

Exminster Community Primary School
Minutes of the Full Governing Body Meeting 04/2015/16
Thursday 17 March 2016 at 19:00 at Exminster Community Primary School

| Attendees | | | | | |
|--------------------------------|----------------|------------------------|-----------------|----------------|-----------------------|
| | Initial | Position | | Initial | Position |
| Sarah Whalley | SW | Governor (Headteacher) | Hamish Cherrett | HC | Governor (Co-opt) |
| Libby Ash | LA | Governor (Co-opt) | Helen Hibbins | HH | Clerk |
| Paul Frazer | PF | Governor (Par) | Gordon Peacock | GP | Governor (Co-opt) |
| Ian Moore | IM | Deputy Headteacher | Tony Fripp | TF | Governor (Co-opt) |
| John Collins | JC | Governor (Co-opt) | Sue Wilkinson | SWi | Governor (Co-opt) |
| Richard Vain | RV | Governor (Co-opt) | Paul Herring | PH | Assistant Headteacher |
| Becky Mason | BM | Governor (Co-opt) | Alwyn Reeves | AR | Governor (LEA) |
| Sam Slingsby | SS | Governor (Staff) | Martin Boxall | MB | Visitor |
| Absences | | | | | |
| Apology | Initial | Reason | Apology | Initial | Reason |
| Karen Sharpe Governor (Par) | KS | Childcare commitment | | | |

| Summary of Meeting |
|---|
| <p>Decisions</p> <p>To approve the SFVS</p> <p>To have Co-chairs of the Governing Body</p> <p>To move to a Portfolio Structure for the Governing Body from the Summer Term</p> |

| Item | Action |
|--|--------|
| Procedural Items | |
| <p>1. Welcome</p> <p>LA opened the meeting.</p> <p>1.1 Apologies for Absence</p> <p>Apologies accepted as listed above.</p> <p>It was agreed that item 5 could be moved up the agenda to accommodate the presenter.</p> | |
| <p>5. School Structures</p> <p>Martin Boxall, Executive Head of Montgomery Primary School, Wynstream Primary School and Chestnut Nursery School gave a presentation on the development of a Multi Academy Trust (MAT).</p> <p>There were two key messages for the Governing Body:</p> <ul style="list-style-type: none"> • To be clear on the reasons driving the school's collaboration. • To ensure that any structure changes happened on 1 September (at the beginning of an academic year) for accounting purposes. <p>Governors asked the following questions:</p> <p style="padding-left: 20px;"><i>Q: Could MATs can pay teachers what they like?</i></p> | |

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| <p>A: Yes. It was acknowledged that offering a higher salary was good for recruitment, but unsustainable in the longer term. The national pay scales had received union approval - why deviate?</p> <p>Q: <i>Was the structure outlined in the presentation approved by the Department for Education (DfE)?</i></p> <p>A: Yes. The co-operative society were promoting the structure.</p> <p>Q: <i>Could a school joining the MAT retain its own values?</i></p> <p>A: The school would have to sign up to the MAT values, but would be allowed to adapt them to meet local needs. Research had shown that, generally, vision and values were similar for all schools.</p> <p>Q: <i>Some Good or Outstanding schools have said that they did not want to join a MAT. Had this changed over the last few days with the latest Government announcement?</i></p> <p>A: Legislation changed all the time, but the intention was that everyone will be in a MAT by 2020. An Outstanding school could remain on its own, but at some point they will fail to improve and be left behind.</p> <p>Q: <i>What happens with staffing across the schools? Was there an expectation that staff moved between schools?</i></p> <p>A: In the model presented, the schools were diverse with different staffing structures. Staff could request a move to another school and opportunities were created to work at other schools. No staff were forced to move, but may be asked if a specific need was identified.</p> <p>Q: <i>Was there a maximum number of schools for this MAT model?</i></p> <p>A: The more schools that were within the MAT, the greater the efficiencies. The aim was to have multiples of three schools. The White horse MAT in Wiltshire was an aspired model.</p> <p>Q: <i>Would you consider having a secondary school in the MAT, as the Government preferred model was to have primary and secondary schools together?</i></p> <p>A: Yes, providing it bought into the values. Primary and secondary schools were very different and to date, there was not a MAT with a primary school Chief Executive Officer. However, the landscape would continue to evolve. Within 2 years, the financial differences between the primary and secondary schools would be less stark.</p> <p>Q: <i>What had been the biggest challenge so far?</i></p> <p>A: Governing Bodies not considering why they want to collaborate. Governing Bodies needed to realise that they needed to invest something from their school to receive a return from other schools.</p> <p>Q: <i>Were teachers paid from a central fund?</i></p> <p>A: The pay and appraisal policy would be set centrally, but the Governing body would retain autonomy in its school and pay would come out of the schools budget.</p> <p>Q: <i>How were premises managed?</i></p> <p>A: Centrally, with someone bidding for grants from the Education Funding Agency.</p> <p>LA thanked Martin Boxall for the presentation. Martin Boxall left the meeting at 20:00</p> | |
| <p>2. <u>Declaration of Interests</u></p> <p>BM declared an interest in any items associated with PE due to her employment with the Dartmoor School Sports Partnership.</p> | |
| <p>3. <u>Minutes and Actions from Previous Meeting</u></p> <p>3.1 Approve Minutes of Previous meeting</p> | |

