executive Head before LR came into the roll had been?</b></p> <p><b>A; This had been a very positive experience as staff had been assured by the Trust that if no appointment had been made the Trust would make provision for the school</b></p> <ul style="list-style-type: none"> <li>• The Board considered that the well being of the children was of paramount importance.</li> </ul> <p><b>Q; How had the Trust been involved in the appointment of the new teacher for Kingfisher?</b></p> <p><b>A; A representative of the LGB had been involved in the appointment panel as well as a representative from the Trust. Mr. Osborne’s appointment had only been on a temporary basis until the end of July. The CEO and the Head of Parc Eglos had been involved in the appointment of the teacher from Parc Eglos to replace Mrs. Richards. From a Trust Perspective it was beneficial that Mrs. Richards was retained within the Trust</b></p> <ul style="list-style-type: none"> <li>• Concerns were expressed at the employment of staff and the responsibility of the Governors.</li> <li>• It was considered that there was a lack of communication, this was partly due to the changes in the roll of Governors, which had not been clarified at the time of the appointment</li> <li>• Changes are always difficult and it is key how this is managed.</li> <li>• It was suggested that there should be a meeting for parents to explain what was happening from September 2018</li> </ul> <p><b>Q; Are RL’s hours fixed?</b></p> <p><b>A; It has been negotiated from September that RL will have an additional half day in the school.</b></p> <p><b>Q; Does there have to be one TA per class?</b></p> <p><b>A; The TA’s are allocated dependant on need within the school</b></p>
---	--

	<ul style="list-style-type: none"> <li>It was considered that the value of the TA's outweighs the idea of appointing a 4<sup>th</sup> class teacher.</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>There had been issues with Chicken Pox in the school.</li> <li>There had been issues with one specific family and discussions had been taking place with them and a further meeting was to be held with the EWO</li> <li>From September there would be a new Trust attendance policy in place.</li> <li>In addition to the one family there are two children with attendance below 90%</li> </ul> <p><b>Q;Is evidence and a log kept of all actions taken?</b></p> <p><b>A; This was in place, it may be that a system of attendance rewards would be put into place but RL was not necessarily in favour of this as absence could be due to sickness or to exceptional circumstances (bereavement)</b></p> <p><b>Unauthorised absence was an issue due to children being taken out of school for holidays in term time. All holidays during term time were unauthorised</b></p> <ul style="list-style-type: none"> <li>Parents will be informed of the proposed actions within the new Trust Policies</li> <li>Two of the issues with the one specific family responsible for half of the low attendance would not be likely to re occur</li> </ul> <p><b>Table of current teacher assessments;</b></p> <ul style="list-style-type: none"> <li>This was presented and included cohorts 2 and 3.</li> <li>Some greater depth readers and Maths were noted</li> <li>Progress across year 3 was strong.</li> <li>This was only half a picture as not all the data was available to date.</li> <li>KS2; A couple of children had achieved greater depth writing</li> <li>A couple of children had failed to achieve as expected in writing</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• Overall the Writing results were predicted to be ok, but it was pointed out that these were down to teacher assessment and were not SATS results</li> <li>• Trustees on the Standards Committee were happy with the overall assessments received to date, the only concern being the Spring y1 writing</li> <li>• This will be reflected in the school development plan from September 2018</li> <li>• Y1 phonics had achieved 100% as had the y2 retake.</li> <li>• EYFS; this year the result should be at 73% in line with National and would show progress</li> <li>• Tuesday 10<sup>th</sup> July the KS2 SATS would be received</li> </ul> <p><b>Deferred Entry;</b></p> <ul style="list-style-type: none"> <li>• An application had been received which would go before the Trustees in October to start in Reception in September 2019</li> </ul> <p><b>Catering;</b></p> <ul style="list-style-type: none"> <li>• It had been suggested that the kitchen at Halwin could prepare meals for Trannack School, this could be beneficial in terms of financial contract.</li> <li>• The kitchen would have to be appropriately staffed following negotiations between Chartwells and existing staff</li> </ul> <p><b>Q; How many meals would this involve?</b></p> <p><b>A; this could be 62 meals.</b></p> <ul style="list-style-type: none"> <li>• The catering would be going out to tender again in September for September 2019</li> </ul> <p><b>Property Compliance;</b></p> <ul style="list-style-type: none"> <li>• This is the statutory testing that is necessary in all public buildings.</li> <li>• This is now being controlled centrally by the MAT</li> <li>• RL has asked that items too low on the list to be dealt with by the MAT be allocated to an outside contractor</li> </ul>
--	---



