

Exminster Community Primary School Full Governing Board Meeting 5/2017-18
Thursday, 18 Jan 2018, 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)	Sam Slingsby	SS	Governor (Staff)
Stephen McDonald	SM	Governor (Par)	Helen Hibbins	HH	Clerk
Ian Rogers	IR	Governor (Co-opted)	Gordon Peacock	GP	Governor (Co-opted)
Paul Herring	PH	Assistant Headteacher	Richard Vain	RV	Governor (Co-opted)
John Collins	JC	Governor (Co-opted)	Ian Moore	IM	Deputy Headteacher
Apologies					
Name	Initial	Position	Reason		
Hamish Cherrett	HC	Governor (Co-opted)	Work commitment		
Helen Fisher	HF	Governor (Co-opted)	Illness		
Becky Mason	BM	Governor (Co-opted)	Personal commitment		
Paul Frazer	PF	Governor (Parent)	Work commitment		
Alwyn Reeves	AR	Governor (LEA)			

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

- Approval of Equality and Lettings Policies
- Penny Brown to continue as Headteacher Appraisal Partner.

Item	Lead
1. Welcome	
1.1 The meeting opened at 18:10 with GP taking the Chair as TF was delayed.	
2. Apologies for Absence	
2.1 Accepted as listed above.	
2.2 It was noted that AR was absent without apology.	
3. Declarations of Interest on Agenda Items	
None declared.	
4. To approve the minutes of the Full Governing Board meeting on 7 December 2017	
❖ Related Documents: 2017-12-07 FGB Draft Minutes (parts I and II)	
4.1 Part I Resolved.	
4.2 Part II (Circulated in hard copy at the meeting) Resolved.	

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<p>5. <u>Progress on Actions (not included elsewhere on agenda)</u></p> <p>❖ Related Documents: Actions List</p> <p>5.1 All Governors to book onto a training courses (via the Clerk) or undertake online training and inform the Clerk on completion to update the Governors' training record. Click for link to online training. (You will need to register in your own name) - Ongoing Reminder</p> <p>5.2 12/10/2017 - 6.4 - Priority projects for income generation to be explored further by SLT and SM. Update 07/12/2017 Fundraising Working Party to invite members of ESA to join. <i>Update 18/01/2018 The Easyfundraising Cashback scheme was being advertised through newsletters. Grant applications to Awards for All, Garfield Western and Nature Save were being submitted. The parent body would be approached to ascertain whether any employers offered matched funding. In an attempt to increase pupil numbers, a promotional video had been uploaded to the website and open days had taken place. An invite would be extended for ESA members to join the Fundraising Working Party at the ESA AGM on 23 January - Ongoing</i></p> <p>5.3 12/10/2017 - 9.3 - Report to FGB on Pupil Premium, THRIVE and narrowing the attainment gap between disadvantaged and non-disadvantaged children – See item 8.4</p> <p>5.4 12/10/2017 - 9.3 - Report to FGB on narrowing the gender gap in attainment - Ongoing</p> <p>5.5 12/10/2017 - 9.3 - Report to FGB on improving writing attainment through development of SPaG throughout the school – See item 8.2</p> <p>5.6 12/10/2017 - 9.3 - Report to FGB on embedding of GOAL throughout the school – See item 8.1</p> <p>5.7 12/10/2017 - 10.4 - Governor visit to observe and monitor impact of Achievement Team meetings – See item 8.3</p> <p>5.8 16/11/2017 - 8.4 - JC to look into office costs overspend and teaching underspend - Ongoing</p> <p>5.9 16/11/2017 - 9.2 - IR and SS to take a safer recruitment online course <i>Update 18/01/2018 SS had completed the course and IR was progressing through the course - Ongoing</i></p> <p>5.10 07/12/2017 - 8.4 - Rota to be drawn up for Governor attendance at ESA meetings <i>Update 18/01/2018 – SM and JC would attend the ESA AGM on 23 January - Ongoing</i></p> <p>5.11 07/12/2017 - 9.1.2 - Consider training on IDSR when Exeter Consortium have arranged a date - Ongoing</p> <p>5.12 07/12/2017 - 11.4.2 - AR to attend an Exclusions course - Ongoing</p>	
<p>6. <u>Policies and Procedures</u></p> <p>❖ Related Documents: 2018-01 Equality Policy, 2018-01 Lettings Policy</p> <p>6.1 To approve the Equality Policy (Reviewed by IM) The policy had been circulated prior to the meeting. It was resolved to approve the policy.</p> <p>6.2 To approve the Lettings Policy (Reviewed by JC) The policy had been circulated prior to the meeting. It was resolved to approve the policy.</p>	
<p>7. <u>To consider the formation of an Equal Opportunities Working Group as identified in the Equality Policy</u></p> <p>7.1 The Working Group would monitor the implementation of the Equality Policy.</p> <p>7.2 Advice was awaited from HROne on the specific constitution and Terms of Reference for the group.</p> <p>7.3 IR agreed to be the Governor representative on the Equal Opportunities Working Group.</p>	SW
<p>8. <u>School Development Plan Monitoring</u></p> <p>❖ Related Documents: Achievement Teams Governor Visit, PP Review 11-01-18, Thrive Autumn Review and Results</p> <p>TF arrived at the meeting and took the Chair.</p> <p>8.1 Evidence of embedding of GOAL Due to BM's absence, SW gave a verbal report on BM's Governor visit:</p> <ul style="list-style-type: none"> • The evolution of GOAL was outlined • Differences between GOAL KS1 and KS2 were noted 	

