

Exminster Community Primary School Full Governing Board Meeting 4/2017-18
Thursday, 07 Dec 2017, 18:00 at Exminster Community Primary School
MINUTES

Present					
Name	Initial	Position	Name	Initial	Position
Sarah Whalley	SW	Headteacher	Jonathan Wood	JW	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 (Parent)	Gordon Peacock	GP	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)
Helen Fisher	HF	Governor (Co-opted)	Helen Hibbins	HH	Clerk
Ian Rogers	IR	Governor (Co-opted)	Ian Moore	IM	Deputy Headteacher
Apologies					
Name	Initial	Position	Reason		

Advice given by Governors at this school, in this meeting, is incidental to their professional expertise and is not being given in their professional capacity.

Governors must not disclose what individual governors have said or how they have voted within a meeting.

Governors must respect the confidentiality of Part Two items of business as agreed by the Governing Board.

Summary of Meeting
<ul style="list-style-type: none"> • Terms of reference for Lead Governor Roles Approved. • To invite members of ESA onto a joint Fundraising Working Party with Governors. • 2 Governors to attend each ESA meeting – Rota to be drawn up.

Item	Action
1. <u>Welcome</u> The meeting opened at 18:01.	
2. <u>Apologies for Absence</u> SM had advised that he would be late due to commuting.	
3. <u>Declarations of Interest on Agenda Items</u> BM declared an interest items related to PE due to her employment with Dartmoor School Sports Partnership.	
4. <u>Approval of Minutes of the Full Governing Board (FGB) meeting on 16 November 2017</u> ❖ Related Documents: 2017-11-16 FGB draft minutes It was resolved to approve the minutes.	
5. <u>Progress on Actions (not included elsewhere on agenda)</u> ❖ Related Documents: Actions list (on agenda)	

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<p>5.1 All Governors to book onto a training course (via the Clerk) or undertake online training and inform the Clerk on completion to update the Governors' training record. <i>Ongoing</i></p> <p>5.2 21/09/2017 - 13.8 - Explore charitable status of ESA in conjunction with its current constitution <i>On agenda – see item 8</i></p> <p>5.3 12/10/2017 - 6.4 - Priority projects for income generation to be explored further by SLT and SM <i>Ongoing</i></p> <p>5.4 12/10/2017 - 9.3 - Report to FGB on Pupil Premium, THRIVE and narrowing the attainment gap between disadvantaged and non-disadvantaged children. <i>Ongoing – January FGB meeting</i></p> <p>5.5 12/10/2017 - 9.3 - Report to FGB on narrowing the gender gap in attainment <i>Ongoing – January FGB meeting</i></p> <p>5.6 12/10/2017 - 9.3 - Report to FGB on improving writing attainment through development of SPaG throughout the school <i>Ongoing – January FGB meeting</i></p> <p>5.7 12/10/2017 - 9.3 - Report to FGB on embedding of GOAL throughout the school <i>Ongoing – January FGB meeting</i></p> <p>5.8 12/10/2017 - 10.4 - Governor visit to observe and monitor impact of Achievement Team meetings <i>Ongoing - Visit report uploaded into Governors' Visits folder. To be shared at January FGB meeting.</i></p> <p>5.9 16/11/2017 - 4.4 - PP Strategy report to be uploaded onto the school website <i>Done</i></p> <p>5.10 16/11/2017 - 5.9 - SEND Report/Powerpoint to be uploaded onto the school website <i>Ongoing</i></p> <p>5.11 16/11/2017 - 8.4 - JC to look into office costs overspend and teaching underspend <i>Ongoing</i></p> <p>5.12 16/11/2017 - 8.7 - SW to ask for supply insurance income to be reported separately on future budget monitors <i>Done</i></p> <p>5.13 16/11/2017 - 8.9 - SW to ask AM about the notes tab on the budget monitor <i>Done</i></p> <p>5.14 16/11/2017 - 9.2 - IR and SS to take a safer recruitment online course <i>Ongoing - Office to arrange payment for the courses</i></p>	
<p>6. <u>To note the review of the Accessibility Plan for 2017-2020</u></p> <p>❖ Related Documents: 2017-12 Plan 2017-2020</p> <p>6.1 HH explained that the plan was a statutory document; required on the school website.</p> <p>6.2 Claire Norman (SENCo) had updated the plan in line with the current practice in school; AR had reviewed the document.</p> <p>6.3 There were no significant changes from the previous version and it was confirmed that no updates were required due to the new Thrive Building.</p>	HH
<p>7. <u>To Agree Equality Objectives and draft a new Equality Policy</u></p> <p>❖ Related Documents: DCC model equality policy and guidance</p> <p>SM joined the meeting at 18:15</p> <p>7.1 The DCC model document had been circulated prior to the meeting. Governors raised the following questions on the content:</p> <p>7.1.1 Q: <i>The policy states: “We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.” How is this implemented in school? (RV)</i></p>	

