

Exminster Community Primary School Full Governing Board Meeting 4/2016-17
Thursday, 08 Dec 2016, 19:00 at Exminster Community Primary School
MINUTES

Present					
Name	Initial	Position	Name	Initial	Position
Sarah Whalley	SW	Headteacher	Helen Fisher	HF	Governor (Co-opted)
Tony Fripp	TF	Governor (Co-opted)	Paul Frazer	PF	Governor (Parent)
Stephen McDonald	SM	Governor (Par)	Becky Mason	BM	Governor (Co-opted)
Hamish Cherrett	HC	Governor (Co-opted)	Gordon Peacock	CP	Governor (Co-opted)
Alwyn Reeves	AR	Governor (LEA)	Richard Vain	RV	Governor (Co-opted)
John Collins	JC	Governor (Co-opted)	Sam Slingsby	SS	Governor (Staff)
Paul Herring	PH	Assistant Headteacher	Helen Hibbins	HH	Clerk
Apologies					
Name	Initial	Position	Reason		
Libby Ash	LA	Governor (Co-opted)	Childcare commitments		
Summary of Meeting					
Resolutions:					
To adopt the Lead Governor Roles Terms of Reference.					

Item	Action
<i>Procedural Items</i>	
1. <u>Welcome</u> The meeting opened at 19:11.	
2. <u>Apologies for Absence</u> Approved - as listed above.	
3. <u>Declarations of Interest on Agenda Items</u> BM declared an interest in any items associated with PE, due to her employment with the Dartmoor School Sports Partnership.	
4. <u>Minutes from Previous Meeting</u> It was resolved to approve the Minutes of the meeting held on 17 November 2016.	
5. <u>Progress on Actions (not included elsewhere on agenda)</u>	
5.1 10/12/2015 - 7 - All Governors to book onto a training course Ongoing reminder	
5.2 17/03/2016 - 4.3 - Governor Lead Roles (including Edison Leads) to be checked and then agreed by Governors. See items 9, 10, 11	
5.3 03/03/2016 - R5 - Premises/Asset Management review - PF to compare actions identified for review with the Asset Management Plan, alongside IM. Ongoing	
5.4 28/04/2016 - 8.5 - JC to meet with AM to explore costs and efficiencies with respect to the budget. Ongoing	
5.5 28/04/2016 - 10.7 - All Governors to consider MAT questions. To be fed back to PF. Ongoing reminder	
5.6 16/06/2016 - 10.1.1 - All Governors to reflect on meetings and fill in shared Ofsted summary sheet on	

- google drive.**
Ongoing reminder
- 5.7 **14/07/2016 - 10.2 - HC to populate the Safeguarding Checklist to be shared with all Governors**
Done
- 5.8 **14/07/2016 - 11 - Working party to be formed to discuss Townfield Entrance.**
Entrance temporarily closed. To be discussed at the January meeting.
Ongoing
- 5.9 **22/09/2016 - 14.1.1 - RAISE online data to be discussed in depth after publication and data to be highlighted to parents in a newsletter.**
See item 7. A version of the data would be on the website and referred to in a newsletter.
Ongoing
- 5.10 **22/09/2016 - 14.5 - Overarching vision to be added to SDP. PF to draft.**
Ongoing
- 5.11 **13/10/2016 - 10.3 - Final version of SDP to be put on school headed paper with logo etc.**
Ongoing
- 5.12 **13/10/2016 - 11.3 - Is additional parental permission required for photographs when linking to Blog from Facebook? SS to organise a consent slip to be sent out.**
SS had drafted the letter and would forward it to Governors before sending it out.
Ongoing
- 5.13 **13/10/2016 - 11.4 - All Governors to populate Stakeholder Engagement ideas document on the google drive.**
Ongoing reminder
- 5.14 **13/10/2016 - 12.1 - Statistic of number of children participating in events as a result of sports premium funding to be added to the document.**
SW was meeting with the PE team before the end of term.
Ongoing
- 5.15 **13/10/2016 - 12.2.4 - Governor visit linking Pupil Premium and Thrive to take place. All Governors to consider whether they could take on the role of pupil premium champion.**
Ongoing
- 5.16 **13/10/2016 - 14.3 - LA to discuss becoming an associate Governor (linked to Health and Safety) with her contact.**
No update available.
Ongoing
- 5.17 **17/11/2016 - 6.7 - Remind staff that letters should be sent out by Parent Pay wherever possible to reduce paper consumption.**
Done
- 5.18 **17/11/2016 - 7.3.4 - Data from Somerset Learning Partnership book trawl of PP books to be anonymised as evidence for Governors.**
The data was ready for a Governor to inspect.
Ongoing
- 5.19 **17/11/2016 - 7.5.1 - Children in Care to be added to a Lead Governor Role.**
Refer to item 9
- 5.20 **17/11/2016 - 7.4 - Outcomes for pupils to be on the agenda for every FGB meeting**
Done
- 5.21 **17/11/2016 - 7.10.1 - Governors to consider "What am I proud of in the school" as an Ofsted question**
Ongoing
- 5.22 **17/11/2016 - 7.11.1 - Written feedback to be available from the Maths Workshops for Governor evidence**
Return of the feedback forms was awaited.

