

Exminster Community Primary School Full Governing Board Meeting 6/2018-19
Thursday, 07 Feb 2019, 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)
Paul Herring	PH	Assistant Headteacher	Paul Frazer	PF	Governor (Parent)
Stephen McDonald	SM	Governor (Par)	Becky Mason	BM	Governor (Co-opted)
Alwyn Reeves	AR	Governor (LEA)	Sam Slingsby	SS	Governor (Staff)
John Collins	JC	Governor (Co-opted)	Helen Hibbins	HH	Clerk
Kate Beale	KB	Governor (Co-opted)	Talitha Kerrigan		Potential Governor
Ian Rogers	IR	Governor (Co-opted)			
Apologies					
Name	Initial	Position			
Hamish Cherrett	HC	Governor (Co-opted)	Work commitment		
Richard Vain	RV	Governor (Co-opted)	Family commitment		
Tony Fripp	TF	Governor (Co-opted)	Family commitment		

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.

Decisions summary:
To co-opt Becky Mason for a further term of office

Due to three Governors being involved in another meeting, the Full Governing Board Agenda was altered as the meeting was inquorate at the start. Therefore, only items were considered that did not require a decision until the meeting became quorate.

Item	Action
1. <u>Welcome</u> 1.1 IR opened the meeting at 18:10. 1.2 Talitha Kerrigan was introduced as a potential Governor. Talitha explained her role as a lecturer at the University of Exeter. She had experience in Curriculum design and if co-opted, would become involved in pedagogy and curriculum.	
2. <u>Update on actions (not included elsewhere on agenda)</u> 2.1 All Governors to book onto training courses (via the Clerk) and inform the Clerk on completion to update the Governors' training record. <i>Ongoing reminder</i>	

Item		Action
2.2	<p>14/06/2018 - 9.3 - SW to arrange for ESA accounts to be shared with the Governing Board. Update 12/07/2018 Accounts to be circulated by email prior to decision on whether an agenda item is warranted. Update 18/10/2018 Draft accounts circulated, awaiting Year End Accounts (FYE October).</p> <p><i>Update 07/02/2019 Final accounts had been circulated.</i> <i>Done.</i></p>	
2.3	<p>12/07/2018 - 12.4 - Governor to attend scope and development review meeting. Update 18/10/2018 meeting to take place in January. To be reported at Feb FGB.</p> <p><i>See agenda item 10</i></p>	
2.4	<p>20/09/2018 - 13.2.3 - Governors to consider being on the Headteacher's Appraisal Group</p> <p><i>It was suggested that this role may be taken on by a new Governor.</i> <i>Ongoing</i></p>	
2.5	<p>18/10/2018 - 11.8 - Detailed SDP scopes to be made available to Governors for monitoring purposes</p> <p><i>See item 10</i></p>	
2.6	<p>15/11/2018 - 10.1 - Priority 1: Supporting disadvantaged children's progress – consider the NAHT Aspire document and meet with Frankie Hyde, Gail Miller and SW to discuss.</p> <p><i>Ongoing</i></p>	
2.7	<p>15/11/2018 - 10.2 - Priority 2: Supporting focus identified boys to make accelerated progress in reading and writing - meet with Fiona Jones and Jonathan Scott to discuss the outcome of the environmental audit and actions arising.</p> <p><i>Ongoing</i></p>	
2.8	<p>15/11/2018 - 10.3 - Priority 3: Improving writing progress - consider the scope and the rationale behind it followed up with a visit to validate the outcome of monitoring.</p> <p><i>Ongoing</i></p>	
2.9	<p>15/11/2018 - 10.4 - Priority 4: Developing knowledge and understanding of the wider curriculum through GOAL work - find evidence of the children's knowledge during a visit.</p> <p><i>Ongoing</i></p>	
2.10	<p>06/12/2018 - 6.5 - Action plan regarding funding "lobbying" to be formulated.</p> <p><i>SW reported that Devon Association of Primary Headteachers (DAPH) were coordinating lobbying and keen to present a "one voice" approach. Recently, there had been a request for schools to submit case studies to illustrate the issue for collation and the school had done this.</i> <i>Remove from actions list.</i></p>	
2.11	<p>17/01/2019 - 5.2.3 - Local businesses who have supported the school to be thanked on Facebook.</p> <p><i>Done</i></p>	
2.12	<p>17/01/2019 - 5.3.5 - Parental Engagement survey to be drafted and presented at February FGB meeting</p> <p><i>See item 6</i></p>	
2.13	<p>17/01/2019 - 7 - KB to submit a written report on data meeting</p> <p><i>Ongoing</i></p>	
2.14	<p>17/01/2019 - 9 - Advise DCC of decision not to increase PAN for Sept 19 intake</p> <p><i>Done</i></p>	
3.	<p><u>Declarations of Interest on agenda items</u> None declared.</p>	
4.	<p><u>Self-evaluation against Ofsted criteria</u></p>	
4.1	<p>❖ Related Documents: SEF updated beginning of spring 2019</p> <p>The Ofsted school inspection handbook was circulated. In groups, Governors were asked to consider the grade descriptors within and to highlight the statements either pink or green, with pink indicating that Governors were confident that they could find evidence and green indicating less</p>	

