



An Daras Trust
Igniting Curiosity Growing Capabilities

Callington Primary School

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Co Head Teachers – Antony Fugill & Hannah Loss

Chair of Governors – Justine Collins, jcollins@andaras.org

28/3/26

MINUTES

Spring Term Meeting 2026

Local Governing Board: Callington Primary School

Thursday 26th March 2026 / 1pm at the School

1. Welcome (including Trust Identity brief recap) and Apologies

Present: Justine Collins (Chair), Antony Fugill (HT), Hannah Loss (HT), Emily Bland, Peter Salisbury (via Teams)

Apologies: Claire Mitchell

In Attendance : Ann Cullum (Local Governance Officer).

The Chair opened the meeting with a brief recap of the Trust Identity and asked the question “What do we do?” We dedicate ourselves to improving the potential capabilities of every member of the An Daras family. We treat everyone with dignity and respect through fully valuing their significance, valuing personal wisdom as an essential part of our Trust.

2. Declarations of Interest Relevant to this Agenda

EB will advise AC of an update to her pecuniary interests. There were no other declarations relevant to this meeting.

3. Governor News

Toni Martin (previous Local Governance Officer) has now left the Trust. Her replacement is Gemma Peacock.

A governor is required to take on Climate Change & Sustainability and A.I – *see item 18*. We desperately need more Co-opted Governors.

4. Confirm Minutes of LGB Autumn Meeting (26th November 2025) and Matters Arising (Chair)

The governors agreed to accept the minutes as a true and accurate record of the last meeting and the Chair signed a copy.

- Feedback on Governors’ attendance at school Christmas events to raise their profile with parents. EB and CM attended Christmas events. **HL is still trying to find new governors and will provide flyers at the Summer Fayre.**
- **Feedback on JC’s offer to visit the school one afternoon a week/month to be available for parents to speak to her (or another governor) if they wish (JC/AF). AF will arrange a date with JC after this meeting.** HL felt this would really fit well with the Parental Engagement. **HL will add this in the newsletter.** EB offered to be available if required - *carry forward*
- Monitoring Visits and Working Group – *to be discussed in item 17*
- Governor Training – *to be discussed in item 17.*

5. Management of Top 3 Risks

- 1) Number on roll/financial sustainability – this brings a risk of a negative Ofsted. The number on roll is 355. There will be two new starters after Easter. We have 67 leaving in July and 33 starting after September. We may have to look at combining classes.
- 2) Representational risk due to amalgamation of classes

3) Recruiting – at present we don't need to recruit.

Two danger points are numbers Attendance linked to behaviour and SEND. HL has met with NS and discussed Attendance. We are doing everything we can to show an improvement over last year which should satisfy Ofsted.

6. Confidential Matters

AF shared confidential staffing matters which are recorded separately in Confidential Minutes.

7. Head's Report

Mixed year curriculum behaviour problems and unhappy parents and support from teachers is improving – **has this stabilised?** Yes and no. In some children behaviour has improved but in others it hasn't. We have been working with teachers to try to improve the mixing. The behaviour in transition has definitely improved. There are 1.7% suspensions but behaviour is generally better. **Do the staff feel it is improving?** Staff feel that they have learnt from their experience this year but whilst there are still teaching problems if we keep the structure the same then staff will have confidence to be more open to the change. **Are the classes mixed by ability?** This depends. In Y1 and Y2 they are streamed for Literacy and Maths but this is a case of trial and error. Teachers are considering what is best for the children. **As far as Step Lab is concerned, what is happening with the staff who aren't meeting the required standard?** We need a licence per member of staff so we have increased the number of licences so that more staff can be triangulated and coached. We have found that staff have been struggling with new plans that have been brought in so we have simplified these. **How is this going?** We have achieved notable improvements in Writing and staff are picking up errors in grammar. **Is this reflected throughout the school?** Yes, there is more of a consistency in the children's books. We have adapted our curriculum to support the teachers. **How is the Literacy Tree going?** KS1 and Y5 are really strong with this. Y6 has shown some improvement but there are areas where they aren't fully meeting the curriculum. The priority is the SATs test (particularly Maths) then we will focus on Writing. Y3 and Y4 show weakness in adaptations. **Having had the changes structurally around the school are you confident that all staff will be familiar with this next year?** Yes, although the mixed classes have brought about anxiety amongst staff. Good teaching has the same principles whether it's Y1 or Y6 or a combination. We are confident moving forward which I feel has been aided and abetted by Ofsted focussing on foundation work which has changed people's mindsets.

