

**Exminster Community Primary School
Minutes
Full Governing Body Meeting 01/2014-15**

Thursday 2 October 2014 at 19:00 at Exminster Community Primary School

In attendance			
Sue Wilkinson (SWi)	Governor (Par)	Paul Herring (PH)	Staff Visitor
Vanessa Pestrige (VP)	Governor (Com)	Dawn Fuller (DF)	Governor (Staff)
Glen Woodward (GW)	Governor (Com)	Alison Munslow (AM)	Staff Visitor
Jamie Benthall (JB)	Governor (Com)	Karen Sharpe (KS)	Governor (Par)
Simon Palmer (SP)	Governor (LEA)	Alwyn Reeves (AR)	Governor (LEA)
Becky Mason (BM)	Governor (Par)	Sarah Whalley (SW)	Headteacher
Kit Hardee (KH)	Governor (Staff)	Libby Ash (LA)	Governor (Par)
Ian Moore (IM)	Acting Deputy Headteacher	Helen Hibbins (HH)	Clerk
Absent with apology			
Ian Beer	Governor (Par)	Work Commitment	
Anthony Krys	Governor (LEA)	Illness	
Absent without apology			
Norman Bettinson	Governor (Com)		

Ref	Item	Action
1.	Welcome GW opened the meeting.	
1.1	Apologies for absence Apologies were accepted as listed above.	
2.	Elections	
2.1	Election of Chair of Governing Body LA was elected as Chair of the Governing body for a term of 1 year ending at the first FGB meeting of the 2015/16 academic year.	HH
2.2	Election of Vice Chair of Governing Body VP was elected as Vice Chair of the Governing body for a term of 1 year ending at the first FGB meeting of the 2015/16 academic year.	HH
3.	Declaration of Interests BM declared an interest in items associated with PE due to her employment with the Dartmoor School Sports Partnership.	
4.	Minutes and Actions from previous meeting	
4.1	Approve Minutes of previous meeting	
4.1.1	<u>Minutes of FGB 3/7/2014</u> Part I and II minutes of the FGB meeting on 3/7/2014 were approved without amendment and signed accordingly.	
4.2	Progress on Actions	
4.2.1	01/12/2011 8.2 All governors to advise the clerk of any training they have undertaken within the last 12 to 18 months plus any potential future training including any online training using GEL – Ongoing reminder to remain on Action List.	
4.2.2	20/09/12 8.4.1 All Governors to review handbook and suggest amendments to the Clerk – Ongoing reminder to remain on Action List.	
4.2.3	06/06/13 13.1 HH to continue to work out which policies are statutory from latest list. Update 09/01/14: HH to meet with AM on 22/1/14 to formulate a policy management strategy – Ongoing.	