Item	Action
<p>confidence in finding evidence. Governors noted any questions arising during the process. It was explained that this exercise would also be repeated with the SLT and staff.</p> <p>4.2 At the end of the exercise the papers were collected in for analysis by the SLT. An update on findings would be presented at a future meeting.</p> <p>4.3 <i>JC noted that it was difficult for Governors to cite evidence for some criteria as it was operationally based.</i> IM explained that some evidence could only be found in the classroom.</p>	
<p>5. <u>To consider amendments to the draft Schools Financial Values Statement (SFVS)</u></p> <p>❖ Related Documents: SFVS Assessment form 2018-19</p> <p>5.1 JC and IR briefly explained the purpose of the document.</p> <p>5.2 JC had drafted responses to the statement and circulated them.</p> <p>5.3 The following amendments were proposed:</p> <ul style="list-style-type: none"> ● Question 5: Add “<i>annual declaration by Governors, SLT and admin staff</i>” ● Question 7: Add “<i>and reviewed every time there is a change to staffing</i>” ● Question 9: Add “<i>the reviewer is changed every 3 to 4 years</i>” ● Question 17: Amend to “<i>Part of the school is new with little need for maintenance</i>” ● Question 19: Add “<i>Due to a three-class year group, the school had converted intervention space back into a full-time use classroom</i>” <p>5.4 JC would update the document for sign off at the FGB meeting in March.</p>	JC
<p>6. <u>Fundraising update</u></p> <p>❖ Related Documents: Funding questionnaire</p> <p>6.1 A google questionnaire had been circulated based on the draft questionnaire that JC presented at the January meeting.</p> <p>6.2 SM presented the questionnaire in an alternative format and suggested that there may be benefit in having precursor questions at the beginning around level of awareness and impending impact. SW believed that it would be more constructive to inform parents of the situation and that the information provided should be at headline level without unnecessary detail. However, it was important to emphasise that the school had already done everything possible to minimise the deficit.</p> <p>6.3 The inclusion of “open questions” with possible options as to how parents/carers could respond to the deficit and how they could help the school was considered beneficial. These could also capture data that could be followed up.</p> <p>6.4 <i>JC asked how parental involvement could be encouraged.</i> It was decided that it would neither be appropriate nor beneficial for quality of response purposes to offer an incentive.</p> <p>6.5 Paper copies of the questionnaire would need to be available for parents who did not have internet access.</p> <p>6.6 <i>IR asked how the questionnaire would fit with the “One Devon/one voice” DAPH approach to highlighting the funding inadequacy.</i> SW said that it would not conflict.</p> <p>6.7 It was agreed that the fundraising group continued to work on the questionnaire to be approved a future meeting.</p>	SM/JC/ JW/SW
<p>BM, AR and KB joined the meeting. The meeting was now quorate for decision making.</p>	
<p>7. <u>Apologies for absence</u></p> <p>Approved as listed above.</p> <p>It was noted that Paul Marshall was absent without apology.</p>	
<p>8. <u>To consider the co-option of Becky Mason onto the Governing Board for a further term of office</u></p> <p>Resolved.</p>	
<p>9. <u>To approve the minutes of the Full Governing Board meeting on 17 January 2019</u></p> <p>❖ Related Documents: 2019-01-17 FGB Draft Minutes</p>	

