

**Exminster Community Primary School**  
**Minutes of the Full Governing Body Meeting 02/2015/16**  
**Thursday 10 December 2015 at 19:00 at Exminster Community Primary School**

<b>Attendees</b>					
	<b>Initial</b>	<b>Position</b>		<b>Initial</b>	<b>Position</b>
Sarah Whalley	SW	Governor (Headteacher)	Paul Herring	PH	Assistant Headteacher
Libby Ash	LA	Governor (Co-opt)	Helen Hibbins	HH	Clerk
Becky Mason	BM	Governor (Co-opt)	Alwyn Reeves	AR	Governor (Co-opt)
Ian Moore	IM	Deputy Headteacher	Tony Fripp	TF	Governor (Co-opt)
John Collins	JC	Potential Governor	Karen Sharpe	KS	Governor (Parent)
Dawn Fuller	DF	Governor (Staff)	Gordon Peacock	GP	Governor (Co-opt)
<b>Absences</b>					
<b>Apology</b>	<b>Initial</b>	<b>Reason</b>	<b>Apology</b>	<b>Initial</b>	<b>Reason</b>
Richard Vain (Co-Opt)	RV	Work Commitment	Sue Wilkinson (Co-Opt)	SWi	Family Commitment
Hamish Cherrett	HC	Family Commitment	Janet Paramore	JP	Personal Commitment
Simon Palmer (Co-Opt)	SP	Held up in traffic on route to meeting	Paul Frazer	PF	Held up in traffic on route to meeting

### Summary of Meeting

**Decisions**

To co-opt Janet Paramore, Hamish Cherrett and John Collins onto the Governing Body  
 To increase the membership of the Pay and Performance Committee to 5.  
 To co-opt BM and AR onto the Pay and Performance Committee.  
 To adopt the SEND Policy.  
 To end the catering contract with ISS and provide school meals in house from April 2016.

Item	Action
<b>Procedural Items</b>	
<b>1. Welcome</b> LA opened the meeting. <b>1.1 Apologies for Absence</b> It was resolved accept the apologies as listed above. LA emphasised the importance of attending meetings, noting that the dates were set well in advance.	
<b>2. Declaration of Interests</b> BM declared an interest in any items associated with PE, due to her employment with the Dartmoor School Sports Partnership.	
<b>3. Minutes and Actions from Previous Meeting</b> <b>3.1 Approve Minutes of Previous meeting</b> It was resolved to approve both part I and part II minutes of the FGB meeting on 22 October 2015.	

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<b>3.2 Progress on Actions</b>	
3.2.1 26/03/15 5 All Governors to book onto a training course either related to their lead role, or the Governors' refresher course – Update 10/12/15 see item 7 - <b>ongoing</b>	
3.2.2 26/03/15 7 KS, BM and AR Governors to set up and use their new @exminsterschool.co.uk email accounts - <b>done</b>	
3.2.3 26/03/15 11.1 SWi to research which schools with a similar profile had recently achieved an outstanding Ofsted grading - <b>done</b>	
3.2.4 21/05/15 8 SLT to draw up a list of criteria for collaboration to be brought to the next FGB meeting - <b>ongoing</b>	SLT
3.2.5 21/05/15 9.6 AR and SWi to undertake Governor Visits regarding British Values – Update 10/12/2015 to be completed in early January - <b>ongoing</b>	SWi/ AR
3.2.6 09/07/15 3.2.1 Governance Healthcheck to be arranged for Autumn Term. Update 22/10/15 deferred until second half of Spring Term – Update 10/12/15 booked for 14 March 2015 - <b>done</b>	
3.2.7 09/07/15 8.4 Unauthorised absence to be reported separately from authorised absences – Update 10/12/2015 will be reported in this way on the next HT report to the FGB in February - <b>ongoing</b>	SW
3.2.8 09/07/15 8.6 Governance sections of OFSTED reports to be on agenda for discussion – Update 10/12/2015 evidence for Ofsted being discussed in item 13 - <b>ongoing</b>	
3.2.9 09/07/15 8.7 Staff to wear name-badges (safeguarding issue) – Update 10/12/2015 new photographic ID badges for staff were due to arrive next week - <b>done</b>	
3.2.10 22/10/15 6.1 IM to update Governor Visit Form to take into account new SDP - <b>done</b>	
<b>Governing Body</b>	
<b>4. Housekeeping</b>	
<b>4.1 To consider Co-option of the following to the Governing Body:</b>	
4.1.1 Janet Paramore – resolved to co-opt	
4.1.2 Hamish Cherrett – resolved to co-opt	
4.1.3 John Collins – resolved to co-opt	
(All three candidates had had the opportunity to outline why they wished to join the Governing Body at the FGB meeting on 22 October which they had attended as visitors.)	
<b>4.2 Update on Parent Governor Vacancy</b>	
Paul Frazer had been appointed as a Parent Governor. It had not been necessary to hold an election as there had only been one candidate.	HH
<b>5. <u>Amendment of Terms of Reference for Pay and Performance Committee to increase membership to 5 Governors</u></b>	
It was explained that in order to ensure that the Pay and Performance Committee were quorate, it would be advantageous to increase the membership from 3 to 5.	HH
Resolved.	
<b>5.1 Appointment of 2 Governors to Pay and Performance Committee</b>	
It was resolved to appoint AR and BM to the Pay and Performance Committee.	
<b>6. <u>Feedback on recent training undertaken</u></b>	
Governors gave verbal updates on the training they had undertaken.	
<b>6.1 Monitoring Performance Data and Targets – GEL (TF)</b>	
<b>6.2 Exclusions – GEL (TF)</b>	
TF had taken several Governors E-Learning (GEL) courses and recommended them for being easily accessible, relatively short and giving a good overview of a topic.	