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4.2.4	7/11/13 7.0 Internal repeat of the Governor Healthcheck process to take place in Summer 15. Update 2/10/14 SW to send HH paperwork from the last review for consideration during the spring term – Ongoing	SW/ HH
4.2.5	09/01/14 4.5.3 More Governor visit reports required when visiting for ANY reason – Ongoing reminder to remain on Action List.	
4.2.6	08/05/14 7.1.4 NB to research training available about funding reforms for Finance Governors. SW to ask David Carr for information – No update available – Ongoing.	
4.2.7	08/05/14 7.1.6 Safer Recruitment training for 2 Governors to be undertaken – Done.	
4.2.8	08/05/14 7.1.10 Governor representatives to attend staff meetings. A Governor should be identified to arrange a timetable for Governors to attend the appropriate meetings. 07/03/14 List of staff meetings to be circulated to Governors - Update 2/10/14 IM had uploaded a list onto Edmodo. Governors should use the reply function to indicate which meeting they could attend – Done	All
4.2.9	08/05/14 7.1.13 Governor social – BM offered to organise a suitable event. 07/03/14 To be done in Autumn Term - Ongoing	BM
4.2.10	08/05/14 7.1.17 Review how files are shared on Edmodo for easier retrieval – HH to liaise with IM/PH to find the easiest method – Ongoing	HH
4.2.11	08/05/14 16.1 AM to speak to Sandra about the Hall floor. Update 07/03/14 Quotes for replacement of floor to be obtained. Update 2/10/14 Quotes had been received in the region of £10,000. BM was looking into the possibility of obtaining a grant. Further quotations were to be sought - Ongoing	BM
4.2.12	03/07/14 6.2 FiSS and Personnel to discuss review of office staff roles – Ongoing	HH
4.2.13	03/07/14 6.3 Data to be discussed in depth at Autumn Curriculum meeting – Ongoing	HH
4.2.14	03/07/14 6.7.2 Anyone interested in painting the school during the Summer Holiday to speak to VP – Update 2/10/14 Work to be carried out on the Wednesday 29 October – Done	All
4.3	Matters arising from Minutes of previous meeting and not on Agenda. A question was raised relating to the Part II minutes about a child with SEN. SW confirmed that the child had now been placed at another school.	
5.	Housekeeping	
5.1	Register of Business Interest Forms The forms were circulated, checked and signed by all Governors present.	
5.2	Implementation of Governors Confidentiality Agreement The agreement that was initially discussed at the FGB on May 8 2014, and subsequently amended, was circulated to all Governors for signing.	
5.3	Policies	
5.3.1	<u>Signing sheets to say that Governors have read and understood Key Policies</u> The Child Protection (Safeguarding) policy and Confidentiality policy signing sheets were circulated.	
5.3.2	<u>Adoption of DCC Model Whistleblowing Policy</u> Questions were raised about the Governors Roles and Responsibilities section of the policy. The policy was available on the school website and staff awareness of the policy had been raised at a staff meeting. It was believed that this fulfilled the criteria of promotion of the policy.	SW/KS /HH

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	A list of prescribed contacts needed to be added to the policy. It was resolved to adopt the policy subject to the addition of the contacts.	
5.3.3	<u>Adoption of DCC Protocol for Deferring or Delaying entry in to Primary or Infant School Reception Classes.</u> SW outlined the need for the adoption of this protocol, and cited several recent examples, where parents had asked for arrangements other than those usually offered. It was resolved to adopt the policy.	HH
5.3.4	<u>ICT Acceptable Use Policy for Staff</u> It was noted that the reviewed policy had been discussed with staff at a staff meeting.	
5.4	Training	
5.4.1	BM and LA had attended a DSSP course regarding spending of Sports Premium money and outlined some of the possibilities. Discussion followed about the provision of clubs at school and the need to involve outside parties and parents in the running of clubs. It was noted that the school had achieved a Gold Kite Mark award for sports participation.	
5.4.2	LA had attended a course on SEND reforms. The information was largely the same as that provided by Claire Norman at the FGB meeting on July 3 2014, and the course provided a good networking opportunity.	
5.4.3	LA had attended a Headteacher Appraisal Course. SW's appraisal was scheduled for Friday 21 November and the course had suggested that (in the interests of Governor succession planning) it should be carried out by 3 Governors alongside the professional from outside. It was resolved that KS, GW and LA would carry out the Headteacher appraisal this year.	
5.5	Reconstitution	
5.5.1	<u>Outline of process</u> The Governing Bodies of all maintained schools need to be constituted in line with the 2012 constitution regulations by August 31 2015.	
5.5.2	<u>Options for reconstituted Governing Body</u> A minimum constitution of 2 elected parent governors, 1 LEA governor, 1 elected staff governor, the Headteacher and 2 co-opted governors was recommended, with as may additional co-opted Governors as required. It was noted that a skills audit had already taken place and the current Governing Body could move onto the new system with the same number of Governors, but distributed into different categories. Anyone moving from an existing category to become a Co-opted Governor would be require to start a new 4 year term of office.	
5.5.3	<u>Agree criteria for selection of LEA Governors</u> In the past, the Governing Body had nominated a potential LEA Governor to Babcock who held a panel to decide on the appointment. The situation under the new rules was reversed so that Babcock would nominate a person as an LEA Governor to the Governing Body who would decide on their appointment. The Governing Body needed to agree selection criteria for an LEA Governor and it was resolved to adopt the following: <i>A Local Education Authority Governor:</i> <ol style="list-style-type: none"> 1. <i>Is not an employee of the school</i> 2. <i>Is prepared to undertake a full DBS check if asked to do so</i> 3. <i>Has in interest in children, young people and education</i> 4. <i>Is supportive of the school's aims and objectives and will promote the interests of the school and its pupils within the community</i> 5. <i>Will co-operate with other governors in the interests of the school</i> 	

