

**Exminster Community Primary School Full Governing Board Meeting 10/2018-19**  
**Thursday, 13 June 2019, 18:00 at Exminster Community Primary School**  
**MINUTES**

<b>Present</b>					
<b>Name</b>	<b>Initial</b>	<b>Position</b>	<b>Name</b>	<b>Initial</b>	<b>Position</b>
Sarah Whalley	SW	Headteacher	Helen Hibbins	HH	Clerk
Stephen McDonald	SM	Governor (Par)	Becky Mason	BM	Governor (Co-opted)
Paul Herring	PH	Assistant Headteacher	Talitha Kerrigan	TK	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)
Ian Moore	IM	Deputy Headteacher	Paul Herring	PH	Assistant Headteacher
Ian Rogers	IR	Governor (Co-opted)	Jonathan Wood	JW	Governor (Co-opted)
<b>Apologies</b>					
<b>Name</b>	<b>Initial</b>	<b>Position</b>	<b>Reason</b>		
Kate Beale	KB	Governor (Co-opted)	Family commitment		
Paul Frazer	PF	Governor (Parent)	Work commitment		
Hamish Cherrett	HC	Governor (Co-opted)	Work 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.**

<b>Summary of Meeting</b>
<b>Resolutions: to approve the Finance, Charging and Remissions, Redundancy and Shared Parental Leave policies.</b>

<b>Item</b>	<b>Action</b>
<b>1. <u>Apologies for absence</u></b> 1.1 Accepted as listed above. 1.2 TF was absent without apology.	
<b>2. <u>Declarations of Interest on agenda items</u></b> None declared.	
<b>3. <u>To approve the minutes of the Full Governing Board meeting on 16 May 2019</u></b> ❖ <b>Related Documents: 2019-05-16 Draft Minutes</b> Resolved.	
<b>4. <u>Update on actions (not included elsewhere on agenda)</u></b> 4.1 All Governors to book onto training courses (via the Clerk) and inform the Clerk on completion to update the Governors' training record. <a href="#">Ongoing reminder</a> 4.2 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>4.3</p> <p>4.4</p> <p>4.4.1</p> <p>4.4.2</p> <p>4.4.3</p> <p>4.5</p> <p>4.6</p>	<p><a href="#">July agenda</a></p> <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><a href="#">July agenda</a></p> <p>15/11/2018 - 10.4 - Priority 4: Developing knowledge and understanding of the wider curriculum through Get On And Learn (GOAL) work - find evidence of the children’s knowledge during a visit.</p> <p>BM gave a verbal report on the findings of her Governor Visit that took place after the agenda was issued. A written report would be circulated.</p> <p>BM met with Rachel Norris to discuss the development of GOAL and how the new curriculum and framework would impact the delivery of GOAL and how best to keep the uniqueness and success of GOAL to enable the new curriculum to be delivered.</p> <p>BM met with KS2 pupils to ascertain their perceptions of GOAL. It was apparent that GOAL was universally enjoyed; especially the creativeness. A couple of areas for development were identified.</p> <p><a href="#">Done</a></p> <p>14/03/2019 - 10.8 - Governors who are parents to write to MP Mel Stride regarding funding</p> <p><a href="#">Ongoing</a></p> <p>16/05/2019 - 8.6 - New Ofsted Framework to be on autumn term agendas</p> <p><a href="#">September/October agenda</a></p>	
<p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.2.1</p> <p>5.2.2</p> <p>5.3</p> <p>5.4</p>	<p><b><u>Policies</u></b></p> <p>❖ <a href="#">Related Documents: 2019-06 Charging and Remissions Policy, 2019-06 Redundancy Policy, 2019-06 Shared Parental Leave Policy, 2019-06 Shared Parental Leave Policy</a></p> <p><b>Charging and Remissions Policy</b> It was resolved to approve the policy.</p> <p><b>Finance Policy</b></p> <p>It was resolved to approve the policy.</p> <p><i>JC noted that the policy would require updating in the future to account for the spending of money raised from school donations and/or fundraising activities.</i></p> <p><b>Shared Parental Leave Policy</b> It was resolved to approve the policy.</p> <p><b>Redundancy Policy</b> It was resolved to approve the policy.</p>	
<p>6.</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p>	<p><b><u>Safeguarding Update</u></b></p> <p>❖ <a href="#">Related Documents: 2019-06-04 AR Governor Visit</a></p> <p>AR had carried out an unannounced safeguarding Governor visit and circulated a report. A random selection of staff and volunteers had been questioned and all were aware of the safeguarding policies and procedures confirming that safeguarding had a high profile in school.</p> <p>An external assessor had carried out a safeguarding review on Friday 7 June.</p> <p>All members of staff associated with safeguarding (and AR) contributed to the review and were able to evidence procedures.</p> <p>A learning walk took place to ensure that appropriate safeguarding information for pupils was displayed/available.</p> <p>Pupils from both key stages were interviewed and asked a wide range of questions</p> <p>The assessor had few suggestions for improvement and it was expected that the formal report would be positive.</p> <p>The process had been useful and the safeguarding team would consider adopting the suggestions appropriate to the setting.</p>	
<p>7.</p>	<p><b><u>Pupil and staff voice questionnaires</u></b></p> <p>❖ <a href="#">Related Documents: Staff Survey Results May 2019, KS1 Questionnaire, KS2 Questionnaire Analysis for Governors</a></p>	