- Ongoing
- 5.23 **17/11/2016 - 9.1 - Lead Governor Roles to be assigned at the meeting on 8 December**
See items 9, 10, 11

Strategic Items

6. Admissions 17/18

- 6.1 SW explained that Devon County Council (DCC) wanted the school to increase their Planned Admissions Number (PAN) for the 2017/18 academic year to accommodate additional children as NHS data predicted 73 children in the local area. The following operational models had been considered so far;
- no change from the current arrangements keeping the existing PAN of 60,
 - mixed Reception and Year 1 classes,
 - introduction of a third Reception class.
- 6.2 A meeting was arranged for Wednesday 14 December at 0930 with Sarah Ratnage from DCC. SW intended to outline the change in building arrangements that would be required to accommodate extra children.
- 6.3 Draft 5 year budget plan figures had been calculated for the models under consideration. SW would meet with the School Finance Officer once the schools budget allocation was known in January to look at these in greater detail. *JC suggested showing the draft budget to DCC and noted that a three class solution may prove to be beneficial in the long run as there would be scope for additional children to join that year-group (generating income), whereas there would be limited places available with mixed year-groups.*
- 6.4 Parents of children who were currently in the process of applying for a school place and visiting school were being advised that there was a possibility that there could a mixed Reception and Year 1 class next year.
- 6.5 *PF asked if parents were asking why, if the mixed class model was being proposed and believed to be adequate, was the school not already operating the structure?*
- 6.6 *PF said that it was important that parents were aware that it was possible that the decision may be taken out of the hands of the school by DCC.*
- 6.7 An email account had been set up to receive correspondence from parents regarding the matter. Governors had access to the account and had read all correspondence received so far.
- 6.8 A letter to prospective parents had been sent out via Exminster Pre-school, outlining the 3 scenarios above.
- 6.9 SW had several meetings with parents, supported by Governors. SW went through the points raised at the meetings to date regarding the mixed class model:
- Siblings in the same unit,
 - a large number of children in the reception unit (it was explained that not all of the children would be accommodated in the reception unit),
 - the range of ability,
 - meeting the needs of individual children,
 - catering for the different curriculums for the different year groups,
 - the Year 1 children, in particular boys, being in the minority,
 - the Year 1 children always being the oldest in the class throughout their time at primary school (rather than being alternately oldest and youngest) because there would only be one mixed age class moving up the school.
- 6.10 Governor support would be appreciated at future meetings with parents. SW would circulate a list of dates.

SW

Monitoring

7. Outcomes for Pupils

- 7.1 SW presented a workshop for Governors about data. Governors were asked to share their knowledge about the following types of data:

