

Exminster Community Primary School
Minutes of the Full Governing Body Meeting 03/2015/16
Thursday 11 February 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)	Sam Slingsby	SS	Governor (Staff)
Richard Vain	RV	Governor (Co-opt)			
Absences					
Apology	Initial	Reason	Apology	Initial	Reason
Becky Mason Governor (Co-opt)	BM	Family Commitment	Karen Sharpe Governor (Parent)	KS	Illness
Sue Wilkinson Governor (Co-opt)	SWi	Work Commitment	Alwyn Reeves (LEA Governor)	AR	

Summary of Meeting
<p>Decisions To permit the Headteacher to visit Nayamba School in June.</p>

Item	Action
Procedural Items	
<p>1. Welcome LA opened the meeting at 19:00. Governors were thanked for their attendance at the meeting and encouraged to ask questions throughout. Sam Slingsby was introduced and welcomed as the new Staff Governor.</p> <p>1.1 Apologies for Absence It was resolved to accept apologies as listed above.</p>	
<p>2. Declaration of Interests None declared.</p>	
<p>3. Minutes and Actions from Previous Meeting</p> <p>3.1 Approve Minutes of Previous meeting It was resolved to approve Part I and Part II minutes of the meeting on 10 December 2015.</p> <p>3.2 Progress on Actions</p> <p>3.2.1 26/03/15 5 & 10/12/15 7 All Governors to book onto a training course. (List of appropriate courses in minutes of FGB meeting 10/12/15 and below) – Some, but not all Governors had booked onto courses taking place throughout the Spring Term - ongoing</p> <p>3.2.2 26/03/15 11.1 SWi to research which schools with a similar profile had recently achieved an outstanding Ofsted grading – SWi not present up update - ongoing</p>	

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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 – see item 11	
3.2.4 21/05/15 9.6 AR and SWi to undertake Governor Visits regarding British Values – see item 8.4	
3.2.5 09/07/15 8.4 Unauthorised absence to be reported separately from authorised absences – included in Headteacher’s report	
3.2.6 09/07/15 8.6 Governance sections of OFSTED reports to be on agenda for discussion – superseded by discussion on Ofsted Grade Descriptors, see item 4.4.2	
3.2.7 10/12/15 9 SW to cancel ISS contract for school meals with effect from 1 April 2016 - done	
3.2.8 10/12/15 10.3 Investigate impact of Achievement Team implementation – see item 8.1	
3.2.9 10/12/15 10.4 Learning walk to investigate embedding of Rainbow Values – see item 8.2	
3.2.10 10/12/15 10.5 Carry out assessment lead interview regarding the implementation of the Venn Diagram method of assessment – see item 8.3	
3.2.11 10/12/15 10.7 Report on progress of different groups of children to be fed back to a data team meeting - ongoing	
3.2.12 10/12/15 10.8 Report of development of Maths teaching in the EYFS – ongoing due to resignation of DF. SS agreed to take this action forward.	SS
3.2.13 10/12/15 10.9 Data for current year 6 to be on agenda for a Teaching and Learning Committee meeting – done	
3.2.14 10/12/15 13.1 Consider allocated Ofsted Grade descriptor and evidence to support – see item 4.4.2	
3.2.15 10/12/15 13.2 Consider sample questions from Ofsted inspections – see item 4.4.2	
Governing Body	
4. Housekeeping	
4.1 Update on Governing Body vacancies	
4.1.1 Since the FGB meeting on 10 December 2016, there had been three resignations: Dawn Fuller (Staff Governor), Simon Palmer (Co-opted Governor) and Janet Paramore (Co-opted Governor). There were now two vacancies for Co-option. LA had requested a copy of a skills audit form from Babcock that could be filled in by all Governors. On receipt, this would be circulated by email for completion and analysis, in order to inform where the gaps were and the skill areas that needed to be targeted for to fill the vacancies.	LA
4.1.2 The staff Governor vacancy had been filled by Sam Slingsby. As Sam was the only nominee, there had been no requirement for a Staff Governor election.	
4.2 To appoint new Governors to committees	
The Governors appointed at the FGB meeting on 10 December 2015 had not been formally appointed to Committees although had expressed a preference through attendance at the first Committee meetings this term.	
HC was appointed to the Teaching and Learning Committee.	
PF and JC were appointed to the Resources Committee.	
4.3 To make arrangements for Governing Body Audit on Monday 14 March	
The Governance review required the advisor to speak to a new Governor and an experienced Governor as part of the process. This could either be done in school or by telephone. It was envisaged that these interviews would take place on the afternoon of Monday 14 March at 13:10 for the new Governor and 13:40 for the experienced Governor. It was expected that each conversation would last approximately 20 minutes.	
JC agreed to be available as a new Governor.	JC