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<p>A: All data, both external and internal was analysed (and reported on) in groups. In this year's School Development Plan (SDP) two objectives had been set based on gaps in data; to narrow the gap between Pupil Premium (PP) and non-PP children through accelerated progress and to narrow the gender attainment gap through the accelerated progress of boys. (SW)</p> <p>7.1.2 Q: <i>The policy states: "We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity." What evidence is available that this statement is fulfilled? (RV)</i> A: The school managed its own recruitment process and did not collect and analyse information about protected characteristics, so there was no evidence available. It was agreed that this statement should be changed from the model in accordance with practice to: "The school has systems in place to ensure that it complies with current legislation in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity."</p> <p>7.1.3 Q: <i>The policy states: "Throughout the year, we will plan on-going events to raise awareness of equality and diversity." How is this carried out? (TF)</i> A: For pupils, equality and diversity are part of the curriculum; reinforced through assemblies and activities. For parents, there are evening events planned throughout the year and invitations to attend Social and Emotional Aspects of Learning (SEAL) sessions.</p> <p>7.1.4 Q: <i>How are people visiting the school aware of the equality policy? (IR).</i> A: An induction process for regular visitors, volunteers and members of staff was in place that highlighted the equality policy (amongst others)? It was agreed that a statement regarding observation of the equality policy should be placed in the signing in book(s) to make all visitors aware.</p> <p>7.2 There was no mention in the policy of transgender/pan-gender/gender neutral orientation. It was confirmed with Babcock that transgender was not covered by the Equality Act but that schools would treat transgender children with the same degree of equality as children with gender dysphoria, that was mentioned in the Act.</p> <p>7.3 The document suggested that a Governors' equality working party should be formed. It was felt that this was not necessary.</p> <p>7.4 It was noted that the Legal Duties (section 2) of the model document was not currently on the school website and should be. This would be addressed following approval of the new version.</p> <p>7.5 IR agreed to redraft the policy for approval at the January FGB meeting.</p>	IR
<p>8. <u>Report on Exminster School Association Constitution and identification of actions required by the Governing Board</u></p> <p>❖ Related Documents: ESA recommendations</p> <p>8.1 It was noted that the Chairman of ESA had not had sight of the document to date.</p> <p>8.2 The Governing Board needed to be able to track funds raised through Governing Board initiatives to ensure that they were spent in accordance with priorities identified through the budget.</p> <p>8.3 ESA had agreed to raise funds to target projects that would support the school such as new library books or a Lego activity room, rather than the big-ticket items targeted in the past.</p> <p>8.4 It was recommended that at least 2 Governors attend ESA meetings. Agreed. A rota would be drawn up for this.</p> <p>8.5 It was agreed that the existing Fundraising Working Party of SM and JC should be extended to include representatives from ESA.</p> <p>8.6 ESA should be made aware of vacancies on the Governing Board.</p>	BM JC/SM
<p>9. <u>Inspection Data Summary Report (IDSR) update</u></p> <p>❖ Related Documents: 2017 IDSR</p> <p>9.1 SW and IM explained the IDSR:</p>	