Item	Action
9.1 It was resolved to approve both part I and part II minutes from the meeting. (Part II minutes were circulated in hard copy only at the meeting)	
<p>10. School Development Plan (SDP) Monitoring</p> <p>10.1 KB reported on the scope meeting attended on 28 January. The purpose of the meeting was for teams to understand the areas of focus in the school. Each team worked from the SDP and discussed processes and procedures implemented for the key areas of development.</p> <p>10.2 Leadership Scope:</p> <p>10.2.1 Ethos: all levels lead. Data reviews ensure that everyone is able to understand where the school is performing as a whole.</p> <p>10.2.2 The importance of external collaboration was emphasised and recent projects were highlighted.</p> <p>10.2.3 Feedback and perceptions were key to informing where improvements could be made.</p> <p>10.3 Pupil Premium (PP) and Boys:</p> <p>10.3.1 Barriers to learning for PP children were discussed.</p> <p>10.3.2 The school was networking with other schools on how to improve writing and vocabulary.</p> <p>10.3.3 Parent/carer engagement meetings were being held.</p> <p>10.3.4 The Transformers reading strategy was showing progression and improvement and the buddy system with older boys helping younger boys was successful.</p> <p>10.3.5 A report on the gender focused environment audit would be given at a future meeting.</p> <p>10.3.6 A toolkit of resources would be produced to support teaching of boys throughout the school.</p> <p>10.4 Personal development and behaviour and welfare:</p> <p>10.4.1 Staff had attended courses to understand strategies for managing mental health.</p> <p>10.4.2 Parent/carer sessions had been organised.</p> <p>10.4.3 Staff and students would be asked to complete a questionnaire to ascertain knowledge of positive mental health.</p> <p>10.4.4 Feedback was requested from all teachers on behaviour issues to formulate strategies for working with challenging pupils to help understand the psychological side of behaviours.</p> <p>10.4.5 The behaviour policy would be reviewed by the SLT.</p> <p>10.4.6 The community library had been relaunched.</p> <p>10.4.7 An external consultant, Rachel Higginson, had visited school and through discussion, school had decided the following:</p> <ul style="list-style-type: none"> • To develop pupil voice to make it more effective • To add features to Get On and Learn (GOAL), including a careers focus • Literacy building the curriculum, with topics to surround it <p>10.5 Learning Environment:</p> <p>10.5.1 Rainbow values were promoted. The Rainbow Friends initiative had had a positive impact for both the reception child and their buddy.</p> <p>10.5.2 The Lego room was now in use for Lego therapy and reward time.</p> <p>10.6 Assessment for Learning:</p> <p>10.6.1 The software packages used for assessment were discussed.</p> <p>10.6.2 To inform consistency of marking, comparative judgement was being used where work from two pupils was scanned and compared for a snap judgement of better writing.</p> <p>10.6.3 Greater consistency in the use of marking codes for SPAG was required across the school.</p> <p>10.7 PE:</p> <p>10.7.1 Intra school sporting activities were being promoted.</p> <p>10.7.2 A game exchange would take place with Nayamba school, where recording of games with instructions would be sent between schools.</p>	
11. <u>Safeguarding update</u>	

Item	Action
11.1 AR had written a Governor report following the last Safeguarding review meeting that he attended with HC. This was available on the google drive.	
11.2 The Single Central Record was now being regularly checked by members of the SLT.	
<p>12. To analyse financial benchmarking data</p> <p>❖ Related Documents: Various benchmarking graphs</p> <p>12.1 RV had commented on the following (by email, prior to the meeting):</p> <p>12.1.1 <i>Pupil/teacher ratio and total expenditure was lower than other benchmarks. Was the school sufficiently resourced in the area?</i> SW explained that a low pupil teacher ratio was a positive, although this would change with intake and leavers. The low total expenditure was due to the comparative schools having a higher PP eligibility and hence a higher income for targeted expenditure.</p> <p>12.1.2 <i>Education consultancy expenditure was high. Clarification was sought as to what the spend was on.</i> SW explained that it was spent on Edison for the last 3 financial years, although this had now finished.</p> <p>12.1.3 <i>Admin staff expenditure was low. Was the school adequately resourced?</i> SW responded that admin staff claimed overtime at busy times of the year, but that was not included in the contracts.</p> <p>12.1.4 <i>Educational supplies expenditure was high. What did this cover? Were there opportunities for cost savings?</i> SW explained that the figure included bought in professional services like Edison.</p> <p>12.1.5 <i>Would it be possible to contact some of the schools with high targeted grant income and self-generated funding to see how they had achieved this? Tavistock and Ottery St Mary appeared to be particularly successful.</i> SW said that Alison Munslow would be asked to contact the schools.</p> <p>12.1.6 <i>What did community expenditure cover?</i> SW said that, for this school it was Breakfast Club, but it was possible that other schools did not account in the same way.</p> <p>12.2 <i>SM asked about the premises and maintenance expenditure being exceptionally low.</i> SW explained that this did not include the caretaking contract.</p> <p>12.3 <i>SM noted that headcount per FTE staff member was comparatively high.</i> SW explained that this was due to having a high number of part time staff.</p>	
The meeting closed at 19:40.	

Dates of next FGB meetings:

Spring Term 2019	Summer Term 2019
14 March	25 April
	16 May
	13 June
	11 July

Signed:.....Ian Rogers..... Date:.....14/03/2019.....