



Minutes of the St Issey School Local Governing Body Meeting Wednesday 29 September 2021 at 4.00pm, St Issey School

<u>Agenda</u>	<p>Present: Chris Parham – Head of School Rev. Katie Kirby – Chair Brenda Wright Marjorie Finch Shelley Francis Heather Holder-Powell Marjorie Smith</p> <p>Also in attendance: Will Johnson – CEO, Venture MAT (items 1-9), via video link Lou Roseveare – Teacher and SIAMS lead (items 1-8) Jonathan Brown – Clerk</p> <p>Clerk's note: This meeting was held during the COVID-19 pandemic. Will Johnson participated via videoconference using the Zoom application. Other participants met in person for the first time since March 2020.</p>	
Item	Subject	Action
1	<p>Welcome, introductions and opening prayer Rev. Katie Kirby welcomed everyone to the meeting and delivered the opening prayer. All participants introduced themselves.</p>	
2	<p>Apologies for absence and confirmation of quorum Apologies had been received from Mark Durman and Avril Heard, and these were accepted by governors. The Clerk confirmed that the meeting was quorate.</p>	
3	<p>Declaration of business & pecuniary interests <i>All governors present completed</i> updated declaration of interest forms. No interests were declared in relation to any agenda item.</p>	
4	<p>Election of Chair and Vice Chair Rev. Katie Kirby (KK) indicated her willingness to continue as Chair. No other governor wished to stand for the role. [KK left the meeting temporarily] <u>Governors elected</u> Katie Kirby as Chair for a further one-year term. [KK re-joined the meeting] No governor wished to stand for the post of Vice Chair. A <u>governor suggested</u> that Avril Heard might wish to continue in the role. <u>Governors agreed</u> to defer the election of Vice Chair until the next meeting.</p>	Governors

8	<p>SIAMS framework briefing</p> <p>The SIAMS lead (LR) explained that inspections had been suspended during Covid, but had started up again and that St Issey (SIS) could be due an inspection at any time. The new inspection framework reflected the fact that families had been through a lot during the pandemic, and LR was confident that SIS had reacted to this well, and would be in a good position to do well at inspection. It would be important to show how school was encouraging children to flourish despite life's new restrictions.</p> <p>A pre-inspection meeting was scheduled for 07/10/21, and the Chair would attend. LR outlined the seven points of inspection, and highlighted that Christian vision was the most important of these. Statutory data was no longer included.</p> <p>The Head explained that it was important for governors to know how effective the school's Christian vision was in enabling pupils and adults to flourish. A SIAMS self-</p>	
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2

	<p>evaluation form had been completed last year, and this would be adapted to the new framework and circulated to governors. LR agreed to circulate the new inspection framework.</p> <p><u>A governor asked</u> when Open the Book could start again. A) This was not clear yet. A letter had been received from Public Health England today concerning the rise in Covid cases, so it might be that some further control measures would need to be introduced. Collective worship was only possible within classes.</p> <p><u>A governor asked</u> whether the planned Church visit could go ahead on Friday. A) At present yes, due to the space and ventilation available, but this might need to be re evaluated. There had been no positive Covid cases in school so far.</p> <p><u>A governor asked</u> what they could do to support the SIAMS inspection process. A) Being familiar with the school's vision and values was the most important thing. <u>A governor commented</u> that some of the inspection questions were quite open-ended. A) Yes, spirituality can be very personal rather than prescribed. LR agreed to circulate a 'Windows, Mirrors, Doors' document about spirituality in school.</p> <p><u>A governor asked</u> how SIAMS worked with families who were not Christian. A) It was important for school to welcome everyone, of all faiths and none, while ensuring an overall Christian approach. <u>Governors discussed</u> the difference between spirituality and Christian distinctiveness, and their personal spiritual viewpoints. <u>A governor stressed</u> that to 'love your neighbour as yourself' was central to Christian teaching. <u>The Chair read</u> the school prayer, <u>and explained</u> that this encapsulated the school's vision, and that pupils were really engaged with it.</p> <p>[Lou Roseveare left the meeting at 4.59pm]</p>	<p>Chris Parham Lou Roseveare</p> <p>Lou Roseveare</p>
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9	<p>MAT Development Plan</p> <p>The CEO of Venture MAT introduced himself via video link, explained that he was unable to attend in person due to the high Covid rates at Trevithick Learning Academy (TLA), where he was headteacher, and commented that it was great to see the effectiveness of face-to-face meetings returning.</p> <p>There would be a trust board meeting the following week, when MAT priorities for the coming years would be agreed. The MAT had initially been set up to enable TLA to support SIS, but the relationship had now developed into a genuinely collaborative partnership, which meant the trust vision had changed somewhat. The CEO explained the academy picture in Cornwall, where relatively few maintained schools remained, and the government's intentions to combine smaller trusts, meaning there was limited scope for Venture to expand. The CEO felt that the benefits of larger MATs were not yet proven, and would ensure any future decisions were taken with the current schools' best interests at heart.</p> <p>The trust was determined to improve educational opportunities for its pupils, and the CEO felt that the current structure was working well to do this, as evidenced in the school improvement plans. The aim was to continue improving rather than necessarily growing. The small size of the trust had enabled an agile response to the challenges of the pandemic. However, there was a need to be realistic about the government's expectations, and some further collaboration with similar MATs, as well as with the Diocese, was likely.</p> <p>MAT priorities would be communicated to the LGBs once they were agreed, and would help to inform school improvement plans.</p>	
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3

	<p><u>A governor commented</u> that it was reassuring to hear this update. <u>A governor asked</u> whether there was anything they could do to help maintain the current status. A) Supporting preparations for inspections was crucial to ensuring continued success. It was important to ask the right questions, to challenge and be a critical friend to the school. Parent governors could emphasise the benefits of the current MAT structure in any parent questionnaires.</p> <p>The CEO reminded governors that they could ask any questions they had of the trust at LGB meetings, to be communicated via the clerks and meeting minutes.</p> <p>[Will Johnson left the meeting at 5.20pm]</p>	
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10	<p>Head of School report</p> <p>The <u>Head's report</u> had been circulated in advance, along with summer term <u>assessment data</u>. A <u>governor asked</u> for clarification of the current number on roll (NoR). A) 79, with one potential new in-year starter next week in Y4. The Head explained that the data was based in internal assessments due to the continued lack of statutory tests because of Covid.</p> <p>A Health & Safety audit had been carried out last week, and the report was awaited – some issues were expected to be highlighted.</p> <p>A high number of pupil premium (PP) children had left Y6 last year, but ten more had been registered following an awareness campaign amongst families. Each PP child attracted around £3k funding per year, so it was important that qualifying children were identified. PP funding currently stayed with children throughout their time at school, but from next year this would change and parents would have to re-apply annually.</p> <p>Numbers of pupils with English as an additional language (EAL) had doubled from two to four. This was still low, but a new challenge for SIS to adapt to.</p> <p>The Head talked through the staffing changes detailed in the report. Two Kick Start workers (aged 18-24 on Universal Credit) had been recruited to start following the completion of employment checks, alongside a PGCE student. A <u>governor asked</u> when they would start. A) After half term. There was also the possibility of acquiring two Spanish students, subject to finding suitable accommodation, which would help with modern language provision. A <u>governor asked</u> why Spanish had been chosen. A) This programme was only for Spanish students, and French was already taught at SIS. <u>Governors discussed</u> modern languages provision. A <u>governor proposed</u> that the YHA be contacted for potential accommodation provision. The Head agreed to do this.</p> <p>The Head talked through the school priorities and staffing structure detailed in the report. A <u>governor asked</u> how many children were in each class. The Head agreed to include this information on future reports.</p> <p>A <u>governor commented</u> that the report implied that children moving to SIS brought lower standards with them, <u>and challenged</u> why this would be the case, as it seemed to go against the law of averages. A) Children who moved school often did so because of issues at a previous setting, and therefore often came with additional needs and/or following a period of missed school. 40% of pupils at SIS had started elsewhere, and most children who had been at SIS throughout performed better at core measures. A <u>governor asked</u> whether this was because of changes in the lives of pupils who transferred. A) Sometimes. Also six current pupils had previously been home educated, which was significant for a school this size. The Head stressed that</p>	<p>Chris</p> <p>Parham</p> <p>Chris</p> <p>Parham</p>
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	<p>he did not mean to imply that pupils who transferred to St Issey dragged standards down in any way, but that they often brought additional challenges.</p> <p><u>A governor commented</u> that the last Ofsted report seemed to draw similar conclusions about mobility and standards. The Head explained that he could not comment on that, as it was an external report from before his time. <u>Governors discussed</u> the context of the last Ofsted inspection. <u>A governor commented</u> that SIS was in a much better place now than at the time of the last Ofsted.</p> <p><u>A governor asked</u> why cohorts of fewer than 12 children were deemed statistically irrelevant. A) This was the assessors' judgement, not the Head's. It could work for or against the school, depending on results.</p>	
11	<p>School Development Plan 21/22</p> <p>The School Development Plan (SDP) had been circulated in advance. The Head explained that the first two pages gave an overview of the school's approach, with priorities subsequently broken down in more detail.</p> <p><u>A governor asked</u> whether there was a policy to help children understand why schooling got more serious in Y2. A) A balanced approach was always encouraged to progression through the school, which should be gradual and not specific to any year group. The change to a 3-class structure might have made a difference this year, and parents were always encouraged to discuss any issues with their class teachers.</p>	
12	<p>Governor monitoring schedule 21/22</p> <p><u>Governors discussed</u> the school priorities <u>and agreed</u> to allocate the following monitoring roles:</p> <p>(7b) Mark Durman - EYFS and key priority 1 (EY and Y1 provision and environment) Marjorie Finch – SEND Rev. Katie Kirby – SIAMS/RE Marjorie Smith – Key priority 4 (attainment in upper KS2) Shelley Francis - Safeguarding and key priority 2 (writing standards, especially boys) Heather Holder-Powell – Pupil premium and key priority 5 (maths mastery) Brenda Wright – key priority 3 (humanities)</p> <p>The Head explained that he would ask staff members to contact relevant governors to carry out visits. The Clerk reminded governors to submit reports following any monitoring visit. The Head agreed to circulate report templates.</p> <p><u>A governor asked</u> when visits should take place. The Head agreed to co-ordinate a schedule.</p>	Chris Parham
13	<p>Safeguarding</p> <p>Keeping Children Safe in Education 2021 had been circulated in advance. <u>Governors signed</u> to confirm they had read and agreed to abide by it.</p>	
14	<p>Policy review</p> <p>Three policies had been circulated in advance. The Head explained that two were based on new model policies and had been adapted to SIS's context, and the third remained unchanged from the previous version. <u>Governors discussed and agreed</u> to approve:</p> <p>a) Child protection & safeguarding policy b) Behaviour policy</p>	

	c) Peer on peer abuse policy	
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5

15	Correspondence The Academy Trust Handbook 2021 had been circulated in advance. The Clerk explained the scope of the document, and that governors needed to be familiar with it as governors within an academy trust.	
16	Summary of actions/ information required from trustees Trust matters had been discussed under item 9. There were no further questions at this time.	
17	Dates and times of future meetings The Head explained that the next LGB meeting date needed to change so that the CEO could deliver level 2 safeguarding training. Meetings were agreed for: 30 November 2021 (NB date changed) 19 January 2022 09 March 2022 11 May 2022 22 June 2022 All to be held at 4pm	
18	Any other urgent business A <i><u>governor explained</u></i> that they had received correspondence from the RHS about St Issey in Bloom's public liability insurance. This had resulted in a visit to school, where some of the equipment was kept, which had been satisfactory, and a report and certificate would follow in due course.	
19	Confidential matters None	
20	Closing Prayer Rev Katie Kirby led governors in saying the grace.	

The meeting closed at 6.10pm

Summary of actions:

[item 4] **Governors** to elect Vice Chair at the next meeting.

[item 5] **Will Johnson** to circulate slides from the MAT review meeting in July.

[item 7c] **Jon Brown** to add note to the 2020-21 governor attendance table explaining the technological barriers faced by some governors during Covid.

[item 7d] **All governors** to decide which training courses to attend, and log all completed training with the Clerk.

[item 8] **Chris Parham** to circulate the updated SIAMS self-evaluation form. **Lou Roseveare** to circulate the new SIAMS inspection framework, and 'windows, mirrors, doors' document.

[item 10] **Chris Parham** to approach the YHA about potential accommodation for Spanish students. [item 10] **Chris Parham** to include information about class sizes on future Head’s reports.

6
[item 12] **Chris Parham** to co-ordinate governor monitoring visits, circulate report templates, and ask teachers to contact governors to arrange initial meetings.

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..... Signed as an accurate record Print name Date

