



**TLA Local Governing Body meeting minutes, held on Monday 20th March  
2023 at 5pm at Trevithick Learning Academy.**

<b>Present</b>	Tiffany Pope - Chair Louise Hart - Vice Chair Krystal Warren Sharon Hocking Will Johnson - Headteacher
<b>In attendance</b>	Sam Newman - Governance Professional Jo Long - COO Mel Wells - Assistant Headteacher Kirsty Hitchens - Deputy Headteacher

	Item	Person
<b>1</b>	<b>Apologies, welcome and quorum</b> The Chair welcomed everyone to the meeting, there were apologies from Joe Parma. The meeting was quorate, in line with Venture MATs Terms of Reference.	
<b>2</b>	<b>Declaration of business &amp; pecuniary interest</b> There were no new declarations of business or pecuniary interests to declare.	
<b>3</b>	<b>Minutes and matters arising from the last meeting (30/01/23)</b> The meeting minutes were to be a true and accurate representation of the meeting. The Chair will sign the previous minutes.  <b>Matters arising:</b> <ul style="list-style-type: none"> <li>● Premises report for trustees to be shared at the next LGB meeting.</li> <li>● Drawings of the canopy in the EY area to be brought to the next meeting.</li> <li>● SDP to be shared via email to governors.</li> <li>● Policies to be added to the website.</li> <li>● School focuses to be added to the blank monitoring form.</li> <li>● Headteacher to send email to staff for an expression of interest to become a staff governor.</li> <li>● Governance professional to look into the issue with login to the key for governors.</li> </ul>	
<b>4</b>	<b>HR recruitment/procedures update</b> The headteacher introduced the COO to the governors. The COO shared the slideshow discussing the recruitment process. <b>Safer recruitment</b> - The schools recruitment process helps to deter unsuitable	

	<p>candidates from applying for roles and vulnerable groups, and to identify and reject them if they do.</p> <p>Placing the advert includes a safeguarding statement, including DBS checks, online searches for shortlisting.</p> <p>A standard application form is always used, the school does not accept CV's.</p> <p>When an advert closes, the shortlisting process begins, always more than one person will shortlist, there is a standard shortlisting form used which has consistent scoring. The scores are against the criteria within the job description.</p> <p>Scan through the application form for any anomalies, any gaps in their work history which we may want to question. Shortlisting panel individuals are always safer recruitment trained.</p> <p>Invitation for interview comes next and they are sent a declaration form stating for criminal convictions, they need to bring this to interview, along with all other identification, right to work in the UK.</p> <p>There is also another reminder for online search conducted, established from KCSIE. How that is done is up to the organisation.</p> <p>A governor <b>asked</b> what judgement framework would support the online searches being done.</p> <p><b>Answer:</b>We follow the set questions followed by our HR safeguarding.</p> <p>All candidates are asked for social media handles, then we look through the standard social media platforms.</p> <p>The biggest question is what you do with the information found.</p> <p>The person involved in the online searches will not be on the interview panel, it will be written down and a discussion will be had with the headteacher before the interview if anything is highlighted as a concern.</p> <p>We then confirm the interview panel and that at least one is safer recruitment trained.</p> <p>We also obtain references prior to the interview. 2 references are obtained. They will be kept, not shown to the interview panel after the interviews.</p> <p>At the interview we have set questions asked, all panel members have copies of questions, scored by each interview panel member independently, added together to give an overall picture.</p> <p>On the day of interview the reception staff check their ID and make copies of all qualifications, right to work and ID.</p> <p>Any gaps identified on shortlisting would then be explored with the candidates along with any findings from the online searches.</p> <p>All references are signed off by the headteacher and follow up on references if clarification or context is needed.</p> <p>Candidates are contacted and verbally offered a conditional job, feedback to unsuccessful candidates with constructive feedback.</p> <p>COO will then give a written offer, subject to all vetting checks.