	<ul style="list-style-type: none"> <li>• The Trust is currently looking to compile a select list of local contractors.</li> </ul> <p><b>Finance;</b></p> <ul style="list-style-type: none"> <li>• RL had met with the Finance Officer for the TRust and the original anticipated deficit had been reduced to just over £2,000</li> </ul> <p><b>Q; Is the current Executive Head arrangement still only sustainable for 3 years?</b></p> <p><b>A; This is now ongoing, and includes RL having an additional half day in the school.</b></p> <ul style="list-style-type: none"> <li>• Longer term figures were detailed but these were not to be taken literally as funding was likely to change</li> <li>• The finance figures would be circulated to Governors</li> <li>• Schools are now under significant pressure financially and it is beneficial to be a member of the Trust</li> <li>• There are schools within the MAT who are in a difficult state regarding staff turnover.</li> </ul> <p><b>School Improvement Plan;</b></p> <ul style="list-style-type: none"> <li>• Thanks to SR for all her input into this.</li> <li>• The plan was circulated; this was a working document and was constantly evolving;</li> </ul> <p><b>Policy Implementation;</b></p> <ul style="list-style-type: none"> <li>• A document was circulated depicting what Policies were now MAT central and which would be local and therefore would need to be approved by the LGB</li> <li>• The MAT central policies had been approved by the Trustees and were now in place in the school</li> <li>• Governors were asked how they would like to be informed of policies?</li> <li>• It was suggested that it would be beneficial if the Trust detailed which policies they considered the LGB should have in depth knowledge of.</li> <li>• No Exclusions reported</li> </ul>
--	---

<b>Matters to raise with the Board</b>	<b>Issues raised would be presented to the Trustees</b>
<b>Diary Dates;</b>	<b>Governor monitoring would be put in place in the Autumn term</b> <b>Monday 24<sup>th</sup> September 2018 at 6pm</b> <b>Monday 4<sup>th</sup> February 2019 at 6pm</b> <b>Monday 17<sup>th</sup> June 2019 at 6pm</b>

Pupil Premium: Nominated Pupil premium Councillor reports on pertinent points	
<ul style="list-style-type: none"> <li>• What has been the impact of the various aspects of the PP action plan to date?</li> <li>• Are PP making progress in line with or beyond their peers?</li> <li>• Are PP participation rates in extra curricular/ school visits in line with their peers? What strategies are in place to address any issues here? How effective have those actions been to date on individuals (no names) and on cohorts?</li> <li>• How many of the PP group are involved in leadership activities in school/ beyond school?</li> <li>• Is PP attendance in line with or above their peers? What strategies are in place and how successful are they (as above)</li> <li>• Is PP Persistent Absence in line with or above their peers? What strategies are being used? What success stories have you had?</li> <li>• Does the PP action plan represent Value for Money?</li> <li>• Has the school shared/benefitted from strategies being used elsewhere in the Trust or beyond?</li> </ul>	To be reported further in the autumn term
Matters to raise with the Board	None presented

<b>SEND: Nominated SEND Councillor reports on pertinent points</b>	
<ul style="list-style-type: none"> <li>• Are Pupils with SEND making progress in line with or beyond their peers?</li> <li>• Are Pupils with SEND participation rates in extra curricular/ school visits in line with their peers? What strategies are in place to address any issues here? How effective have those actions been to date on individuals (no names) and on cohorts?</li> <li>• How many of the Pupils with SEND are involved in leadership activities in school/ beyond school?</li> <li>• Is Pupils with SEND attendance in line with or above their peers? What strategies are in place and how successful are they (as above)</li> <li>• Is Pupils with SEND Persistent Absence in line with or above their peers? What strategies are being used? What success stories have you had?</li> <li>• Has the school shared/benefitted from strategies being used elsewhere in the Trust or beyond?</li> <li>• How well is the school managing the needs of the pupils against the funding allocation? Have you found innovative ways of managing the need you could share with others?</li> </ul>	<b>See Safeguarding and Head's Report</b>
<b>Matters to raise with the Board</b>	<b>None presented</b>

Behaviour, Attendance & Well Being	Responses
<ul style="list-style-type: none"> <li>• What are the most positive aspects of behaviour in the school?</li> <li>• Which areas are causing the most concern?</li> <li>• What has been the impact of the initiative you introduced earlier in the year?</li> <li>• Is your evidence anecdotal or is there a way of measuring this so the improvement trajectory can be evidenced?</li> <li>• 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?</li> <li>• 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?</li> <li>• Where have you had success in promoting good attendance?</li> <li>• How does the Persistent Absence figure compare nationally and with other schools in the Trust?</li> <li>• Could you draw on expertise from the Trust to support you in this?</li> <li>• Have you run any survey to review how pupils' well-being is fairing?</li> <li>• Are referrals to external agencies to support well-being on the rise?</li> <li>• What strategies do you have in place to help pupils before the crisis point?</li> </ul>	<p>No specific issues presented</p>

<ul style="list-style-type: none"> <li>• What aspects of school life make it worse for children? What have you put in place to try to address this?</li> <li>• Review initiatives and aspects of school improvement plan in this are if applicable</li> </ul>	
<b>Matters to raise with the Board</b>	

The meeting closed at 8.30pm

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