- 7.1 KS1 Questionnaire**
- 7.1.1 SW explained that the KS1 “questionnaire” consisted of one question; “tell me something about school”. Reception pupils would draw pictures and possibly add an explanatory sentence with the assistance of an adult and pupils in Y1 and Y2 were encouraged to write about school.
- 7.1.2 As the questionnaire was open ended it was difficult to interpret the results but there were many positive comments about playtimes, maths, reading, computing and PE. Areas for development included provision of more books outside and reminders to flush toilets.
- 7.1.3 *AR asked whether it was possible to link the KS1 and KS2 questionnaire in order to give continuity in responses?* SW responded that consideration would be given to the SLT or Governors speaking with KS1 pupils to pose the questions and understand the thinking behind their answers. The KS2 questionnaire was based on the Ofsted questionnaire and at a higher level.
- 7.2 KS2 Questionnaire**
- 7.2.1 As the KS2 questionnaire was based on the Ofsted questionnaire this year, there were very few comparable questions/answers to previous years.
- 7.2.2 *SM commented that the results were difficult to interpret due to the structure of the questions in the survey.*
- 7.2.3 The difference in responses between Y3/Y4 and Y5/Y6 were noted; particularly regarding issues at playtime.
- 7.2.4 *JC expressed concern about the behaviour in lessons responses.* SW explained that the behaviour expectations in Exminster school were very high in comparison with some other schools and that pupils were picked up for very low-level misbehaviour. As the majority of pupils had no experience of other schools this affected their perception.
- 7.2.5 There were many comments from Y5 and Y6 requesting more information about transition to secondary school. PH explained the transition process (including the administrative burden placed on staff). It was suggested that pupils from secondary schools could visit to talk to Y5 and Y6 to explain the differences between primary and secondary school alongside the formal transition days and outreach that already took place.
- 7.2.6 *SM and RV noted comments about coping with stress and anger.* It was explained that individual children received additional support and that universally mindfulness was being introduced.
- 7.2.7 The results from the KS2 questionnaire would be shared with the School Learning Team who would report back to their classes.
- 7.3 Staff Questionnaire**
- 7.3.1 The lack of response from Mealtime Assistants was noted. This was thought to be because they were unable to access email. Next year, paper copies would be available.
- 7.3.2 Overall the responses and comments were very positive. Reassuringly, the majority of those who had answered negatively had included their name on the questionnaire so the SLT were able to discuss issues raised.
- 7.3.3 Areas for development included managing pupil behaviour at lunchtime and the management of workload.
- 7.3.4 The structure of the question regarding workload was considered to be ambiguous. It was noted that this was the Ofsted staff survey questionnaire.
- 7.3.5 Governors discussed the issue of workload. *SS suggested that it was different depending on the individual’s position in school; NQT’s would have a different perception to more experienced teachers. TK suggested the implementation of a system for the allocation and monitoring of workload.* The SLT suggested that a workload committee could be set up. It was noted that the issue was national, not local.
- 7.3.6 *JW, as a teacher at a secondary school, offered to talk with any member of staff who had concerns about workload or other matters.*
- 7.3.7 *AR asked whether any of the issues had been raised at appraisal.* SW responded that, so far, they had not.

7.3.8	When the results of the survey were fed back to staff, they would be reminded of the open-door policy, if staff wished to discuss concerns.	
<b>8.</b>	<b><u>To receive a verbal update on training undertaken recently</u></b>	
8.1	TK had undertaken a New Governors course and had found it useful in defining the difference between operational and strategic functions.	
8.2	TK and AR had undertaken Headteacher Appraisal training. AR noted that the Governing Board were in the fortunate position of having a good relationship with the Headteacher and were well organised for this year's appraisal cycle, compared with many others.	
8.3	HH had completed a Clerking Development course.	
The meeting closed at 19:10		

**Dates of next FGB meetings:**

<b>Summer Term 2019</b>
11 July

Signed:.....I Rogers..... Date:.....11 July 2019.....