</p> <p>Link is sent to the candidate to complete a db's application, then a HR file is set up for the candidate. Overseas checks will be done, alongside a pre-employment health check.</p> <p>Chase any further references, confirm a start date and arrange an induction.</p> <p>The IT and office staff are told about the new starter, then added to systems needed. Finally they will be set up on payroll.</p> <p>Onboarding will then continue, they are added to the SCR, and onto Arbor, an online training system, to review all boxes on the HR file checklist. Verify original DBS certificate and note date seen and by whom.</p> <p>An online form lists all induction policies, they are asked to confirm they have read and understood them, this is kept on file.</p> <p>A governor <b>asked</b> about the online searches, and what the school would do if a profile is locked down.</p> <p><b>Answer:</b> We cannot do anything.</p> <p>A governor <b>challenged</b> at which point you would explore any queries.</p>	
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	<p><b>Answer:</b> At interview.</p> <p>We have learnt over the years, parents and children will always search their teacher out of interest. How much content is open to these people, this would be a conversation in itself.</p> <p>Example of SCR shared with the governors.</p> <p>A governor <b>asked</b> about the current members of staff and if the file would be done for all employees.</p> <p><b>Answer:</b> We won't go back to the old ones, going forward this is what we will continue to do.</p> <p>A governor shared that parents may not understand the thoroughness that is gone through to keep their children safe.</p>	
5	<p><b>Headteachers report including safeguarding, health and safety, premises</b></p> <p>NOR: 525.</p> <p>PP: 31%.</p> <p>Criteria changes in the coming year, this will need looking at every term.</p> <p>SEN: SEN has grown with 54 EHCPs across the school.</p> <p>Attendance: Assistant headteacher is doing a great job with attendance. 95% currently, above the national figure.</p> <p>PA national is 21%, we are 12.9%, and continuing on a downward trend.</p> <p>A governor <b>asked</b> what the biggest impact was when tackling persistent absence?</p> <p><b>Answer:</b> Home visits have increased, persistence, picking children up where needed, additional meetings with EWO's if needed.</p> <p>Two days of absence without reason will lead to a home visit.</p> <p>The families we met with, we explained to them that the children could still attend school whilst unwell and if needed we could contact the parent and send them back home again.</p> <p>A governor <b>questioned</b> if the workload was manageable?</p> <p><b>Answer:</b> It is a lot, but it is manageable, it's a required investment, the attendance officer is paid specifically for that role.</p> <p>There have been 3 fixed term exclusions to date. 2 pupils have had 2 short term exclusions for violence towards an adult, potentially looking at PRU for one child, however, there is no room currently for the child.</p> <p>Another child's exclusion was due to an act of violence towards another child.</p> <p>A formal process happens, including a reintegration process back into school.</p> <p>There is currently 1 pupil on a reduced timetable.</p> <p>Staffing: 2 ECTs covering maternity leave, requiring supported structure and a mentor. 1 ARB teacher position to fill.</p> <p>Safeguarding training: Headteacher and Assistant Headteacher have completed their safer recruitment training, headteacher also completed level 3 safeguarding and outdoor first aid training.</p> <p>NVR training has been started across the entire school, there are 3 sessions in total to complete.</p> <p>Level 2 update for safeguarding tomorrow evening (21/03/23).</p> <p>There was one escalation for a safeguarding concern, multi agency involvement has already been happening, we believe the action is not good enough, therefore, we have demanded an escalation above this.</p> <p>The agency is legally bound to review it again.</p> <p>There have been 2 reportable accidents.</p> <p>The Health and Safety audit is coming up soon.</p> <p>Challenge Partners report discussed.</p> <p>A governor <b>shared</b> that it is a very complimentary report.</p> <p>A governor <b>questioned</b> what Challenge Partners do for the school.</p> <p><b>Answer:</b> It is an external review from other leading school leaders across the country. It covers teaching time in a lot of depth.</p> <p>It looks at particular subject areas, however, the school always has a choice in what is</p>	