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<p>4.4 LA agreed to contact experienced Governors (as there were no Governors who had been in post over 1 year at the meeting, apart from the Chair and Headteacher) to find a volunteer.</p> <p>Additional meetings</p> <p>4.4.1 Proposed meeting to discuss school structures 22 February</p> <p>4.4.2 Proposed meeting to discuss Ofsted Grade descriptors and other matters</p> <p>It was agreed that both meetings could take place on Monday 22 February at 18:30 in school. Julie Stuchberry Ullah would attend for the first hour to talk about school structures. The second hour could be spent discussing the Grade Descriptors and questions that may be asked during an Ofsted inspection.</p>	<p>LA</p> <p>All</p>
Strategic Items	
<p>5. Excellence for all</p> <p>SW explained that the SLT had initially populated the form back in September using last year's data. The form would be resubmitted later this year updated with this year's data. The Local Authority RAG rated the responses and "at risk" schools (Red or Amber rated) were contacted. As the school had not been contacted to date, it was assumed that the responses were satisfactory. SW would check the status.</p> <p>The Self Evaluation Form had been circulated with the meeting paperwork. Governors had made comments, and submitted questions to the Headteacher prior to the meeting to enable SW to fully respond to the points raised.</p> <p>5.1.1 Section 8</p> <p>a) <i>How is the gender gap being addressing in EYFS?</i></p> <p>Major changes to planning were taking place and an external advisor had been bought in for additional support. As this Cohort were now in Y1, and the biggest gap was in writing, the Y1 teachers were attending a Boys' Writing course.</p> <p>5.1.2 Section 10</p> <p>b) <i>How many Children in Care (CiC) do we currently have on role?</i></p> <p>There were none on role currently.</p> <p>c) <i>What is in place to support them?</i></p> <p>Personal Education Plans would be put in place and the school would report to the Virtual School on a regular basis. Learning Support Assistants (LSAs) were due to attend training in mentoring CiC in the Summer Term.</p> <p>5.1.3 Section 11</p> <p>d) <i>Which groups of children fall into the vulnerable category?</i></p> <p>Children with Statements, SEND supported children, children with a child protection plan or designated as a child in need, CiC and children eligible for the Pupil Premium.</p> <p>e) <i>Do you expect that the impact of the interventions for vulnerable children will move us out of the Requires Improvement section for Achievement?</i></p> <p>The data related to last year's Y6 which had a number of SEND support children who did not make the national level of progress. Case studies of the children had been carried out to analyse the reasons why the progress had not been made, despite the interventions put in place.</p> <p>f) <i>Is it realistic to state that the school is Outstanding by having highly effective transition arrangements to prepare vulnerable students for the next phase of their education, but also Requires Improvement in the achievement and progress of all vulnerable groups worse than the comparison groups?</i></p>	