In your report of Significant Risks Register you mentioned ARB. What do you plan to do about this and what do you anticipate the feedback? Socio emotional and Mental Health has been renamed Socio Emotional, and consultations with Cornwall County will fund this. AF will oversee this. We are at the very early stages of discussion. **What is the attitude of staff?** They would welcome it if these children were temporarily educated in specialised provision so they can quickly be integrated back into mainstream. There is nothing in the locality. If this were located at Callington it would happen at a different time to when other children were attending. Apparently some parents feel socio-emotional children shouldn't be in mainstream school. Any child with substantial dysregulation needs to be in mainstream and it's good for them to be influenced by the other children. The principal of the ARB would be for everyone to want to include these children and want them to succeed.

Is the PHSE fit for purpose? No, we use SCARF and we don't get what we need to manage our relationships correctly. It goes beyond race and there is a prevalence of misogyny. **Is this in the older age groups?** Yes, it can start at a low level like a child saying "You can't play football because you're a girl". We are only reporting a small percentage of race-related issues in the county. We don't teach healthy relationships. If we stick with our current curriculum we won't be helping the children. The curriculum hasn't changed for years. Natalie Parr (Cornwall Strategic Lead for Diversity and Inclusion) is being consulted regarding providing PHSE resources and teaching/teaching advice. The Head warned against Roadblox, (a fast-paced 'arcade' game) because even with age restrictions children can encounter disturbing or age-inappropriate material that can affect their emotional and

social development. It also exposes children to serious risks, including predators, inappropriate content, scams and addictions. Active parental supervision is therefore essential.

Why does the Chair do all the visits? The Head recognised and appreciated that the Chair takes on so much. AF said that the reports are relevant to all governors. We are a governing body and more governors need to spread the load. AF intended to get the other governors to share the load. We need more governors. Sarah Perkins from Samworth Brothers (local food production company, who own Ginsters Pasties) may be a useful link and PS will approach her with flyers. He will also contact Cornwall Resources Limited, the mining company based at Kelly Bray. **What is the impact of the lack of resources on pupil achievement?** We need more resources, but just having four iPads in each Y3 and Y4 class in the school has helped tremendously. PS advised that Samworth Brothers are upgrading their computers and could loan the replaced computers to Callington Primary School. AF thanked PS and advised that these must be checked by ICT4. The wifi system in the school is not strong enough to reach every classroom. The lack of IT is holding some of the children back. **What about other resources?** We don't have enough staff to run all the interventions that we'd like to.

Debbie Saunders and Neil Swait (the Trust's Directors of Learning) have access to the School Improvement Log which is a central record of who has visited the school and for what purpose. This will track any errors which will be RAG rated. This is a useful tool. **Can you share this with governors?** **Yes, we will share this with the governors.** Any problems with the 'CPS Way' seem to be generally with the same children. There is the behaviour side of it and Core 10. Teachers are well established with the Shred routines and Core 10, but not so much the purpose of 'CPS Way'. Core 10 is our expectation which is still in its infancy although we are seeing more consistency in its approach and all staff are becoming more aware of it so we are all adopting the same approach. As part of our Core10 we are teaching pupils to answer in full sentences. We try to maintain that consistent approach in all classes. **Does it make some children more anxious in case they get it wrong?** For most it is a constant reminder; it is the consistency of expectations. **Does this work across the school?** Not yet, but we are working towards this.