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<p>6.3 <b>Advanced Finance for Schools (TF)</b>  TF had attended the course without a finance background and had found it accessible without having attended the introductory course. It was noted that the Lead Governor role for Finance would, hopefully, be taken over by a financial professional in the near future following the induction of the new Governors.</p>	
<p>6.4 <b>Headteacher's Appraisal (GP and KS)</b>  GP and KS had found the course informative. The process for Headteacher appraisal had been explained and had recently been put in to practice in school.</p>	
<p>6.5 <b>Heads/Chairs/Clerks (SW, LA, HH)</b>  A list of actions from the course had been circulated.  Two actions required immediate attention: The Governing body needed to ensure that it was prepared for an Ofsted inspection (see item 13) and Lead Governors and those allocated to an area of the School Development Plan (SDP) needed to gather evidence in order to ensure that they were confident that elements of the SDP were being implemented (see item 10).  SW explained that a School Improvement Champion would be appointed from the Governing body to oversee the monitoring of the SDP. GP had agreed to take on the role and SW outlined the reporting process.  <i>LA said that in order for the monitoring to be successful, Governors needed to carry out focussed work between meetings, so that feedback could be discussed at the next meeting. If Governors were unable to attend, there was an expectation that a report would be sent.</i></p>	
<p>6.6 <b>Safer Recruitment for Governors (GP)</b>  GP had provided feedback from the course to SW and had received assurance that the processes outlined were in place in school.  A course document suggesting possible interview questions would be considered to future use. The information from the course would be uploaded to the Governors Google Drive.  <i>AR asked how many Governors should have the safer recruitment training qualification. GP said that there needed to be one member of an interviewing panel with the qualification. SW noted that there were several staff holding the qualification and asked for copies of certificates for any Governors holding the qualification.</i></p>	HH
<p>7. <b><u>Future Training requirements</u></b>  Tables of the GEL courses and Babcock Governor Courses were circulated to facilitate discussion about training priorities.  It was suggested that Governors undertook the following training:</p>	

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	Governors who were not present at the meeting would need to arrange a suitable date and venue for the Babcock training courses with the Clerk.	All																																														
<b>Strategic Items</b>																																																
<b>8.</b>	<b><u>Policies and Procedures</u></b>																																															
8.1	<b>To consider adoption of the recently reviewed SEND Policy</b> AR had reviewed the policy and recommended that it was adopted. Resolved.																																															
<b>9.</b>	<b><u>To consider a recommendation from the Resources Committee via the School Meals Working Party regarding the provision of meals in-house</u></b> At the Resources Committee meeting on 23 November, a paper had been presented with three options for the provision of school meals. Financially, the most favourable option was for the school to provide meals in-house. All conceivable risks associated with this option had been considered. <i>AR asked how the risks could be minimised.</i> SW explained that the biggest risk was staff absence. To address this, additional staff could be trained to work in the kitchen and suitable insurance cover would be put in place in case agency staff needed to be bought in. It was resolved to accept the proposal to end the catering contract with ISS and provide meals in house from April 2016.	SW																																														
<b>Monitoring and Accountability</b>																																																
<b>10.</b>	<b><u>Evidence of Implementation of the School Development Plan (SDP)</u></b>																																															