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<p>The school could provide plenty of evidence of outstanding practice surrounding not only the key transitions into and out of the school, but also year group to year group transitions. However, it was acknowledged that the achievement data for vulnerable children, as discussed in the previous question, did not warrant a higher rating.</p> <p>g) <i>What plans are in place to improve their progress and how will it be achieved?</i> The progress would be measured by the current Y6, where teaching had been split into three classes and concentrated interventions were taking place, impacting not only vulnerable children, but the entire cohort. It was noted that there was a particularly high incidence of boys with SEND in the current Y6 and the overall average for both genders was higher than the 20% average expected. <i>It was noted that the Y6 Age Related Expectation (ARE) figures were comparatively good.</i></p> <p>h) <i>What would happen when the three class split ended?</i> It was hoped that each subsequent year would have more experience of the new curriculum and therefore would require less support. The current Y6 had only had only received two years' worth of teaching in the style of the new curriculum that they would be tested on.</p> <p>i) <i>Why does our curriculum only adequately meet the needs of most vulnerable pupils? This maybe as our data does not show that the achievement and progress of all vulnerable groups of pupils is very good or better relative to their peer cohort and to schools nationally?</i> 38% of boys and 7% of girls in the current Y6 had SEND. A 20% average SEND would normally be expected. <i>It was noted that the Y6 ARE figures were good for Y6.</i></p> <p>j) <i>Why are we not working positively with all families and only 'most' families to support them in overcoming barriers to vulnerable pupils' achievement?</i> The data did not show the school overcoming the barriers so did not justify a rating of Good or above. However, it was noted that the school had plenty of evidence of working with families.</p> <p>k) <i>What evidence was available?</i> Meetings with parents were documented, baseline Thrive assessments had taken place and action plans implemented, Family SEAL attendance data and evaluations were available. It was suggested that HC undertook a Governor visit to validate this. <i>Governors agreed that the rating for this section should be changed to Outstanding.</i></p> <p>5.1.4 Section 17</p> <p>l) <i>Gap between attainment of pupils with identified SEN and others has widened over the past 2 years at KS2. Progress for children SEN support is below the national average. Do you expect this gap to widen or narrow this year? What steps are in place to narrow the gap?</i> See answer to 5.1.3g</p>	
<p>6. <u>"Knowing Your School" briefing note regarding data</u></p> <p>RV had found the briefing note on The Key. All Governors were encouraged to sign up under the school subscription.</p> <p>There was a summary table at the end of the document to be filled in to summarise data and strengths and weaknesses. It was suggested that this could become a live document on the google drive, with links to supporting evidence, to be populated by the data team on a termly basis. The key headline data would be very useful for Governors who were not regularly involved in the data analysis. Additionally, ongoing in-year data could be added.</p>	All

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<p>This approach could be extended to other aspects of Governors work. It was suggested that a booklet could be produce outlining how the school met the Ofsted Descriptors. IM agreed to put an outline document together.</p>	<p>IM</p>
Monitoring and Accountability	
<p>7. <u>Headteacher's Report</u></p> <p>The report had been circulated with the meeting paperwork. Governors had made comments, and submitted questions to the Headteacher prior to the meeting to enable SW to fully respond to the points raised.</p> <p>7.1.1 Section 1 – Leadership and Management – Budget</p> <p>a) <i>On one of the latest Clerks Alert notifications it looks like Devon is getting additional SEND funding of £600k - any ideas on how this is being distributed; will it have any impact on Exminster? If we were to convert to academy status, would any of this money be made available to us?</i></p> <p>The £600K would not be coming directly into School's budgets, but if the school were an academy it would still receive SEND funding from the Local Authority. However, the Local Authority's High Needs budget was overspent and costs savings were being made. It was unknown what the implications would be for Exminster, but it was possible that the High Needs top up funding threshold could be increased and additionally £17 per pupil was being taken from the AWPU. These combined changes may see the school receiving £37,000 less next year.</p> <p>7.1.2 Section 2 – Teaching, Learning and Assessment</p> <p>b) <i>The Year one phonics screen was below national average. Will the "lesson study approach, linked with 2 other schools, visiting other schools to look at the teaching of phonics project" help to raise standards?</i></p> <p>A rise in attainment was expected. However, the Y2 retake children were not all expected to pass. Support for them would continue into Y3 and beyond. It was noted that not all children learnt through Phonics.</p> <p>c) <i>What else has been put in place to support the teaching of phonics?</i></p> <p>Links had been made with Pre-school in order to ensure that the teaching of letters and sounds was embedded prior to the children starting in Reception.</p> <p>7.1.3 Section 3 – Personal development, behaviour and welfare - Attendance</p> <p>d) <i>On what basis is the target of 97% attendance set?</i></p> <p>The target was set by the Education Welfare Officer (EWO)</p> <p>e) <i>On our inspections dashboard a weakness in 2015 was - Attendance was low for the group(s): FSM, SEN with EHC/statement (in the lowest 10% of all mainstream schools nationally). Looking at the table with children below 90% attendance would these children be in these groups? If so is there anything that we can do as a school to improve the attendance of these children?</i></p> <p>The table did not analyse which groups the low attenders were from, but the exercise could be done for a future report.</p> <p>Letters were sent to parents, attendance meetings were held with parents and, in some cases, the EWO became involved with families of persistent low attenders. It was acknowledged that often there were genuine reasons for none attendance, especially if there was a chickenpox outbreak, for example.</p> <p>7.1.4 Section 4 – Outcomes for learners - Percentage of Children at Age Related Expectations (ARE)</p>	