Why weren't governors involved in the discussions about the school's visions and values? It is brand new and this was just our initial discussion to create a blueprint we can build on. Our vision is to provide the best for every child, which we unpicked and the staff are working on teaching this through community, communication, curiosity, care. Communication is vital as everything we do at Callington is about Oracy. We are currently thinking about the four Cs and if this is driving everything we do. The Chair pointed out that governors should have been involved from the start. The Heads felt that they wanted a starting point before bringing in the governors. How are we getting our vision through in our curriculum? Fundamentally, is everyone following this vision? There have been a lot of changes at Callington Primary School but the Heads feel that all staff want the same for the school.

How is the quality of Learning and Improvement in children with additional needs going? Fundamentally we are still working on our adaptations which we base on where they are and not where we want them to be. Children are more aware of their targets. AF will develop language around the need with Natalie Parr. **Do you have a strategy for the children with additional needs?** AF has succeeded in getting two children places with WAVE (a provision model with a structured approach to providing educational support for SEND pupils, consisting of three stages, each designed to address different levels of support required by the children). We have bespoke provision in place for the other children but this is difficult to maintain. The ideas and planning for the provision is absolutely sound in meeting their needs but the reality is that it doesn't always work. We are waiting for EHCPs and we now have 20% SEND children. Some children are becoming more dysregulated and have been violent towards staff. What is best for the child is not always best for the teacher/adult. All the plans would work if we had the people and support. We need the ARB unit to be in place quickly. The difficulty is that some SEN children don't cope in the classroom. AF is in conversations with Jonathon Stocker (County Education Inclusion Advocate), who looks at the provision for children with SEND. **How receptive are County to you returning to them for more funds to expand?** County know that we are good with SEN provision. There are massive mitigations in all of this. We need to

know what is right for the child, particularly in Y6. AF hopes that the right system will be in place by the time the child reaches Y6.

Have you carried out your Safeguarding Lockdown Evacuation and Invacuation? Yes, it went really well and there was complete silence during Evacuation. We need more locks on the doors. **Do staff know the difference between Evacuation and Invacuation?** Yes, they do. We are currently using the Arber system which would flash up alerts on the computer screen, but Arber is being discontinued.

How inclusive are your school trips? They are fully inclusive unless there is a child who cannot attend on safety grounds. **How about sporting events?** Children with SEN partake in all sports. **Are we using Forest School?** Not at the moment as we need staff to be Fire Trained. We are still using Wild Tribe and taking the children to The Sustainability Centre. **Are enrichments and trips still happening?** Yes, but the cost is very prohibitive. **But we have mini buses!** We now have to book the minibuses through An Daras and pay to hire them. We recognise that we do trips and residentials very well, but again the cost is very high.

Are you happy with the statistics in Pupil Voice? No, there was a big drop in 'happy faces' particularly with SEN pupils. **Is there an explanation?** Yes, it's because some classes aren't getting what they need. **Are teachers planning their own lessons?** They used to but with the mixed classes teachers need to adapt more. One of our biggest problems with The Literacy Tree is adapting to the scheme. **Has the barrier been the children or adapting the scheme?** Both. We need to know the children in order to adapt the scheme.

Have you had any help with improving your attendance? The Attendance Improvement Officer visits and so does the Parental Engagement Officer, as well as the Trust School Improvement Officer. Various options are being considered and trialled. HL has another meeting with the AIO next week. We also use the RISE program (Regional Improvement for Standards and Excellence – where RISE advisers engage with eligible schools and their responsible body to agree an improvement plan, backed by resources, to reduce barriers to improvement. We also attend relevant workshops. We are constantly reminding parents that they need to let us know if the child won't be attending otherwise the absence will be logged as 'unauthorised attendance'. From an Ofsted point of view we need to know the complexities of our families and work with the key families showing our impact. There is definite improvement but it is an uphill battle. We have children on a part-time table and if they are attending in the afternoon they will be logged as 'absent'.

The data is from Christmas. **Please can you send this to governors after the data drop otherwise by the time it's raised at the LGB it is historical?** **Yes, we will send this to governors as soon as it is available.**

What are you doing environmentally to reduce the emotional load on dysregulated children? We have a Dysregulatory Room and they can also use other rooms in the school.

The governors were happy with the Heads' Report and the answers given to the challenges. They raised no further questions.