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	<p>6. <i>Understands that being a governor requires commitment of time for meetings, reading, sharing the workload and visiting the school in school hours and has the wellbeing of the school as a prime consideration</i></p> <p>7. <i>Understands that a Governing Body is a corporate body seeking to raise standards for children and young people in the school</i></p> <p>8. <i>Will not use the position to gain personal benefits</i></p> <p>9. <i>Will respect the need for confidentiality on certain items and abide by any code of practice that the Governing Body has agreed</i></p> <p>10. <i>Is willing to develop their role as a governor through attending training and development programmes</i></p> <p>11. <i>Will regularly attend meetings</i></p> <p>12. <i>Recognises that as part of a Governing Body they are publicly accountable for their actions and performance</i></p> <p>13. <i>Resides relatively near the school and is known to the school community</i></p>	
5.6	<p>Review of Governing Body Handbook 2014/15 The handbook was reviewed over the summer and was as up to date as possible. It was noted that it would now have to be revised in light of the new Chair and Vice Chair.</p>	HH
6.	<p><u>Headteacher's Report</u> See Appendix A for full report. In addition to the report, the following points were noted: Section 1.1 – There are 365 children on role as of census day. Section 1.3 – 1 child on a pastoral support plan with a threat of temporary exclusion. Section 1.4 - The tribunal did not go ahead as the matter was settled. Section 2.3 – The RAISEonline data was due and was likely to show that the value added in every area was in line with expected, which would be a dip from the last couple of years' results. BM, LA and SWi agreed to set a date to discuss data. Section 4 – The materials for the DIY SOS day on 29th October were being donated by the parent of a pupil.</p>	
7.	<p><u>Adoption of SDP format for 2014/15</u> SW explained the difference to the format of the plan for this academic year. There was less focus on EPIC. The four priority areas were outlined as detailed in section 6 of the Headteacher's Report in Appendix A.</p>	
8.	<p><u>Land at Townfield</u> Consideration had been given to the offer of the land from the Parish Council at the FiSS meeting in the Summer Term. The Parish Council had been asked to provide further information on the land in order to ascertain whether it would be possible to use the land for the purposes identified during a learning walk. Due to the nature of the covenants, including the possibility that the school would be required to contribute to any repairs to the road, taking on the daffodil bank and the difficulty of adequately securing the land, it was resolved to decline the Parish Council's offer.</p>	HH
9.	<p><u>20 Key Questions for a Governing Body</u> The document was passed around the room for Governors to indicate (using RAG) how they perceived the Governing Body performed for each question. The results would be collated for further discussion.</p>	
10.	<p><u>Discussion regarding the School Vision</u> The following points were noted during discussion:</p>	