Item	Action
<p>9.1.1 Ofsted Inspectors consult the IDSR before an inspection as it states areas for investigation (based on the data) on the first page. All investigation areas for this school were positive.</p> <p>9.1.2 There was an expectation that all Governors (not just those on the data team) had a good understanding of the IDSR. The Exeter Consortium was organising training on the IDSR in February and Governors would be invited to this when the date was confirmed.</p> <p>9.1.3 Three years' worth of data constituted a trend.</p> <p>9.1.4 Progress and Attainment data was discussed.</p> <p>9.1.5 <i>RV asked why there appeared to be a lower percentage of KS1 pupils working at greater depth compared to the national average. SW explained that this accounted for 2 children with a level 2 in reception not meeting the expected standard at the end of KS1.</i></p> <p>9.2 Exeter Consortium's Alliance Data was circulated for information. This compared a number of schools that had chosen to share their IDSR data and was proving useful to identify possible schools for collaboration.</p>	All
<p>10. Safeguarding Update</p> <p>10.1 AR had carried out random safeguarding checks on 7 members of staff/volunteers. All confirmed that they had received initial safeguarding training during their induction. All understood what to do if they were concerned about a child. All knew the names of the designated safeguarding leads. A couple of members of staff had said that they would refer issues to class teachers. AR had clarified this with SW and all concerns should be referred directly to a safeguarding lead.</p> <p>10.2 HC reported on a Safeguarding Review meeting:</p> <ul style="list-style-type: none"> • An overview of ICT safeguarding arrangements was given. • Training needs were identified. • A data sheet was circulated illustrating the number of MASH referrals. • Safeguarding case studies were discussed. An anonymised overview of the cases and how they were being handled within school and their current status was given. <p>10.3 Areas where further training was required - identified as part of the Safeguarding Audit were: peer on peer abuse, healthy relationships, modern drug running and school lockdown.</p> <p>10.4 AR and HC were confident about the school's response to the Safeguarding Audit.</p>	
<p>11. Lead Governor Roles</p> <p>❖ Related Documents: Exminster Community Primary School Governors' Information 2017-11, v3 draft Lead Governor Roles</p> <p>11.1 To consider reallocation of roles</p> <p>11.1.1 AR to take on Student and Family Support (SAFS) responsibility to release HC to take on Community and Parent Link lead.</p> <p>11.1.2 SM to join JC as joint Finance lead.</p> <p>11.1.3 Leadership and School Development: As each area of the SDP had an allocated Governor, add these in as joint leads.</p> <p>11.2 JW to become joint lead on Assessment for Learning (AFL) (incorporating Pupil Premium)</p> <p>11.3 Approval of Terms of Reference Approved subject to aforementioned amendments.</p> <p>11.4 To consider training requirements</p> <p>11.4.1 All Governors should consider their training requirements and ask the Clerk to book courses.</p> <p>11.4.2 Recent information highlighted the need for a Governor to be trained in Exclusions. AR agreed to undertake this.</p>	<p>HH</p> <p>All</p> <p>AR/HH</p>
<p>12. Impact of Training Undertaken</p> <p>❖ Related Documents: Training Record</p> <p>12.1 The training record was circulated for information.</p>	

Item	Action
12.2 Governors were reminded to fill in a Record of Learning form for each course undertaken and send it to the Clerk.	
12.3 If Governors needed to feed back on a particular course, it should be requested as an agenda item.	All
Part II	
13. <u>To receive a report from the Pay and Performance Committee regarding the Headteacher's appraisal</u> All staff left the meeting. Refer to part II.	
The meeting closed at 19:40	

Dates of next FGB meetings:

Spring Term 2018	Summer Term 2018
18 January	26 April
8 February	17 May
15 March	14 June
	12 July

Signed:.....Tony Fripp..... Date:.....18/01/2018.....