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10.1	SW presented the HT report that had been circulated prior to the meeting. The following items were highlighted: <b>Staffing</b>	
	Refer to Part II minutes	
10.2	<b>School Structures</b>	
	Refer to part II minutes	
10.3	<b>Achievement Teams (linked to SDP priority 1)</b>	
	Several Achievement Teams had been successfully implemented throughout school. <b>Governor evidence required: It was suggested that LA or TF investigated the impact of the teams by talking to staff to feed back to the FGB on 11 February.</b>	LA/TF
10.4	<b>Vision, Values and Learning Behaviours (linked to SDP priorities 1 and 3)</b>	
	Following a comment from Edison Learning that the school's vision and values were not apparent when entering or walking around the school, the EPIC vision, rainbow rules and learning behaviours had been combined into the Rainbow Values which would be displayed around the school and referred to regularly in children's learning. <b>Governor evidence required: It was suggested that HC and AR completed a Governor visit in the form of a learning walk to feed back to the FGB on 11 February.</b>	HC/AR
10.5	<b>Venn Diagram (linked to SDP priority 2)</b>	
	SW explained that the Venn Diagram was being used as an assessment tool, to highlight children that were not on track in reading, writing and maths. <b>Governor evidence required: It was suggested that BM and SWi carried out an assessment lead interview and talked to staff regarding the impact of the implementation of the Venn Diagram method of assessment and reported back to the FGB on 11 February about assessment (as a whole)</b>	BM/ SWi
10.6	<b>School Action Research Groups (linked to SDP priority 1)</b>	
	The groups, for staff development, would be starting in January. At the conclusion of the research, Governors would be invited to a presentation summarising the outcomes and impact of the project.	
10.7	<b>Narrowing the Gap (linked to SDP priority 4)</b>	
	Performance indicators were in the process of being received and collated. <b>Governor evidence required: A report on the progress of boys v girls and pupil premium to be fed back to a data team meeting by KS and GP.</b>	KS/GP
10.8	<b>EYFS (linked to priority 5 SDP)</b>	
	An external adviser had been working with reception staff in order to develop the teaching of maths in the Foundation Stage. <b>Governor evidence required: A class visit, discussion with staff and inspection of learning journeys to be carried out by DF and JP linked to report back on the impact of the development of maths teaching to the FGB meeting on 11 February.</b>	DF/JP
10.9	<b>Standards for current year 6</b>	
	LA had asked about the standards for the current year 6. SW had produced a data report that was circulated during the meeting. It was suggested that this was considered in more detail at a future Teaching and Learning Committee meeting. IM explained the difficulty that teachers were having with assessment under the new curriculum without levels.	HH
11.	<b><u>Resources Committee Update</u></b>	
	There were no questions from Governors on the draft minutes of the Resources Committee meeting on 23 November.	
12.	<b><u>Teaching and Learning Committee Update</u></b>	



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<b>Appendix 1: Ofsted Grade descriptor</b>	<b>Governor</b>
Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	Tony
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Gordon
The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	Sue
Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	Janet, John, Richard, Becky
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Dawn
Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	Richard/Karen
Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	Simon/Paul
The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	Becky
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	Sue/Alwyn
Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	Richard/Karen
Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they pupils who are at risk or who are the subject of a multi-agency plan.report their concerns. Leaders and staff work effectively with external partners to support	Alwyn/Hamish

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Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and debate. encourage

Simon/Paul

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**Appendix 2**

**Questions For Governors Autumn 2014 (Taken from  
[www.clerktogovernors.co.uk/what-might-an-inspector-ask-governors/](http://www.clerktogovernors.co.uk/what-might-an-inspector-ask-governors/))**

**ATTENDANCE**

What is the difference in the attendance rates of the different groups of your students?  
What have you done to improve your attendance figures? Has it worked?  
How is challenging behaviour dealt with?  
What is your exclusion policy?