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	<ul style="list-style-type: none"> • Did EPIC have any gaps? • Why had the SDP moved away from attaching objectives to EPIC? • Although the school had the EPIC vision, there was also a vision statement on the policies. Could the two be tied together more coherently? • The EPIC vision was really embedded in the children who understood it and responded well to it. • With the new curriculum coming in, the school was undergoing some major changes and perhaps it would not be prudent to change the vision at this time. <p>At the conclusion of the discussion it was resolved to remain with the EPIC vision and to try to turn it into a sentence (or two) which could be incorporated into the policy documents.</p>	
11.	<p><u>Safeguarding Update</u></p> <p>AR had recently attended a safeguarding review. The safeguarding audit was due for completion by the end of this term. Staff had undertaken safeguarding training on September 22. Steps were being taken to ensure that all external agencies using school premises had their own safeguarding policies. Fortnightly meetings of the safeguarding committee continued within school. CG was the senior designated safeguarding officer and SW was the deputy. Questions were raised as to whether having a senior designated officer that was not on the SLT was allowed, in the context of the safeguarding policy. SW confirmed that there was regular liaison and that it was not an issue. It was asked whether caseloads were still being passed back to school from other authorities. It was acknowledged that with the new SEND reforms and EHCP the lines had become blurred about where the role of school stopped. Discussion moved onto Thrive and the cost of the license; whether it would be affordable once DCC ceased their involvement. It was agreed to contact Thrive directly to ascertain the costs before a decision could be made as to how to proceed.</p>	SW
12.	<p><u>Collaboration</u></p> <p>See section 7.4 and 7.5 of the Headteacher's Report in Appendix A.</p>	
13.	<p><u>Any Other Business</u></p> <ul style="list-style-type: none"> • LA proposed a vote of thanks to GW for his work as chair of the Governing Body for the last 4 years. • It was suggested that after the FGB meeting on November 20, 2014, there should be a social in the pub. 	
14.	<u>Part II – Staffing Matters</u>	
14.1	Update from Pay and Performance Committee.	
14.2	Other matters	

The meeting closed at 21:15

Signed:....Libby Ash..... Date:.....27/11/2014.....

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Appendix A

Headteacher's Report to Governing Body – October 2014

1 SAFEGUARDING

1.1 Numbers

- 364 on roll as of Autumn 2014, census day 2 Oct where the number on roll will determine our AWPU
- Reception: 60 intake 2014, 2 leaving, waiting list will start to be contacted.
- So far we have had 6 in-year admissions in September 2014

1.2 SEN

One statemented child on our role has been offered a full time place in specialist school in order to meet his needs and started this placement from September 2014.

Significant changes in SEND have been taking place both at Exminster School and in wider education. At Exminster, Mrs Norman has taken up full responsibility for SEND within the school, after a short period working alongside Mrs Gilronan, and she is being supported by Ms Madge who has expanded her role of Inclusion Support Assistant. In the wider context, the new SEND Code of Practice has become statutory and we have lost the allocation of Statements and the use of the codes School Action and School Action+. We are now working on Education, Health and Care Plans (EHCP), DAF 2a 'My Plan's' and using the over-arching term SEN Support for all children who receive provision which is deemed *over and above* that which is available to all children (Wave 2 support). There is a three year transition period for existing statements and this year, Year 5 children will be transferring over to the new format of an EHCP.

To reflect the changes in the new Code we have introduced Class Provision Mapping in order to identify opportunities which each class can access over and above the Quality First Teaching. The Provision Maps are intended to track and monitor the effectiveness of the extra provision on offer, cost the interventions and identify value for money. Working alongside Provision Mapping are the newly introduced Intervention Outcome sheets. Any support staff who run an intervention have been asked to keep an ongoing record which includes information regarding attendance/non-delivery, progress towards the intended outcomes of the intervention (these have already been identified by the class teacher prior to the intervention running), important observations of the children's understanding and, connections and reflections the children make at the end of each intervention session.

Ms Madge's role of a 0.2 Inclusion Support Assistant is a valuable role within the school. The role is varied and requires a degree of flexibility. The main responsibilities of the role include managing personnel cover across the school – teaching and non-teaching, Level 1 support staff appraisals, supporting other LSA's to develop high quality in-class practise, DAF related admin to enable the SENCO to use time most appropriately and effectively, and the development of initiatives across the school which can be implemented by the pupils' themselves. (E.g. Solution Focused Problem Solving approach). Ms Madge also has the role of 0.7 Supernumerary Cover. This requires her to cover teaching and non-teaching absences, provide cover for teachers when they are undertaking the peer-peer development work, and cover Mr Herring and Mrs Nowell one afternoon a week for Student liaison time. Ms Madge's final 0.1 is supporting a visually impaired child in Year 2.