	<p>shown and what isn't.</p> <p>It is ideal to show as much as possible to reassure us that we are doing things right, but it doesn't change our school priorities.</p> <p>EBI's included; how we use diversity in the curriculum, what would it look like within a Cornish school.</p> <p>A governor <b>asked</b> what we used to form the diversity plan?</p> <p><b>Answer:</b> An abstract idea of diversity. In Science, how do we talk about genders? In PSHE do we discuss Mums and Mums, Dads and Dads? It highlights gaps and holes and how we can improve them.</p> <p>It did highlight the need to be explicitly clear with your PSHE curriculum.</p> <p>With the recent Ofsted at St Issey school, we needed to demonstrate progression through the year groups.</p> <p>A governor <b>expressed</b> that it isn't always demonstrated by a progression map, its assemblies, trips, residential.</p> <p><b>Answer:</b> Agreed.</p> <p>The other area for EBI was adapting learning.</p> <p>A child was in the main lesson, one to one work, the TA confused the work and it was slightly too hard for the child.</p> <p>KS1 is on the SDP, the development is coming along.</p> <p>A governor <b>asked</b> about the additional music lessons, what is the provision like for the children that can't afford this?</p> <p><b>Answer:</b> Some who receive extra funding are offered music lessons, the school also has an in-house teacher that does 'rock band' with additional children.</p> <p>ARB also has a music instructor, funding through ECHP's and predominantly disadvantaged children.</p> <p>Music lessons and music therapy.</p> <p>SDP review: TLA priorities discussed.</p> <p>Nursery curriculum through the school, there is a well mapped journey.</p> <p>Science curriculum is running for one and a half terms, staff meeting time is devoted to planning, due to it being a new curriculum.</p> <p>Teaching of music already discussed. KS1 a focus to move forward with.</p> <p>PP strategy: Our intervention teacher is working with Years 5 and 6 in the run up to SATs. After Easter it will be Years 4 and 6 for times table checks and year 6 for SATs. Assessments for Easter are looking strong. Results will be out just after Easter.</p> <p>Oracy: Happy with Oracy and where it is. Looking at leadership to continue this next year.</p> <p>SEN Strategy costs will come to the next meeting, the costs will include staffing and environment changes.</p> <p>Behaviour and attitudes: Personal development and modern Britain, how do we specifically address how we are bringing the children up in modern Britain.</p> <p>Use of pupil voice - diversifying the use across the curriculum.</p> <p>The governance professional invited governors to come into school and do some pupil voice work.</p> <p>National qualifications are being done by WJ, MW, JH and GB.</p> <p>The headteacher continues to work with Rainbow MAT one day a week as a school improvement partner.</p> <p>A governor <b>asked</b> about staff wellbeing, with the current industrial action going on, is it having any impact?</p> <p><b>Answer:</b> No, it hasn't impacted staff wellbeing, it had every potential to, strike action is new to most teachers here, we took a proactive approach in meeting with the staff, keen to share our position in regards to the strike, expressing that the school would support the right to strike, and would not undermine the striking teachers.</p> <p>Also developed not having a problem with pay progression with the teachers, ensuring people progress when people are doing the right job.</p> <p>The sense at TLA is that teachers who have been working for 5 or 6 years have had pay progression every year.</p>	
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	<p>Most teachers would say they had felt respected by their colleagues. The support staff governor <b>expressed</b> that the general feel was of support for the teachers. A governor <b>asked</b> how, you, as the employer sustain the mental wellbeing of the teachers? <b>Answer:</b> An example would be Science planning time, rather than having them do it in their own time. Mental health leads will run workshops. Subject leaders know if there is something specific they will come to the SLT and it will be booked out of their time to support them. Menopause workshop was a huge success, supporting the support staff employees also. Retention and recruitment is crucial. Governors to see the new canopy area (Walk around).</p>	
6	<p><b>Policies: (For info)</b></p> <ul style="list-style-type: none"> <li>● VMAT Capability</li> <li>● VMAT Appraisal</li> </ul>	
7	<p><b>Monitoring for Spring Term - feedback</b> EYFS monitoring discussed. A governor <b>raised a question</b> regarding the EYFS playground project. <b>Answer:</b> There is some risk in terms of budget, however the money is in the schools reserves, there is plenty of reason to justify the spend, therefore the project will go ahead. Canopy designs were shown to governors. A governor <b>asked</b> if there was enough natural light? <b>Answer:</b> The entire roof is perspex, the question was raised if it would be too hot, due to it being north facing and open, the leaders could not foresee any issues arising. A governor <b>asked</b> when work would be completed? <b>Answer:</b> This summer potentially. A governor <b>asked</b> if doing the work during school time would stop the children from having access at break times? <b>Answer:</b> Yes, however, the children will use the old go kart area if needed. SEN monitoring discussed. Succession planning, Nicky Garge is lead Sendco, Rebecca Hallett and Daniel Mee are also Sendcos. With an increased 10% more agreed allocated places within the ARB in September, there will be an extra £50k in funding. The County is at crisis point in regards to specialist provision for additional needs. A governor <b>asked</b> if there was enough physical space for the additional pupils? <b>Answer:</b> 11 in each room, however, any more than that would not be recommended. There will also be a job review of support staff working in the ARB. Equal access to teachers, support staff and curriculum. The strategy is about understanding the children with complex needs not being taught in the corridors.</p>	
8	<p><b>Governance updates</b></p> <ul style="list-style-type: none"> <li>● Self evaluation for governance The governance professional asked the remaining governors to complete their self evaluations and return as soon as possible, this would allow enough time for the governance professional to collate the feedback for presenting at the next meeting.</li> <li>● Prospective new governor The Headteacher and Governance Professional have a meeting scheduled with the prospective governor next week, once this has happened they will be put in touch with the Chair with the hope to be co-opted at the next meeting.</li> </ul>	

<b>9</b>	<b>Summary of actions/ information required from trustees/correspondence</b> A governor <i>questioned</i> what the trustees would like to see from the governors in regards to monitoring visits, is there enough challenge, are there any areas for improvement.	
<b>10</b>	<b>Confidential matters</b> Nothing was to remain confidential.	
<b>11</b>	<b>Dates of future meetings</b> Monday 15th May - 5pm Monday 10th July - 5pm	

<b>Agenda point</b>	<b>Action</b>	<b>Person</b>
<b>5</b>	WJ to bring SEN Strategy costings to May meeting.	<b>WJ</b>
<b>5</b>	Governors to do pupil voice when doing monitoring visits.	<b>All gov's</b>
<b>5</b>	WJ to walk the governors around the canopy area.	<b>WJ</b>

Meeting closed by Chair at 7:19pm

Signed as an accurate record.....

Print name.....

Date.....

Please note that these are draft minutes until signed off by the Chair at the next meeting.