**BEHAVIOUR AND SAFETY**

What is behaviour like at your school? How do you know?  
What underpins your behaviour policy?  
Do your students feel safe while at school? How do you know?  
How do your attendance figures compare with those nationally?  
How many exclusions have you had in the last three years?  
Is your Central Register up to date? How do you know?  
What do your parents think of your behaviour policy? How do you know?  
Is there bullying at school?  
How is bullying dealt with?  
Are there safeguarding procedures in place? What are they?  
How many people have completed safer recruitment training?  
Is the Single Central Record in place and is it checked regularly by governors?  
Are child protection procedures in place?  
Are health and safety procedures in place? How are they monitored?  
What can you tell me about Safeguarding? Who is responsible in school? Who is contacted and when should an issue arise?  
Who on the Governing body has responsibility for safer recruitment and how is that covered in interviews?  
A specific safeguarding issue that had arisen at school; who knew, who dealt with it, outcome?  
How do you manage bullying?

**QUALITY OF TEACHING**

Is quality of teaching same throughout the school? How do you know?  
How are you raising the quality of teaching?  
How do you monitor quality of teaching?  
Where is the best teaching? How do you know?  
What do you know about CPD of your staff? What is the impact of CPD? How do you know?  
How do you ensure that students in every group (SEN, FSM etc) are able to make progress?  
How do you deal with underperformance in teaching?  
How does performance management improve quality of teaching? How do you know?  
What percentage of your lessons are outstanding, good, require improvement or inadequate?  
How do you know?  
Are there any concerns or issues with teaching?  
Governor visits to check learning, how do you check progress?  
What can you tell me about the curriculum of the school?

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**ACHIEVEMENT**

How good is the progress of your SEN students as compared to others? How do you know?  
How good is the progress of your students on FSM? How do you know?  
How good is the progress of your students as compared to those nationally?  
Which groups of your students are making the least progress? How are you addressing this?  
What is the impact of your interventions? How do you know?  
What are your three year trends in terms of progress and attainment? How do you know?  
What are your areas of weakness? What are you doing to improve these? What has been the impact of your interventions?  
What is the gap in attainment between your students on FSM and those not on FSM? How are you reducing this gap? How do you know you are reducing the gap?  
What do you know about the Data dashboard?  
What do you know about RAISEonline?  
How much Pupil Premium does the school receive? How do you spend your Pupil Premium? How do governors track how pupil premium is allocated and the impact that is having on standards? How do you know?  
Do you think the Pupil Premium funding reaches the most disadvantaged children?  
Who is eligible for the Pupil Premium now (i.e. what types of groups)?  
Can you tell me where your key gaps are with Pupil Premium?  
How is Sports Funding put to use and does it benefit the pupils?  
How do you use your upper pay scale staff to drive up standards?  
How do Governors ensure evidence of achievement presented at meetings is checked and validated?  
The quality of Headteacher reports, which links to the above question.  
Specific questions regarding tables in RaiseOnline – he referred us to the relevant pages and asked us what the info was telling us and about the trends over the years.  
School visits and how you evaluate the information you are given by the school – ie: checking for yourselves and not just taking it at face value.  
Tell me about how the pupils are progressing.  
How we monitor progress by all groups particularly SEN/ESL groups.  
Language support for non-English speakers.

**GENERAL**

How is the school doing? How do you know?  
How would you rate the school?  
What do parents and the community think of your school? How do you know?  
What are the strengths of the school?  
What are the weaknesses?  
What are your weakest areas in school? And what are you doing to see that improvements are being made?  
What is the state of the budget?  
What are the strengths of you as a GB? What training do you receive within your role?  
How are the school's finances managed?  
How do governors ensure pupils are tolerant of others, including other ethnicities and faiths?  
How do you consider tolerance and diversity?

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How well do you feel that your pupils are prepared for moving to/studying in less diverse/tolerant areas of the country?

What do you feel the ethos of the school is?

British values

Diversity

What roles and responsibilities do governors have?

Can you give any examples of the impact that the Governing Body has had?

#### LEADERSHIP AND MANAGEMENT

What is leadership like at your school?

How do you set objectives for your Head?

SMART objectives and developing better objectives in relation to the performance of staff.

How rigorous is performance management of the staff, including the Head?

How are Performance Reviews carried out at the school and what role do Governors play in this?

What are the key areas of development in your SDP?

How do you monitor and carry out self evaluation?

What is the contribution of governors to the SDP?

How does the school make decisions on salary progression?

How do you know your safeguarding procedures are adequate?

Who on the governing body has the safeguarding role? When were they last trained? Do you know when the headteacher was last trained?

What are the strengths and weaknesses of the leadership team?

How does the GB engage with stakeholders? What has been the impact?

What is your vision for the school? How will you achieve it?