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At this time of change it is not only the practices within school which are being developed. We are currently in the process of introducing and re-writing policies. The SEND policy will be updated to reflect the requirements of the new Code, and we are developing a newly required Medical Conditions Policy. These policies are in their early stages, but will be finalised and in place by half term. Alongside the new Medical Conditions policy we are introducing new Medical Care Plans for all children within the school who have an identified health need. The new plans will give a clear and comprehensive overview of the medical needs throughout the school, and the necessary actions to be taken in case of an emergency. It is also necessary to update the schools' Accessibility Plan.

Currently within the school we have 130 children who are receiving a variety of Wave 2 support from teachers, LSA's and THRIVE practitioners. Of those 130 children, 52 children have significant identified needs and have been placed on the SEN register, with a view to needing to undertake the DAF process with them in the future. There are already 6 children within the school who are on the new Devon Assessment Framework pathway. 14 children across the school have Statements. We have been successful in obtaining additional funding for one of those children in order to ensure they receive full time 1:1 support.

As a school we are continuing our participation in the Devon Dyslexia Award programme, with the intention that we will achieve the accreditation in the Summer Term 2015.

1.3 Child Protection

- 1 temporary exclusion since the last report.
- 0 MASH referrals made since the summer term.
- 3 existing Child In Need plans.

1.4 General

There is a tribunal involving the school taking place in September. School have submitted a witness statement but are not being called.

One complaint is being dealt with by a panel of governors. Please ensure, if parents discuss an issue with you, that it will not compromise governors involved in a panel complaints procedure as these governors are to have no prior knowledge of the issue in order to remain objective.

2 ATTAINMENT AND PROGRESS

2.1 Phonics Screen

- Pass mark for the Year 1 phonics screen was 80%. 5 out of 9 retested Year 2 children passed the screen.

2.2 End of KS1 2014

Reading	2013 Actual	2014	Writing	2013 Actual	2014	Maths	2013 Actual	2014
Level 2+	92%	88%	Level 2+	88%	88%	Level 2+	97%	90%
Level 2b+	80%	88%	Level 2b+	72%	70%	Level 2b+	83%	83%
Level 3	35%	45%	Level 3	10%	23%	Level 3	27%	28%

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2.3 End of KS2 results 2014

Reading	2013 Actual	2014	Writing	2013 Actual	2014 Actual	Maths	2013 Actual	2014
Level 4+	89%	93%	Level 4+	95%	86%	Level 4+	95%	86%
Level 5+	55%	62%	Level 5+	29%	36%	Level 5+	47%	50%
			Level 6	0%	3%			
2 levels progress	89%	91%	2 levels progress	97%	96%	2 levels progress	94%	89%

3 FINANCE

3.1 Budget

Budget monitor to be discussed.

Additional payments/over estimates:

- One off payment made due to an underspend in addition to income so far for LCHI to all schools. We received £10,672.
- also received an additional £4000 in the High Needs Block.
- Over estimate of the 1% increase for teachers from Sep and LSAs from April 2014
- Planned money on teaching staff to take up the additional 0.3 in reception – could be more due to short term costs and person appointed pay grade
- Potentially more than needed in the Supply PPA line

Risk factors:

- LSA overspend – different from planned when budget due to needs of children changing. Continued risk due to LSA illness and cover needed
- 87% UIFSM funding in budget. Have approx. 65% currently on average. Could reclaim?
- CPD overspend potential as spent over half – on alert
- Some insurances unexpectedly risen
- Office costs over for third of the way through – this may be due to one off payments but on alert

Overview of budget consultation for 2015.2016:

- Lump sum increase for all primaries from 60k to 65k
- 6 million in addition for Devon primaries, 15 million for secondaries
- Majority decisions to be made about dedelegation monies from outcome of consultations: behaviour support, EMA support, Local Learning communities, licences, maternity
- New calculator for new methods of money allocation based on last years figures shows about 40k more BUT money reallocated to schools for THRIVE, speechlink, broadband (20k?)