	<ul style="list-style-type: none"> • Fischer Family Trust –this would be featured at the next meeting as the school had started to use it for target setting. • PIRA and PUMA - termly tests with standardised scores informing planning for Years 3-6. • Cold and Hot tasks – tasks to show progression and inform planning. • Achievement statements – Edison adapted statements informing day to day teaching. • Vulnerability calculators – a grid prepared for each class looking at each child’s vulnerability and academic achievement in certain areas. Used to assess the needs of individual and assigned resources. • Pupil Progress meetings – the Senior Leadership Team (SLT) and class teachers analysing pupil progress on a termly basis. Linked to provision mapping. <i>TF asked how the School Development Plan (SDP) objectives were fed into meetings.</i> PH replied that there was a focus on a priority at the beginning of each meeting. • DAFS – Devon Assessment Framework – information gathered from multiple sources about an individual child, to ensure that the correct provision was put in place for them. • RAISE (Reporting and Analysis for improvement through School Self Evaluation) online – government produced data, not publicly available, comparing the school’s results with national results. The assessment for 2016 was different from previous years and therefore there were no trends shown. 	
7.2	An explanation of the Floor Standard was given. The school’s data was well above Floor Standard.	
7.3	The “KS2 Summary overall by L, M, H prior attainment – PROGRESS” section was explained, comparing the progress of disadvantaged children with non-disadvantaged children. It was highlighted that progress for disadvantaged children in maths should be a focus for improvement.	
7.4	Another section of the RAISE data would be considered at the January meeting.	
7.5	SW would email the powerpoint presentation on data to HH to be uploaded to the Google Drive.	SW
8.	<u>Safeguarding Update</u>	
8.1	HC and AR attended a safeguarding meeting with SW and Hannah Parker on 22 November.	
8.2	HC and AR raised questions on the Safeguarding Audit (to be submitted to DCC by the end of term) at the meeting.	
8.3	The Governors responsibility to the Safeguarding Leads was discussed. It was acknowledged that the Safeguarding Leads had to spend considerable time carrying out their roles which were often stressful and potentially disturbing.	
8.4	PH would be trained in Safeguarding to ensure adequate cover when SW was unavailable. There would then be 5 members of staff level 3 trained.	
8.5	Actions for Governors were highlighted. AR had undertaken a recruitment trail to ensure that all the correct documents, medical records and references were accounted for when employing a new member of staff. The budgetary implications of Safeguarding measures were noted; the cost of DBS checks or a phone conversation regarding medical matters.	
8.6	A system was in place to check qualified teacher status and it was also possible to check whether a teacher had been barred from teaching, even if they were not applying for a teaching position.	
8.7	The central record was maintained by Alison Munslow. AR and HC had inspected the central record and recorded it on a Governor visit form.	
8.8	<i>BM asked whether another member of staff would be able to operate the system in the absence of Alison Munslow. AR said that there were adequate instructions in the office that other members of the administrative staff could access.</i>	
8.9	Governors needed to be able to demonstrate that they knew what to do if a child disclosed an issue to them.	
8.10	SW had permitted HC and AR to carry out unannounced spot checks on staff to ascertain how confident they were in dealing with Safeguarding issues.	
8.11	PH presented information on the Prevent strategy: Safeguarding people and communities from terrorism.	

8.12	The application of Prevent in school was outlined. All members of staff in contact with children had been trained on the Channel process, via an online course.	
8.13	It was suggested that the training could be extended to all Governors. PH to provide the link, with all certificates of completion to be sent to HH.	PH
8.14	Assemblies related to extremism would take place each term and a Prevent policy had been drawn up. An explanatory guide had been prepared for parents and this would be sent to Governors for information.	All
8.15	HC had received Prevent training from Babcock.	

Governing Body

9. Approval of Lead Governor Roles Terms of Reference

- 9.1 TF explained the change from a Committee Structure to a Lead Governor Structure. The model would allow Governors to drill down into specific areas more thoroughly.
- Pedagogy and Curriculum
 - Student and Family Support, Assessment for Learning and Safeguarding
 - Learning Environment
 - Leadership and School Development
 - Finance
 - Buildings, Health and Safety
 - Personnel
 - Community and Parent Links
- 9.2 BM made the point that the Curriculum role was vast and required two Governors. It was noted that there were currently two vacancies on the Governing Board and it was a priority to recruit in this area. SW suggested that this could be advertised in a newsletter.

SW

10. Allocation of Lead Governor Roles

Role	Governors
Pedagogy and Curriculum (P&C)	Helen Fisher – Leadership and Management functions Becky Mason – Curriculum functions
Student and Family Support (SAFS), Assessment for Learning (AFL) and Safeguarding (S)	Alwyn Reeves – Safeguarding Gordon Peacock – Assessment for Learning Hamish Cherrett – Student and Family Support and Safeguarding
Learning Environment (LE)	Sam Slingsby
Leadership (L) and School Development (SD)	Tony Fripp – Leadership Libby Ash – School Development
Finance (F)	John Collins
Buildings, Health and Safety (B)	Paul Frazer
Personnel (P)	Richard Vain
Community and Parent Links (CPL)	Libby Ash John Collins

11. Allocation of School Development Plan Lead Roles and ideas for evidence gathering

- 11.1 SW would email a list of ideas to Governors.

SW

Part II

12. Receive report from HT performance review group/Pay and Performance Committee

Refer to part II.

The meeting closed at 21:04

Signed:.....Tony Fripp..... Date:.....19/01/2017.....