How do governors find out about the quality of teaching?

Are your UPS teachers the best? How do you know?

How many of your students are eligible for pupil premium?

How much pupil premium money did you receive this year ? How much did you receive last year?

What is the impact of the pupil premium spend?

How much money do you receive in catch up funding? How is this spent and what is the impact of this?

How do you know that policies are put into practice and are effective?

How do you evaluate your performance as governors?

Can you give an example of a time when you have had to challenge the head?

How effectively do governors perform the full range of their statutory duties?

What do you know about the CPD of the senior staff?

What are the main foci of your SEF? And how is that monitored?

Is the SEF discussed at every FGB meeting contribute to SEF?

How are the governing body challenging/ supporting the School?

Are you canvassing the views of parents? How are you doing this and are you giving feedback?

How are you involved in performance management?

How do you know you can trust headteacher's observation grades?

Attendance at Gov meetings, and how we dealt with Gov non attendance.

Training Governors have attended

Sharing good practice across governing bodies

How do we monitor pay increments and for HT?

Do parents know who you are?

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The next set of questions that Ofsted asked are these, from Wandsworth's [Ofsted Awareness Sheet for Governors](#) (March 2013)

**Inspection history**

1. What were the key findings of the last Ofsted report? What were the strengths?
2. Which were the areas identified for further development?
3. What progress has been made against these?
4. How has the school changed since the last inspection – eg expansion, demographic changes, staff changes, new projects? Have the changes had any impact on pupil attainment, attendance, safety etc, and if so, how has this been addressed?

**Attainment and Progress**

1. Are you familiar with the school's tracking and monitoring systems for improving **attainment** and **progress**?
2. What do you know about the strengths and areas for development and how they are being addressed?
3. How is the school 'narrowing the gap' for any underperforming groups? Who are the vulnerable pupils (Free school meals, children looked after, SEN, EAL etc) and how have they performed relative to their peers?
4. Are you familiar with the headline data for Key Stage 1 and 2 on RAISEonline and OFSTED Dashboard?
5. Broadly speaking, are you familiar with the trends in **attainment** over the last 3 years? (in Early Years, in Key Stage 1 and in Key Stage 2)  
How does this compare with national data?
6. What does the **pupil progress** data tell you about the progress of pupils in the school at the end of Key Stage 1 and 2?
7. What percentage of pupils performed in line with expectations (2 level gains at the end of KS2) and what percentage exceeded expectations?
8. How does this compare with national averages?

**Teaching and Learning**

– quality of teaching

– attitudes to learning

1. How are you updated on the teaching of specific subjects in school?

– Core subjects?

– Foundation subjects?

2. Under the guidance of the headteacher and SLT,

- Do you visit the school to observe teaching?
- Do you participate in learning walks?

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- Do you jointly look at other evidence such as work in pupils' books to note progression, and how marking is used to further develop pupils' understanding of their learning?
  - Do you talk to pupils about their learning?
3. Are you aware of the ways in which the quality of teaching is monitored across the school?
4. Do you know how good practice is shared within the school?

**Attitudes to learning**

1. Do pupils enjoy learning?
2. Can they talk knowledgeably about what they need to do next to improve?
3. Are they articulate and confident about their learning?
4. Do pupils have high aspirations?
5. How does the school celebrate pupils' in a variety of variety of different ways beyond academic achievement?

**Pupil premium funding**

1. Are you aware of how much funding the school receives as part of the pupil premium grant?
2. How is this funding spent and how is that spending evaluated?
3. How does the progress of 'pupil premium' pupils compare with pupils nationally?

**Behaviour and Safety** including attendance

1. Are pupils well behaved and polite?
2. Do you know how any poor behaviour is addressed? Are you familiar with the Behaviour policy?
3. Do you know about the measures the school has in place to improve attendance and punctuality?
4. Are learners taught in a healthy and safe environment?
5. Do you know the designated governor and staff member for safeguarding? How do they report back to the governing body?
6. Are you aware of any safeguarding concerns?

**Relationships with the wider community**

1. What do parents think about the school?
2. In what ways does the school promote community relations?
3. In what ways does it support the community and the community support it?
4. What are the ways in which the school works collaboratively with other schools and institutions?

**Quality of leadership and management, including performance management and governance**

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1. How do you act as a critical friend to the school and specifically, the head teacher?
2. How do you support the Head in their leadership role?
3. How are leaders grown and supported in the school?
4. How are new staff, including NQTs, inducted and supported?
5. How are support staff led and managed and how do they contribute to improving outcomes for pupils?

