



NOTES of the PORTHLEVEN LGC MEETING

Monday 29th January 2024 6pm @ the school

Item	Subject	Action
1	<p>Governors present: (V = virtual attendance)</p> <p>Amy Claridge (AC) Neil Gunnell, Chair (NG) Rob McKellar (RMc) Marc Talbot (MT)</p> <p><i>Also present:</i> Cathryn Andrews, Executive head teacher Dan Clayden, Head of School (DC) Pat Nicholas, Governance Professional</p>	<p>Apologies:</p> <p>None.</p>
2	Conflicts of Interest	
2.1	Staff governors declared an interest as paid members of staff. No new interests were declared.	
3	Approval of minutes from the meeting 25.9.23 and notes from the meeting 20.11.23	
3.1	The minutes from the 25.9.23 meeting, and the notes from the 20.11.23 meeting were agreed as an accurate record and signed by the Chair.	
4	Matters arising	
4.1	None from the 25.9.23 meeting	
4.2	<p>From the 20.11.23 meeting</p> <p>Q: Is there any update on the head teacher appointment? A: CA explained that the current arrangement will likely stay in place to the end of the summer term. There are no plans to begin recruitment before then. Governors heard that there is a strong and effective team currently.</p> <p>Q: Is the executive head/head of school arrangement a stronger model? A: This would very much depend on the individual schools.</p>	
5	Head teacher's verbal report	
5.1	DC and CA led the meeting through the report. The key points discussed were as follows.	
5.2	<p>Progress on the RAP</p> <p>Q: What is M1 and M2? A: This refers to the milestone meetings; milestone meeting 1 has already taken place with TL, and milestone meeting 2 will take place on Friday 9th February.</p>	

	<p>Governors were made aware of the progress on the RAP since the autumn. DC and the team worked hard, which meant that very little was carried over to the spring term. Many of the changes now need to be embedded.</p> <p>EYFS remains as a priority, reading is ongoing, and the focus will shift to maths this term.</p> <p>Some changes have come off the back of the autumn term data e.g. the high numbers of SEN children. There needs to be a focus on quality first teaching, making decisions about exactly what SEN children need and how long this provision will be needed.</p> <p>Q: Are TA support levels enough? A: The provision is good, and sufficient to run the interventions that are needed. Tight budgets mean that schools need to move away from 1-1 support and put together teams of people who are willing to be flexible. Sadly, there will never be enough teaching assistants.</p> <p>Q: How far are we from not needing a RAP? A: The school needs a 'good' judgement from Ofsted. The RAP is very helpful in keeping the school on track, with the SLT focused on the framework and structure.</p> <p>Q: Is there still a place for the SDP? A: Yes. The SDP is now more succinct and focused, and is reviewed termly.</p>	
5.3	<p>Attendance and Exclusions.</p> <p>Attendance is at 95.9% overall. PA (persistent absence) is at 8%; these figures are an improvement.</p> <p>Q: What has made the difference? A: The school celebrates high attendance regularly, and children are very enthusiastic about it. There is an attendance cup and class rewards.</p> <p>Q: What about attendance for pupil premium children? A: This is low, 91.5%, and will need investigating. SLT make sure it is always on the agenda.</p> <p>There have been no exclusions this term.</p>	
5.4	<p>Dec 23 – data for governors</p> <p>SEND numbers are high, and the school is reviewing its procedures for placing children on the record of need. A flow chart has been created to identify whether children's needs are met in the quality first provision. (Stage 1). Stage 2 involves external assessments and moves a child onto the record of need. Governors heard that the SENDCo has minimal input in this process, focussing her efforts where they can be most effective. Parents are involved at every stage. It was important to ensure that there is quality first teaching and effective classroom practice for all children, and make sure that all interventions are having an impact on a child's progression.</p> <p>Q: Why does writing appear to be an ongoing issue? A: There is a need to have teacher assessments identify where the children will be at the end of the year i.e. on track for expected progress. This is a change of perspective. Writing will be included in the next stage of the RAP. The message from recent moderation is that teachers are a bit cautious in their assessments.</p>	

	<p>Q: The data presented highlights that FSM children are falling behind in comparison to non-FSM children.</p> <p>A: The school acknowledges that there are significant differences, particularly in writing.</p>	
	NG thanked DC/CA for their report.	
6	Pupil outcomes and the curriculum	
6.1	Covered under item 5; head teacher's report	
7	Safeguarding	
7.1	<p>Governor training</p> <ul style="list-style-type: none"> • Tuesday 20th February - Safeguarding training. • Wednesday 20th March - SEND training. <p>AC and RMc agreed to attend.</p> <p>There were no safeguarding issues to report.</p> <p>Governors heard that the schools are moving to CPOMS (Child Protection Online Management System) from MyConcern. CPOMS allows for more wider recording e.g., behaviour, parent conversations etc., where MyConcern is more focused on safeguarding issues.</p> <p>Q: Does the CPOMS data transfer in transition? A: Yes, to another CPOMS school. For a MyConcern school, the data will need to be downloaded and sent on.</p>	
8	Governor monitoring	
8.1	<p>Planning curriculum monitoring</p> <p>SLT and subject leads agreed the priorities, and CA circulated a question set to aid governors' monitoring. Governors discussed and agreed individual subject areas for monitoring.</p> <p>Q: Are some questions more important than others? A: Yes. It was suggested that governors might like to ask what aspects most need improving, and how effective the network groups are.</p>	
8.2	<p>Staff conferencing</p> <p>This was carried out by RMc and will be followed up in the summer term.</p> <p>Q: Would pupil conferencing be useful? A: Yes. Governors will organise this for the summer term; perhaps with one year group per term to start with.</p>	
8.3	<p>Attendance at SLT meetings</p> <p>NG attended an SLT meeting and found a smaller and more coherent team which works together well.</p>	
9	Governor training & recruitment	

9.1	Governor Hub – successful meetings – not covered at the meeting.	
9.2	Terms of office This item was deferred from the last meeting. NG current term ends in November 2024.	
9.3	Governor conference presentations All presentations from the conference are available on the Governor Hub.	
9.4	Governor recruitment Governors are still working on recruitment, with some expressions of interest. AC will follow up on these. DC will update the governor information on the school website. There was a discussion around succession planning for the Chair role, as NG intends to step down at the end of the summer term. PN will ask JA, the company secretary, to place on the agenda for the chairs and clerks meetings, the possibility of adding a section to the trust website about local governors and their role.	
10	Trust updates	
10.1	None.	
12	Governors impact on the pupils	
12.1	<ul style="list-style-type: none"> ● Monitoring staff wellbeing by keeping in touch regularly with the staff and senior leaders; governors have attended SLT meetings where appropriate. ● Ensuring effectiveness by actively seeking new governors. ● Improving skills and knowledge by attending relevant training. ● Supporting the school by taking an active role in the recent changes to the headship arrangements. 	
13	Feedback to the Trustees	
13.1	Governors acknowledged the letter from the Chair of the SIG committee. There was no feedback to Trustees from this meeting.	
	AOB	
	Dates of next meetings: Monday 11 March 2024 6pm Monday 13 May 2024 6pm Monday 24 June 2024 6pm	
	Meeting concluded at 7.20pm	

SIGNED:

DATED: