



**Minutes For The Meeting Of The Full Governing Board Of Bosvigo School**  
**Held On 10<sup>th</sup> October 2022 At 17:00**

**PRESENT:**

Dave Bullen (Vice-Chair)  
Chris Wallis (Head Teacher)  
Charlotte Overton (Clerk)  
Kyle Brown  
Juliana Jeffares  
Helen O’Kane  
Ian Reynolds  
Katie Smith  
Victoria Robinson

	This is a hybrid meeting.	<b>ACTION</b>
1.	<b>APOLOGIES</b>  Offered by Katie Tucker and Nick Bailey and accepted by the chair. Dave Bullen to chair this meeting.	
2.	<b>DECLARATION OF PECUNIARY INTERESTS</b>  Annual DPI forms have been distributed and are to be completed by all governors.	<b>All governors</b>
3.	<b>MINUTES OF THE LAST MEETING / MATTERS ARISING</b>  <u>Matters Arising</u> A singing specialist will be contacted to deliver sessions within the school.  The outstanding item about a designated data meeting will be covered in HT report.  Minutes signed off by the chair as an accurate record.	

4.	<p><b>HT REPORT</b></p> <p>A written report has been circulated ahead of the meeting and read by governors. Chris Wallis leads this update:</p> <p><b><u>Admissions:</u></b></p> <p>We had a low intake in EYFS for the first time and are six below capacity. We expected a few would join between July and now but no requests have been received. However, we have received them for every other year group and have exceeded numbers in most year groups. We are not oversubscribed in year 1 where we are legally bound to 45 pupils. We are full in KS1 and KS2 which is great in terms of stability of the school. From a financial perspective, losing 6 from EYFS is a hit and will have some implications. Class 10 is our biggest class at 33. The drop in numbers was something that has been felt across local schools. Chris Wallis said that he believes St Mary's to be the only school with a full admission intake.</p> <p>Katie Smith comments that despite lower numbers there is a high level in need in EYFS.</p> <p>Projected figures for the school in the coming years anticipate the number on roll will drop towards 312. This suggests that the LA data on population density for these cohorts are lower. Governors discuss that more of our pupils are now coming from further afield and lots of our families live on the Copperfields estate. This could be due to the fact that our immediate neighbourhood is too expensive for young families. We cannot afford to be complacent with the marketing of the school. The wraparound provision and flexibility of clubs is a big draw.</p> <p>Governors discuss posting a video on the website and keeping the website current to promote Bosvigo's unique selling point.</p> <p><b><u>Personnel:</u></b></p> <p><b>Dave Bullen asks what did we do for Alison Shaw?</b></p> <p>A. She was given an ipad and she has kept her school laptop which has been formatted and prepared for personal use by ICT4. She was very appreciative of how the school supported her through the last year, particularly financially. She was in school today and emphasised the point that having her diagnosis formalised has helped her. She said she would like to be invited to school productions.</p> <p>Sally Critchley is still off and is recovering from her medical procedures. Most likely she will be back after Christmas. Gemma Stephens is on a fixed term contract until her return and this is covered by insurance which is why the budget is skewed.</p> <p>We are still looking to recruit an additional support staff member for around 15 hours. The child has struggled with the transition from EYFS and in time we are confident that we will have an EHCP but we cannot wait. This is the child flagged in the H &amp; S incident regarding an escape through wraparound.</p> <p>The LA does not fund the first £6000 of an EHCP, so having a child with a plan is still a financial cost to the school. We are below local average on SEN support children but high on EHCP children.</p>	

**Attendance:**

The data that came with it has just been published but still talks about 2020/2021. The government produces weekly attendance data which is two weeks delayed. We can see that national attendance absence is 4.5% and ours is similar. A lot of children are off with viral illnesses and we have one confirmed case of Covid-19, so this could be more prevalent again.

**SEN:**

The number of children on the register has gone up by ten in the last year and is the most we have had. It is likely another two could be processed. There is a child in year 1 and another in year 3 with live applications. We are conscious that we need to look at how manageable 49 children is for Jo Penrose as a SENCO on two days a week out of class.

Dave Bullen reiterates governors have previously discussed whether there is too much of a workload burden for the SENCO with such high numbers on the SEN register. Katie Smith comments that Catherine Barry is keen to get involved in SEN work. She has attended some courses around this already and could start building her experience and skillset towards it. There is room in the school to have a SENCO and a supporting role.

**Safeguarding:**

Safeguarding training was delivered to most staff on the INSET day. For those who did not attend they have been provided with online training to complete including a quiz and declaration form. Charlotte Overton advises that all governors should complete annual safeguarding training as best practice.

The S175 has been completed and we are waiting to be matched with another school for a peer review.

**H & S:**

We are booked in for a review and a walkaround visit in the summer term. We will find out what is expected and the requirements so we have time to ensure compliance.

**NTP:**

Bosvigo made it work well last term and lots of schools have not been able to deliver this outside of the school day. We are doing as much as we can with 7 people outside the school day. It is working well and there is good attendance from the children. We will not maximise our allocation with our current rate. What we save on TA wages will help supplement the cost we have to offset. Whether it is sustainable remains to be seen as our contribution gets greater. Governors agree it is preferable for children to receive more interventions outside of the school day.

**Helen O Kane asks how are you identifying the needs for the provision?**

- A. Katie Smith replies that maths was identified through PUMA data. In every year group the lowest 20% is either getting maths or english support. We are trying to monitor it more this year and TA's are filling in how many sessions they have completed. There are some PP children who we were unsure if they would attend before or after school and they have not. We will try and tutor those children during the day.

Continues:

**Are the staff trained in how to deliver sessions and how to get children secure in those subjects?**

- A. It is based on number fluency but it would be good to develop further.

Could you use PUMA data to assess their progress?

A. It would be easiest to track progress based on their arithmetic.

**Curriculum:**

A focus on writing across the school will take place in the Spring term. It would be desirable to spend six weeks devoted to this as the data tells us it is an area we need to work on. Our writing results will improve this year if it is still assessed the same way because we have a stronger cohort. We know how we need to improve but the SLT needs to discuss how we will deliver it strategically.

**Data:**

A breakdown of data has been provided within the written HT report.

**EYFS**

In EYFS different children are missing knowledge in different areas and assessment can be subjective. Two points are allocated for being at 'expected level' and one for 'working towards'. We are only below national levels in word reading. This is not necessarily indicative of a really weak cohort but it does mean we have a varied group.

The process of how data is obtained is explained to governors.

Kyle Brown asks do we have a problem with consistency in how learning is delivered to the children? Why has this happened?

A. This is a cohort of post covid children. There were also issues with children not sharing and not being able to manage their emotions as well.

Katie Smith advises that they are expected to report on 17 early learning goals and the assessment process is open to interpretation. There is not much structure on how to do this.

Chris Wallis expects maths data to be above average this year. The recommendation from our phonics visit was that one person should provide interventions for at least one hour. We may review NELI but it might not be a cost effective option. Our approach to developing language should be done throughout the whole day and cannot be resolved solely through interventions.

Julianna Jeffares asks for an outline of the NELI provision and it is provided.

**KS1**

Our most recent year 6 were a weak cohort. As a snap shot the existing year 3's when they were in year 2 were above the national average in maths. This is indicative of the things we put in place last year in terms of number fluency. We hope to see that continuing year on year. Our science was taught well.

Greater depth data was below and clearly from a writing point of view we do not have greater depth writers.

PP is not compared with national PP. Our disadvantaged children probably achieved higher than national figures in reading but not in writing and it is hard to know with maths. We know we need to do better in this area as children then have a deficit to make up as they move to KS2.

**KS2**

	<p>We are looking at attainment from a low performing cohort in KS1. More children have made good progress, writing was low but we provided honest assessment. Maths wise we are above national levels so there is no lingering covid impact.</p> <p>Our disadvantaged pupils in this cohort are way above the national average. Writing is highlighted again as something that needs to improve.</p> <p><b>Kyle Brown asks do we have national data from previous years?</b>  <b>A. Yes it is available and can be provided.</b></p> <p>Non-disadvantaged pupils made more progress than our disadvantaged pupils, so we need to look at the reasons behind this. Comparative data is presented to governors.</p> <p>Kyle Brown comments that looking at the comparative KS1 data there is a valid comparison and pupils are improving.</p> <p>Girls make more progress than boys in reading by some margin and in writing by even more of a distance. In maths boys make great progress and the girls make fairly good progress. Reading and writing could be better for boys and we need to look at how we make it work. This will be an SDP action point. If we look at national data this is bound to be reflective of the picture. Our most marked gap in data is between boys and girls.</p> <p>It is agreed a designated data meeting is not necessary and that data is best utilised to shape the SDP moving forward.</p> <p>Governors comment that coming out of covid the data is still fairly positive.</p> <p>The EYFS is the least concerning because it pertains to individuals and their needs and we need to look at supporting them specifically.</p> <p>The efficacy of writing interventions is discussed. We need to raise standards in writing across all year groups.</p> <p>The SLT will review this data and discuss how it impacts on the SDP and how it relates to the PP strategy. The PP strategy should reflect the SDP. SDP meeting is set for 9<sup>th</sup> November and governors are welcome to join if they wish. Sally Critchley was going to be the writing lead so SLT need to take this and lead on it for the rest of this year.</p> <p><b><u>Pupil Premium</u></b>  We are finding that it is lower in KS1 and EYFS than KS2. Tregolls have said they ask all parents to fill out a PP form on entry to the school. It is agreed a link for PP and FSM will be sent to all families (post meeting this has been actioned by Charlotte Overton).</p>	<b>SDP</b>
5.	<p><b>SDP</b></p> <p>This has been circulated ahead of the meeting and read by governors.</p>	
6.	<p><b>SAFEGUARDING</b></p> <p>See item 4.</p>	

7.	<b>SEND</b>  There is an increase in our SEN responsibilities with the new intake of children.	
8.	<b>PUPIL PREMIUM</b>  See item 4.	
9.	<b>DATA</b>  See item 4.	
10.	<b>POLICIES</b>  The following have been circulated ahead of the meeting: Safeguarding, SDP, Staff Code Of Conduct, Child On Child Abuse, Governor Terms Of Reference, Low Level concerns, PSHE, Social Media, Twitter Useage.  Touch and contact with children has been revised and more clearly defined. This is to debunk any feelings of favouritism. Staff who are parents and carers at school need boundaries to be defined. Receiving gifts has been capped at £20 and we do not want parents to give gifts this year due to the cost of living crisis.  The dress code as it stands is outlined but it will be revised. Sports clothing should only be worn for PE. No denim, flip flops or inappropriate heels.  Piercings and tattoo policy is outlined. Visible piercings are allowed but should be discreet, tattoos should remain covered if of an offensive or inappropriate nature.  Use of mobile phones policy at work is discussed. Staff should not be using their phones in the presence of children. Phones have been ordered for EYFS to be used for Tapestry. They will be put in a corporate lanyards to differentiate between phones used for work purposes and personal phones.  The twitter policy inferred it would be a private account but that isn't feasible as it will replace the blog and will pre-populate onto the website. We need to make it clear in the policy that it is a public page. We will not follow parents but local news channels.  Subsequent consent forms sent home to families makes the distinction between media consent both internally and externally.  Subjects to the changes outlined above policies are agreed and ratified.	
11.	<b>AGREEING UPDATED TERMS OF REFERENCE</b>  This will be re-circulated and agreed administratively.	<b>Charlotte Overton</b>

12.	<b>BUSINESS MANAGER RECRUITMENT UPDATE</b>  The office staff have had lots to learn but there is scope for more work to be taken on once the backlog has been cleared. Governors discuss viability of Devoran outsourcing their business manager to fulfil our specific business manager tasks.  Kyle Brown comments that recruiting a BM has proved difficult in the past. Chris Wallis states his preference is to let current office staff grow in those roles and look at job re-evaluation. There is scope for that because the admin team was expensive before.  First aid at work training has been booked for both Charlotte Overton and Kristy Salmon.	
13.	<b>WEBSITE / SOCIAL MEDIA</b>  Website will be launched shortly. SLT will discuss it at their meeting this week.	
14.	<b>PSHE UPDATE</b>  PSHE policy has been updated and circulated.	
15.	<b>URGENT / CONFIDENTIAL MATTERS</b>  None.	
16.	<b>ANY OTHER BUSINESS</b>  Governors to complete skills audits and DPI forms and send to Charlotte Overton.  Governors responsibilities need to be reviewed.  Meeting concludes at 19:30.	<b>Katie Tucker</b>

**DATE OF NEXT FULL GOVERNORS MEETING: 12.12.2022**