**Governance**

1. Are you familiar with the values and vision of the school?
2. Are you familiar with the School Improvement Plan and the school's priorities? How do you contribute to this?
3. Can you explain your role as a governing body?
4. How do you utilise your skills to best effect?

**Does the governing body have the right skills set?**

1. How have you developed as a governing body? What training have you accessed?
2. How do you think you could improve as a governing body?
3. Are governors linked specifically to areas of the curriculum or phases? How does this help you know more about the school? What is the impact of your involvement?
4. Are you aware of how the school manages its finances?
5. Are you aware of the headteacher's Performance Management targets and how they relate to whole school priorities and the Performance Management targets of staff?
6. Are you aware of the proportion of teachers who have progressed along the main pay scale, those progressing to, and through, the upper pay scale, those on the leadership scale, and teachers who have achieved additional responsibility points?

**Overall effectiveness and capacity to embed and improve**

1. How has the school improved over the last 3 years?
2. What has been the governing body's contribution to school improvement?
3. What are governing body's priorities for the coming year?

**The second set of questions** come with some comments and possible responses. These were collated from eight chairs of governors from [Sheffield](#) who were interviewed by Ofsted under the September 2012 revised framework.

**Strengths and weaknesses of the school**

What are the strengths and weaknesses of the school and how do governors know?

*The key focus of this answer is likely to be on outcomes for pupils. The most important (in inspection terms) are achievement, the quality of teaching, behaviour and attendance.*

*Governors would be expected to have a good working knowledge of the school's progress in these areas, based on rigorous monitoring and evaluation.*

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**1. Data**

How are governors informed about the progress of pupils?

2. What do governors know about RAISEonline/ FFT data?
3. What has changed since the last inspection? (there was a clear expectation for governors to know the data and progress over the last couple of years.)
4. How do governors make themselves aware of the data for the school?
5. Where in school are standards being impacted by interventions?

*One Chair commented that he felt that schools really did need a governor who understood the data behind RAISEonline and the school's own data "and that is not always easy for some governors due to the intensity of the information."*

*He also said, "The inspector asked questions about where we were results wise and where we are now and how we challenged the results that were presented to us to ensure they were a true reflection of what was actually being achieved. Were we just accepting what was being presented to us? Were we digging for the evidence behind the results?" Ofsted are particularly interested in the progress of pupils as evidenced through the RAISEonline transitional matrices.*

**Pupil Premium**

1. How is the pupil premium being used?
2. Was this premium split from the main budget?
3. Was the premium being used effectively?
4. What input had governors had in the use of the premium?
5. How do governors track how the pupil premium is allocated and the impact it is having on standards?

*Governors were expected to know the amount of pupil premium the school was receiving (in terms of a large or small amount – not the exact figure), why that was and how it was being used. Governors were also expected to have systems in place to monitor the pupil premium and its impact on standards.*

**1. Governor visits**

How are governor visits organised?

2. How often do governors visit the school?
3. Do governors visit the classroom and are individual governors linked to classes?

*The governing body should have a visits protocol and link visits to priorities in the school improvement plan. If governors are linked to specific areas, eg safeguarding, have they visited the school and if so how was this fed back to governors. Ofsted still seem keen for governors to be linked to classes and for governors' photographs to be displayed in the entrance hall.*

**Performance management**

1. How are governors involved in the Headteacher's performance management?

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2. How does the governing body review the Headteacher's performance management throughout the year?
3. What is the performance management structure in school?
4. How are responsibility points allocated to staff and how many senior teachers are there?
5. How much outstanding/good/ satisfactory/ inadequate teaching is there in school and what actions had been taken to bring about improvements?
6. Knowing the new performance management for teachers
7. What impact has performance management had?

*Ofsted expect that the governing body has a clear picture of the standard of teaching in school and how performance management is used to reward teachers who teach well and that the school is doing something about those who consistently underperform. An important document for governors is the Headteacher's report on performance management which the governing body should receive at least annually.*

**1. Strengths and areas of development of the governing body**

What are the strengths and areas for development for the governing body?

2. Can governors give examples of how they have supported and challenged the school?
3. How are the training needs of governors identified and addressed?
4. What training have governors undertaken recently and what has been the impact of this training?
5. How effective/strong is the governing body?
6. How long have we been governors?