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<p><i>f) The percentage of boy at ARE seems low for writing. What is in place to improve this?</i> Various different strategies were in place throughout the school. Performance management targets had been set for Teachers, Achievement Team discussions were taking place, and peer observations, giving teachers the opportunity to observe their own class's learning, were happening. Interventions were in place, PH and IM were running sessions for Y5 and Y6 boys, but the quality first teaching was really important. It was hoped that the next set of formal assessments would show an improvement.</p> <p>Year 6 Predictions</p> <p><i>g) The percentage of children not on track to make progress from end of KS1 to end KS2 for maths and reading seems high. Is this due to the higher expectation? Has moderation taken place with the predictions?</i> The predictions were based on Fischer Family Trust 20 data – a challenging target, in the top 20% nationally. At the moment it was difficult to gauge progress as the expectation would only be set once the assessments had taken place. However, it was acknowledged that there was still a weakness in reading. It was believed that this was due to children lacking a test skill and this was currently being taught.</p> <p><i>h) How do these predictions compare to prior years?</i> Y6 always rise to the challenge as there was more formality of teaching and assessment.</p> <p><i>i) Could these strategies be implemented lower down the school?</i> SW had visited a school who had excellent results throughout Y5 and Y6. SW said that the school had a very formalised structure of education but felt that the curriculum was not broad and balanced.</p> <p><i>j) Were there any Edison Strategies that could be employed?</i> Fast maths was being used and was showing positive results, although the application of the knowledge was yet to be tested. In terms of the gender gap and strategies, the Edison advisor days could be used for support and visits to partner schools were enlightening.</p>	
<p>7.2 Collaboration</p>	
<p>7.2.1 SW explained that the Parish Council would be in receipt of CIL (Community Infrastructure Levy) funds which could be spent on enhancing village infrastructure. Further discussion about this would take place in the future.</p>	
<p>7.3 Safeguarding Update</p>	
<p>The Safeguarding update report had still not been received. The audit was very thorough and the verbal feedback had been positive. The Governor involvement in Safeguarding was highlighted as being exemplary. The report would be circulated when received.</p>	
<p>7.4 Nayamba School Link Visit</p>	
<p>SW sought permission from Governors to visit Nayamba school, with a group of other teachers (not from Exminster School) for one week in June. The trip would be a CPD opportunity. There would be no cost to the school. Discussion took place about the learning opportunities across the school that this would provide. <i>IM was asked whether he was confident that adequate cover would be in place during SW's absence.</i> IM confirmed that he was. <i>It was asked why the trip had to take place during term time.</i> SW replied that it had been intended that the trip took place during the summer half term, but unfortunately the link school also had a holiday at that time.</p>	<p style="text-align: right;">SW</p>

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<p><i>Insurance implications were questioned. SW agreed to check with HR about cover. Governors resolved to allow the visit to take place.</i></p>	
<p>8. Evidence of Implementation of SDP Verbal reports were received as follows:</p> <p>8.1 Impact of Achievement Team implementation TF and LA had met with several members of staff from EYFS, KS1 and KS2 to understand and gather evidence of the impact of the Achievement Team meetings. The feedback was overwhelmingly positive and had been fed back to SW. The visit had been focussed and worthwhile.</p> <p>8.2 Learning walk to illustrate embedding of Rainbow Values throughout school Not yet carried out. To be reported at FGB on 17 March.</p> <p>8.3 Interview with staff regarding the implementation of the Venn Diagram method of assessment No update as the Governors involved were not present. To be reported at FGB on 17 March.</p> <p>8.4 British Values Governor Visit Refer to minutes of Teaching and Learning Committee meeting. Refer to Headteacher's report for outcome of actions arising from the visit, related to changes to the School Learning Team.</p>	<p>AR/HC</p> <p>BM/ SWi</p>
<p>9. Resources Committee Update TF would be emailing round the Schools Financial Values Statement document in order that a draft could be produced in time for the next Resources Committee meeting on 3 March.</p>	TF
<p>10. Teaching and Learning Committee Update No update as neither the Chair nor Vice Chair of the Committee were present.</p>	
Part II	
<p>11. School Structures Refer to part II minutes.</p>	
<p>The meeting closed at 21:16</p>	

Signed:.....Libby Ash..... Date:.....17/03/2016.....