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<ul style="list-style-type: none"> • A book trawl and planning trawl had taken place • The marking system had been explained including explanation of how children responded to the marking • Pupil voice was considered • The use of guided groups and research packs were explained • The impact was evident in the enthusiasm of pupils in taking ownership and responsibility for their learning. This supported all of the curriculum. <p>8.2 Evidence of improving attainment in writing GP would arrange a meeting with Natalie Chandler and report back at a future FGB meeting.</p> <p>8.3 Report on the Impact of Achievement Teams HF had submitted a written Governor Visit report; circulated to all Governors. Noted.</p> <p>8.4 Report on the Impact of Thrive on Pupil Premium (PP) children</p> <p>8.4.1 JW had circulated a written report supported by Autumn Term data supplied by SW.</p> <p>8.4.2 The objective was to ascertain whether Thrive was value for money and whether it closed the gap in attainment.</p> <p>8.4.3 A meeting had taken place with Thrive practitioner, Hannah Parker. The triangulation process between teacher, pupil and parent was explained using anonymized data. It was clear that parents were incredibly positive about the process and outcomes.</p> <p>8.4.4 Frankie Hyde had been observing PP children in the classroom in order to generate a suitable PP strategy. This would be followed up by JW who would attend an Achievement Team meeting.</p> <p>8.4.5 SW reported on the Autumn term Thrive data and the academic progress of the children. JW said that it was unrealistic to expect an immediate academic response, however the autumn data was very encouraging.</p> <p>8.4.6 <i>RV asked whether the Thrive cost was ongoing and whether the school could implement something similar without the cost.</i> It was explained that the cost of the license was far less than the cost of the human resource for implementing the programme. The license had been procured as part of a group arrangement for best value. The software was required for analysis and Thrive data for incoming children could be transferred to the school.</p> <p>8.4.7 <i>IR asked whether the school received specific funding for running the Thrive programme.</i> SW explained that there were no specific funds available, but PP funding was used towards it.</p> <p>8.5 Allocation of further tasks for monitoring the SDP</p> <ul style="list-style-type: none"> • Narrowing the gap between disadvantaged and non-disadvantaged children: Outcomes of monitoring, project development and end of Spring term data • Narrowing the Gender Gap: Outcomes of monitoring, end of Spring term data - target children - are they making rapid progress? • Improving the attainment in writing: Editing progression in writing, moderation summary, end of Spring term data, Spotlights overview • Embedding of GOAL: Kagan impact, book look outcome, learning walk outcomes 	<p>GP</p> <p>JW</p> <p>HF</p> <p>GP</p> <p>BM</p>
<p>9. Pupil Outcomes – School Development Plan Context Overview</p> <p>❖ Related Documents: SDP Summary 17-18 Context Sheet, Data Summary End of Autumn Term</p> <p>9.1 The Data Summary for the end of the Autumn term fed into the Summary Context Sheet. IM explained the data summary for each year group and actions necessary to address issues identified. It was noted that this year, the gap between disadvantaged and non-disadvantaged children was being calculated differently.</p> <p>9.2 Due to the low number of children within an identified group within a cohort, individual children represented a large percentage in the statistics. <i>TF asked whether this presented difficulties in interpreting the data, with opposing movements in progress between two children making a</i></p>	