*These questions are testing the extent to which governors have reflected on their own effectiveness. Governors may comment on how they support the school, act as critical friends, hold the school to account, and are involved in strategic planning.*

*A commitment to governor development is an important aspect of being an effective Governing Body. [Induction training](#) for new governors gives an overview of the roles and responsibilities of the Governing Body, whilst other courses offer specific skills such as an understanding of school performance data, managing the budget or how to undertake the headteacher's performance management. An [audit of governors' skills and expertise](#) will help to identify the training needs of your Governing Body. In addition, there are statutory requirements, such as the need for at least one member of an interviewing panel to have undertaken safer recruitment training, which may determine the priorities for governor development. The [National Governors' Association](#) (NGA) strongly believes that if governors are going to carry out their responsibilities effectively, then they need to be trained.*

**1. Challenge and support**

How does the governing body work with senior leaders in school?

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2. Can you provide examples of where the governing body has challenged the school?
3. Give me an example of a time when you have ever had to challenge the headteacher.  
*Governors need to be clear about how the skills of governors are used to support and challenge the school. Challenge is provided by governors driving agendas for the full governing body and committees meetings, by asking challenging questions and by requesting further information when required. (I like the governing body who have the support to say "prove it!" to the Headteacher where they feel information is lacking).*

**Communication with parents and other stakeholders**

1. How does the school communicate with parents?
2. How does the governing body get feedback from parents and the children and how is this fed back to school?
3. How are parental complaints dealt with?  
*Ofsted are using the results form Parent View and challenging where there are any negative comments. Governors may wish to do their own survey around the questions to gather further evidence:*

- *My child is happy at this school*
- *My child feels safe at this school*
- *My child makes good progress at this school*
- *My child is well looked after at this school*
- *My child is taught well at this school*
- *My child receives appropriate homework for their age*
- *This school ensures the pupils are well behaved*
- *This school deals effectively with bullying*
- *This school is well led and managed*
- *This school responds well to any concern I raise*
- *I receive valuable information from the school about my child's progress*
- *I would recommend this school to another parent*

**Improving outcomes**

1. What contribution does the governing body think it has made to improving provision, especially teaching, and outcomes for pupils?
2. Are governors aware of the priorities for the school?
3. What do you see as the three main priorities for improvement in this school?
4. What reasons are there for the choice of the priorities in the school improvement plan?
5. 'Give me an example of a time when you have ever had to challenge the Headteacher?'
6. 'Tell me who are the most vulnerable pupils in this school and what is being done for them?'
7. 'Tell me who are the most vulnerable pupils in this school and what is being done for them?'

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*The inspector asked questions about where we were results wise and where we are now and how we challenged the results that were presented to us to ensure they were a true reflection of what was actually being achieved. Were we just accepting what was being presented to us? Were we digging for the evidence behind the results?*

*Governors should be aware that, in inspection terms, provision includes: teaching, the curriculum, care, guidance and support.*

*Governors should have had some involvement in the recruitment of staff. They should be aware of how continuing professional development (CPD) resources have been used. They should also have been consulted on major curriculum changes, e.g. literacy and numeracy provision.*

*Governors may also have had some direct input into behaviour plans for individual pupils.*

*To what extent is the governing body involved in the school's processes for self-evaluation and improvement planning?*

*How do governors monitor and evaluate the effectiveness of the school improvement plan?*

*Governors should explain:*

- *How they are involved in identifying priorities*
- *Whether specific individuals monitor parts of the plan to give a 'hands on' dimension*
- *How frequently the plan is subject to scrutiny*

### **Safeguarding**

*What are the procedures for safeguarding pupils and how have training needs been met?*

*The governing body is not responsible for the day-to-day operation of safeguarding procedures, but must have a close involvement in the formulation of the child protection policy and monitor and evaluate its impact annually.*

*The key question governors must ask themselves is: does the policy work and what information will be needed to make that judgment?*

*The governor and the senior member of staff that have responsibility for safeguarding may hold regular meetings. The governing body may also 'spot check' the single central record.*

*Governors must also stay up to date with training guidance and minimum training standards, including refresher training.*

### **Statutory Duties**

1. *How effectively do governors fulfill the full range of statutory duties?*
2. *What is the governing body's view of the quality of leadership in the school?*

*Governors should be reviewing policies. They should ensure that they have the necessary information, which might include:*