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| 3.1.1 It was resolved to approve the part I minutes of the meeting on 11 February 2016. | |
| 3.1.2 It was resolved to approve the Part II minutes of the meeting on 11 February 2016, circulated at the meeting. | |
| 3.2 Progress on Actions | |
| 3.2.1 26/03/15 5 & 10/12/15 7 All Governors to book onto a training course. (List of appropriate courses on Actions List) – ongoing | All |
| 3.2.2 26/03/15 11.1 SWi to research which schools with a similar profile had recently achieved an outstanding Ofsted grading - ongoing | SWi |
| 3.2.3 21/05/15 8 SLT to draw up a list of criteria for collaboration to be brought to the next FGB meeting. Update 11/2/16 List needs Governor input – ongoing – please email PF any criteria, considerations or questions, to be compiled prior to further discussion. | All |
| 3.2.4 10/12/15 10.4 Learning walk to investigate embedding of Rainbow Values – see agenda item 7.1 | HH |
| 3.2.5 10/12/15 10.5 Carry out assessment lead interview regarding the implementation of the Venn Diagram method of assessment – see agenda item 7.2 | HH |
| 3.2.6 10/12/15 10.7 Report on progress of different groups of children to be fed back to a data team meeting - ongoing | |
| 3.2.7 10/12/15 10.8 Report of development of Maths teaching in the EYFS – see agenda item 7.3 | |
| 3.2.8 10/12/15 13.1 Consider allocated Ofsted Grade descriptor and evidence to support. Update 11/2/16 to be done at separate meeting on 22 February - ongoing | |
| 3.2.9 10/12/15 13.2 Consider sample questions from Ofsted inspections. Update 11/2/16 to be done at separate meeting on 22 February - ongoing | |
| 3.2.10 11/02/16 4.1.1 Circulate skills audit – done - (awaiting responses) | All |
| 3.2.11 11/02/16 4.3 HH to advise Governor Auditor of timetable for visit. LA to find an experienced Governor to be interviewed - done | |
| 3.2.12 11/02/16 4.4 Governors required to attend extra meeting on 22 February at 18:30 regarding school structures and Ofsted Descriptors - done | |
| 3.2.13 11/02/16 6 All Governors to sign up to The Key - done | |
| 3.2.14 11/02/16 6 IM to put together outline document on Ofsted Descriptors - done | |
| 3.2.15 11/02/16 7.4 SW to check insurance implications for Nayamba trip with HR - done | |
| 3.2.16 11/02/16 9 TF to email SFVS to Resources Governors - done | |
| Governing Body | |
| 4. Housekeeping | |
| 4.1 Verbal update from Governance Review | |
| <p>LA briefly reported on the feedback from the Governance Review that took place on 14 March. The full written report would be circulated to all Governors.</p> <p>The report was RAG rated, with no red areas. LA talked through the questions raised for Governors consideration and the next steps.</p> <p>The following points were highlighted:</p> <ul style="list-style-type: none"> • The focus for Governor visits should be the link to the School Development Plan (SDP) rather than class link and subject link visits. • A regular Impact report should be issued by the Governing Body. • The adviser who undertook the review was supportive of moving towards the portfolio model of Governance. <p>SS suggested that information/articles from the Governors should be regularly in the newsletter.</p> | LA/HH |

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| <p>The Self-Assessment summary highlighted:</p> <ul style="list-style-type: none"> • further training on finance for Governors was desirable • development of an appropriate finance Lead Governor was underway. • a school maintenance spending and premises review was required. • increased links between the budget and SDP were required. TF noted that this should be easier with a portfolio model of Governance. <p>It was resolved to approve the SFVS and the document was signed by LA on behalf of the Governing Body.</p> | HH |
| <p>8. Evidence of Implementation of the School Development Plan</p> | |
| <p>8.1 Learning walk to illustrate embedding of Rainbow Values throughout school</p> <p>Deferred.</p> <p><i>BM commented that she had seen evidence that Y5 understood the Rainbow Values, during a PE lesson.</i></p> <p>There had also been examples of younger children (Y1) demonstrating their understanding and SS agreed to circulate an email showing this evidence.</p> | HH |
| <p>8.2 Interview with staff regarding the implementation of the Venn Diagram method of assessment</p> <p>Deferred.</p> <p><i>BM noted that at the Edison Review meeting Claire Norman (CN) had talked about the process in conjunction with SEND.</i> It was suggested that the impact of the implementation was looked at next term.</p> | HH |
| <p>8.3 Report on development of Maths teaching in the EYFS</p> <p>SS had spoken with Reception teachers:</p> <ul style="list-style-type: none"> • Planning for maths had been adapted throughout the year. • All planning was accessible to Learning Support Assistants (LSAs) for continuity. • After Easter tracker time activities would be implemented, to prepare the children for year 1. • The children were being assessed by note taking. • The impact of the development in teaching was already apparent in the in-year data. | |
| <p>9. Safeguarding Update</p> <p>SW reported that a Safeguarding review meeting had recently taken place. The report from the Safeguarding Audit was still awaited.</p> <p>CN was now qualified in safer recruitment and had level 3 in safeguarding.</p> <p>Carol Glover was attending termly safeguarding forums and feeding back updates to the team.</p> <p>LSA training had taken place for Children in Care and this would be implement in school from next term.</p> <p>Early Help for Mental Health was being implemented with termly visits from a CAMHS adviser.</p> | |

Signed:....Tony Fripp..... Date:.....28/04/2016.....