Main Differences from FIPs submission:

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LSA overspend, teacher underspend,

4 Buildings

Lettings: the school hall is currently being let by a dance teacher for 3 evenings per week. June invoice is for £602, July will be £364 then it will be approximately £392 per month from September.

Roof progress: roof work was completed over the summer. 2 carpets had to be replaced due to flooding during the process. Suspended ceiling panels in the hall way will be replaced by Stormforce to complete the project. Due to the flooding, 2 classes had to be relocated for 7 school days whilst the carpet was replaced.

The Hub: defects are coming up on a weekly basis and being reported to contracts manager at Interserve. They are following up all defects.

The boiler room corridor: the 12 month defect list has been completed.

Resources/Intervention Room: Rainbow corner has been developed in Room 11 as a dedicated space for THRIVE. The room will be used for storage and intervention. It is one of the priority areas to paint.

Library: this has been developed into a cosy library dedicated space. We are still in the process of logging on the last lot of books but is being used before school for KS1 breakfast club story 8.40-8.55, lunches for reading clubs, lesson time for changing books and for intervention groups.

Staffroom: new carpet and paint, rearranging of furniture

Management room: to be developed further but now a music room.

Outdoor storage: new shed has been purchased and 2 sheds that were on the playground have been relocated

DIY SOS: Wednesday 29th October, Lloyds bank are providing some labour to paint areas of the school and £70 worth of resources. Any governors able and willing to help on this day, please contact TR.

5 Grants

Awards for all: Rec/Year 1 area is up and running and being enjoyed by the children. We are awaiting for 2 benches to arrive and then the area is complete.

Sport England: we are in Wave 5 of development, meaning that the area will be installed in June 2015 time.

Donation of £500 to family Fund by Steve Godbeer, donation of £1500 for scooters and new house for the new Rec/Year 1 outdoor area.

Donation by John Lewis of Christmas decorations

Future grants:

- Snapdragon (January) for Literacy and books

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6 School Development Plan (SDP) 2014/2015

Overview of format to the plan this year

4 priority areas:

1. Teaching and Learning: How can we achieve outstanding teaching and learning to ensure children make rapid progress through consistently high expectations?
2. Behaviour and Management: How can all pupils develop greater ownership of learning and understanding of learning behaviours so that it has a strong impact on their progress across the curriculum?
3. Leadership and Management: How can we ensure all leaders focus relentlessly on improving teaching and learning?
4. Achievement: How can we ensure that progress for children is in the top 25% of schools nationally and all children have made rapid and sustained progress? Progress of disadvantaged children.

Need to go through this in detail at Curriculum meeting

7 Teaching and Learning/Curriculum

7.1 Artsmark

Validator came to visit on 23.9.14. Spent time talking to SW and BS, tour of the school, talking to children. She will be submitting her report to Trinity College and recommending that we are awarded with Artsmark. Sarah Stapleton and Bev Sydenham collected and submitted the application.

7.2 Family SEAL

This is taking place this term for the current Y1. An introductory workshop and further Family sessions are ongoing, with 6 in total. This year it is being run by Claire Godbeer and supported by Lindsay Edwards. There were 26 families for the introductory sessions. If children's parents are unable to make the sessions, they mirror the activities back in the classroom with adults in the year group. Over 30 families have signed up for some and all of the sessions. We are considering running this in separate classes for the new reception parents.

7.3 New Curriculum and Assessment

Staff in Y1, 3, 4 and 5 are now planning from the new curriculum. Y2 and 6 will remain with the old curriculum and old assessment systems for this year. EYFS no change for this year.

We are working with the DLP to develop assessment systems that will be ongoing evidence based and be able to be monitored across the DLP. This will be using a Year 1 emerging, Year 1 developing, Year 1 secure language. There are many aspects to iron out and will be a trial this term whilst we are agreeing on what a Year 1 secure would look like. Part way through the term we will be informing parents about the new systems but need more time to establish this ourselves. Curriculum and Assessment needs to be an agenda item on the curriculum subcommittee meeting.

7.4 Somerset Literacy Network (SLN)

As a DLP, we buy into the SLN run by an ex-advisor from Somerset. This costs £300 per year, £100 being subsidised by the DLP last year. It is incredible value for money with the termly hub meetings with a 2 hour focus eg. New curriculum and a 1 hour updates focus. As a hub we can also access half day training for £30 per teacher, tailoring the training to

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meet the needs of our hub. We have access to a huge amount of materials and resources through our log in to the SLN site and is a very supportive tool to our new literacy team.

7.5 Involvement in Literacy and Maths projects to focus on disadvantaged children

Literacy:

Outline of the project:

Schools within a cluster will identify a common area for focus based on needs within the cluster. We are recommending that the focus is drawn from one of these areas. This will be a decision driven by data analysis. Whichever area is selected, the overriding emphasis in the work will be about narrowing the gap.

- Phonics/spelling
- Phonics/reading
- Talk for Writing
- Grammar and punctuation
- Reading comprehension

The focus for each cluster will need to be agreed at the initial meeting (see details below).

All participating schools will receive:

- Six half days of literacy adviser support for the cluster
- One half day visit to each school by the adviser
- Each cluster will receive up to 3 days of literacy intervention training free of charge for teaching assistants. The range of interventions available are listed below, and the cluster will need to agree which programme to target at the initial meeting:
 - FFT wave 3
 - Inference training
 - Boosting Reading @ Primary
 - Project X Code
 - Talking partners @ Primary

All participating schools will need to:

- Identify 2 teachers one from each key stage, and be prepared to release them together for 7 half days over the Autumn and Spring terms. Six of these half days will be cluster meetings with the adviser and teachers from the other schools. A further half day will be offered from the adviser, to visit each school individually. It would be useful if the teachers are released for this half day.
- Be able to offer a space in school that can be used for at least one of the cluster meetings.
- Identify a target group of pupils who are either Pupil premium, Children in Care or vulnerable learners, within each participating teachers class
- Plan to disseminate the learning from the project more widely across the school.

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7.6 PE Autumn term 2014

Partnership: KH and SW evaluated and compared the providers on offer to support with implementing the PE curriculum and ensuring 3 aspects covered:

- Understanding of healthy lifestyles
- Increased participation
- High quality teaching and learning

It was clear that the Dartmoor Sports Partnership was the package that supported these aspects and had the most impact on participation and raising the quality of teaching and learning so we have bought into this for another year. KH has attended the partnership meeting, introduced the programme of events for this year to staff, signing staff up to development opportunities. SW is to attend a half day HT training and we have already started accessing the enhanced package. Tilley Vanstone will be accessing support as an NQT and other teachers have been highlighted to receive the enhanced teaching and learning package in future terms.

7.7 Geography award

We are very pleased to have been awarded the **Geographical Association's Primary Geography Quality Mark (PGQM) Silver Award** to commend our Geography curriculum and focus throughout the school. Silver award schools 'lead effective whole school approaches that support excellence in geography'. At Silver level the award is in recognition of the implementation of whole school approaches that support excellence in geography. Well done to Kate Nowell who leads Geography in our school and has led initiatives across the school to secure this award.

7.8 Support/Outreach

Jennie Earlem visits this year: HT support visit 12.9.14, HT appraisal 21.11.14, Half day SIP data focus 21.11.14, all day 4.2.14 focus to be decided.

DLP NQT course: first session has taken place, 11 NQTs across the DLP.