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<p><i>significant difference to the results?</i> IM replied that there was no alternative method of analysis as aspirations needed to be high for all children, not just those in identified groups.</p>	
<p>10. To consider Financial Benchmarking Data and identify actions for ensuring Best Value</p> <p>❖ Related included in the Documents: Benchmarking Graphs, Chart Summary, Historical Data</p> <p>10.1 The data presented compared Exminster School with other maintained primary schools of a similar size within Devon.</p> <p>10.2 JC explained that the data should be considered an indicator of how the school was performing generally. Due to schools having different accounting practices there were anomalies in the more detailed comparison graphs therefore caution should be exercised in reading too much into the data. However, it was useful to have the names of the comparative schools this year as it helped put some of the data into context. Overall, the data indicated sound financial management in school.</p> <p>10.3 Governors had raised the following questions with SW prior to the meeting:</p> <p>10.3.1 Re: Expenses Charts:</p> <p>Q: <i>What was Cost of Finance of £9660? (JC)</i> A: Leasing of the photocopier(s).</p> <p>Q: <i>What was included in the Community Expenditure? (JC)</i> A: Subscriptions to Edison and the Exeter Consortium.</p> <p>Q: <i>What was included in the Cost of Maintenance? (JC)</i> A: Building maintenance and improvement, grounds maintenance and cleaning and caretaking.</p> <p>Q: <i>The Premises total was comparatively high? Why was this? (RV)</i> A: The cost of catering was included. This would not be the case for schools where the catering was a bought in service.</p> <p>Q: <i>Supply and Services costs were comparatively high? Why? (RV)</i> A: There was a difference across schools about how they account for this and therefore a meaningful comparison was very difficult.</p> <p>Q: <i>What could be done to reduce the comparatively high Admin Supplies? (RV)</i> A: The bulk of the spending was on paper and photocopiers. Other schools may account for this differently.</p> <p>Q: <i>Expenditure on Administrative Staff was relatively low. Did the school have sufficient resource? (RV)</i> A: Administrative staff claimed additional hours at busy times of the year, accounting for an extra £3K overall.</p> <p>Q: <i>Why was the Supply Teacher Insurance Claim so high? (RV)</i> A: Due to staff absence of approximately 6 months, followed by a phased return.</p> <p>10.3.2 Re: Workforce Charts:</p> <p>Q: <i>Exminster has comparatively more than the median number of Teaching Assistants/Learning Support Assistants (LSAs). Why? (JC)</i> A: Exminster is in the top 20% of all schools for children in receipt of an Education and Health Care Plan, requiring more adults to support specific needs. Attempts had been made to find out other schools' positions on this, but to date it had not been possible. In mitigation, Supply Costs would be higher if the internal cover by LSAs was not factored into the cost of Education Support Staff.</p> <p>10.4 JC identified several areas that warranted further scrutiny:</p> <ul style="list-style-type: none"> • Staff expenditure as a percentage of total expenditure – analysis suggested that there may be greater savings to be made in non-staffing costs so that the staff expenditure percentage came into line with other schools. • Catering expenditure. 	

Item	Lead
<ul style="list-style-type: none"> • Administrative supplies. (It was noted that some schools may be recording this under educational supplies). <p>10.5 The historical summary data showed that while the number of children had increased over the last five years, the number of staff had decreased. SW explained that this was due to the fact that SEND funding had dropped by two thirds over the five year period and this had been used to fund additional support staff in the past.</p> <p>10.6 A question was raised about how the ratio of Senior Leadership Team (SLT):Teachers:LSAs was managed. SW explained that the staffing structure was constantly reviewed when vacancies occurred.</p> <p>10.7 <i>TF asked whether the school would have a larger SLT if more money were available [benchmarking graphs suggested that the SLT was comparatively lean]. SW replied that it would.</i></p>	
<p>11. <u>The General Data Protection Act (GDPR) and the implications for the school</u></p> <p>❖ Related Documents: GDPR Slides 04-01-2018, GDPR notes 04-01-2018</p> <p>11.1 TF presented a powerpoint on the GDPR. Notes had been circulated alongside the presentation.</p> <p>11.2 The Governing Board needed to monitor the implementation of the GDPR from a strategic perspective.</p> <p>11.3 Members of the SLT were currently undertaking training. A member of the SLT was likely to become the Data Protection Officer.</p> <p>11.4 Teaching staff would be given appropriate training in house.</p> <p>11.5 <i>SM asked whether ESA were affected/aware of the GDPR.</i> It was suggested that this was raised at the ESA AGM.</p> <p>11.6 SM had undertaken courses on the GDPR at work and offered to assist the SLT if required.</p> <p>11.7 The GDPR would be discussed in further depth at the February FGB meeting.</p>	
<p>12. <u>To confirm the appointment of the Headteacher Appraisal Partner</u></p> <p>❖ Related Documents: Reference for Penny Brown</p> <p>12.1 Best practice suggested that the Headteacher Appraisal Partner should be changed every three years to ensure that they remained independent. The Governing Board were responsible for appointing an Appraisal Partner. The current Appraisal Partner, Penny Brown, had been in post for over three years.</p> <p>12.2 GP explained the appraisal process and the role of the Appraisal Partner. A reference for Penny Brown had been sought and circulated.</p> <p>12.3 It was resolved that Penny Brown continued as the Headteacher Appraisal Partner to be reviewed in September 2018.</p>	
The Meeting closed at 19:45	

Dates of next FGB meetings:

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

Signed:.....T Fripp..... Date:.....08/02/2018.....