8. **Improvement Plan & Data Analysis**

This has been discussed in the Heads' Report.

9. **Review Vision/Ethos**

This has been discussed in the Heads' Report.

10. **Safeguarding**

JC's report has been read by all governors and there were no questions.

We will add Safeguarding updates in our newsletters.

Natasha Davey-Diop is the Safeguarding Lead for Cornwall.

11. SEND

JC's report has been read by all governors and there were no questions.
JC highlighted that there will be a small amount of additional funding available.
JC alerted governors to the Ofsted new White Paper.

12. PPG Review and this year's academic year plan

EB has visited the school and she will send her report to AC.

13. Attendance

This has been discussed in the Heads' Report.

14. EYFS statutory framework

This has been discussed in the Heads' Report.

15. Pre-School

Plans are underway to ensure that the children are "school ready". These are recorded separately in Confidential Minutes. **HL to report progress/feedback. - carry forward.**

16. Compliance

The H&S audit has been reviewed. Cyber Security has been checked. GDPR has also been checked and everything is in order.

17. Governor Monitoring and Training

Governor Training

JC – Fire Safety 26/11/25, Safeguarding 30/11/25, Safeguarding for Named Governor 30/11/25,
E-Safety 30/1/25, Safeguarding Legislation 18/1/26,
EB – KCSiE 13/1/26.

All governors confirmed that they have received and read the ADMAT Termly Safeguarding Update as part of their ongoing Safeguarding training – including last term's.

Skills Audits required from EB, PS.

Bios for website still required from AF, HL, CM, EB.

Governors to Email copies of any relevant training certificates to AC so that records can be updated.

Monitoring and Working Groups

- Literacy Visit (JC) – completed, report available to all governors
- PPG impact and provision for next year (HL/EB) – completed, **report awaited**
- **Improvement Plan Review (AF/HL) – carry forward**
- **EYFS (HL/PS) – carry forward**
- Safeguarding (JC) – completed – *see item 10*
- SEND (JC) – completed – *see item 11.*

Monitoring and Working Groups for next term

- **Improvement Plan Review (AF/HL)**
- **Next likely Improvement Plan priorities (AF/HL)**
- **PPG impact and provision for next year (EB)**
- **PE impact and provision for next year (CM)**
- **SEND (JC)**
- **Safeguarding (JC).**

New Monitoring Timetable pro forma

Update and feedback on the use of this new form to collate all the monitoring visits together in the same place before the LGB meetings. **All governors to send a summary of their visits to JC for inclusion.**

The Governors' Networking Meeting is planned for 11th May, 5-7pm at St Catherine's School in Launceston. The CEO will talk about the recent 'Ofsted Changes' and the new 'Government White Paper' for Schools. It is hoped all governors will attend.

Chair's Meeting with CEO

This was a positive meeting and the Chair's notes have been read by all governors.

18. Climate Change & Sustainability and A.I.

A governor is required to take on the role of Climate Change & Sustainability which will include A.I. for the time being. PS volunteered and all governors agreed.

The school has adopted the Trust's A.I. Policy.

19. Trust PR Strategy Guidance

Governors were requested to familiarise themselves with this document and bring ideas to the next meeting. This will be ongoing and will be discussed at the Working Groups.

20. Statutory Policies

The Accessibility Policy/Plan needs a few amendments – carry forward

The First Aid Policy needs a date change then it will be valid until Autumn 2027.

The Trust-based SEND and Safeguarding Policies will require governors to confirm they have read them at the next LGB meeting so that they can be published on the school website before September.

21. Any Other Business

None.

22. Date of Next Meeting

The date of the next meeting is Wednesday 1st July, 1pm at the School.

The meeting closed at 3.30pm.

Ann Cullum

Local Governance Officer

Distribution List:

Justine Collins	– Chair/Co-opted Governor	Jo Callow	– CEO
Antony Fugill	– Co-Head Teacher	Jon Sharpe	– Chair, Trust Board
Hannah Loss	– Co-Head Teacher		
Clare Mitchell	– Parent Governor		
Emily Bland	– Parent Governor		
Peter Salisbury	– Co-opted Governor		