- *Achievement, attendance and exclusion data organised by pupil groups (eg. free school meals, ethnicity)*
- *Racial incident and bullying logs*

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*Governors should show an understanding of what effective school leadership is. This might include:*

- *Improving the outcomes for pupils*
- *Building capacity for improvement via CPD*
- *Delegating leadership duties to staff*
- *Developing a positive ethos*
- *How governors and SLT work together to drive improvement*

*In larger schools, an awareness of the relevant strengths and weaknesses of middle leadership might also be expected.*

**Third set:**

**Feedback from Hounslow Governors' Interviews with Inspectors – January 2013**

**Governing Body Make Up, Experience, Organisation and Practice:**

- Tell me about the composition of your GB?
- Can you explain your GB's role?
- How do you utilise individual skills to best effect?
- Why did you become a Governor?
- What are the strengths and weaknesses of the GB?
- What support do the Governors give?
- How are you involved with school?
- Do you undertake focused visits?
- How do you document these and feedback to the school and GB?
- How do you hold the school to account? Wanted specific examples.
- How do you use the strengths to best effect?
- How are you addressing the weaknesses?
- What did the governors perceive to be their role?
- How the Governing body was made up?
- How did you become involved?
- What does the Governing Body see as key areas for development within the school? How do you intend to achieve this?
- Do any governors have a link to Foundation stage? How do they get involved? Do they get feedback? Have they attended any training?

**Knowledge of Teaching and Learning, Data, Strengths and Weaknesses:**

- What do you know the strengths of the school to be?
- What do you know the areas for development to be? Etc., etc., etc!
- What did governors know about data, strengths and weaknesses of school?
- How did governors challenge the school?

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- What does the school do well?
- How is student achievement recorded and assessed?
- How do you know how teachers teach?
- Where do you get performance details of pupils, not just for KS2 and how do you know how year groups are performing?
- Apart from individual subjects how else do children learn in school?
- What did governors think when they saw last year's Key Stage 2 results
- What do you know about pupil asset?
- How do you check that the attainment figures you receive from the school are correct?
- How do you drill into the figures on Raise online?
- Do you know about certain groups of children and their performance? How do you know about performance of individual year groups? (This kept coming up.)

**Pupil Premium:**

- How was Pupil Premium being used?
- How is finance in the school managed?
- Where are the funds spent?
- Is there a performance target for writing and are funds spent towards that target?
- Do you know how much the total pupil premium your school receives is?
- How is the pupil premium being used to narrow the attainment gap.
- How do you measure the impact of the money for pupil premium?
- How does the progress of 'pupil premium' children in the school compare to progress nationally for children in similar schools. Is the gap being narrowed?

**Performance Management:**

- Have you ever turned down a request for a staff pay rise?
- How do you keep track of the pay increments for staff?
- How is performance managed?
- Is there a connection between teachers' targets and Head's targets?
- What do you know about the new teaching standards?
- How do you consider the Headteacher's pay recommendations for staff?
- How do you hold the Headteacher to account through performance management?
- Questions were asked about the Headteacher Performance targets

**Safeguarding:**

- Who is the named Governor? How do they make sure everything is ok? Do they report back to the Governing Body?
- What do you know about safeguarding?
- Do you know if there are any safeguarding concerns? Children being a concern?

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**Background Comments:**

*The lead inspector had obviously done her homework from the School Improvement Plan and Development Plan. She knew all about our committee structures and had read previous minutes. All of the questions were very focused and probing, and she wanted to know what the evidence was to support our answers and where it was kept. She also wanted to hear specifics as opposed to generalisations.*

*I was one of the governors and they asked lots of straightforward questions. The emphasis was on demonstrating that we are critical friends, questioning rather than accepting what we are told.*

*As far as the inspection was concerned I met with the lead inspector on the second day of the inspection. I don't believe that he asked to see any other governors. We had probably a 40 minute discussion.*

*Although lead inspector asked for me I went in with Vice Chair. It was very open style questioning.*

*Sometimes there were not specific questions – just a request such as “Tell me about....” / “Is there anything else you would like to tell me?”*

*Chair Vice and another governor met with an Inspector and were invited to attend the feedback. What I would also add that they were really keen on rapid pupil progress and were interested in how we knew how children were performing in all year groups and not just end of key stages – they wanted to see progress in all year groups and evidence of it. So not just Raise or Data Dashboard would help with this – they wanted to see how we used Pupil Asset or equivalent.*