

Exminster Community Primary School Full Governing Board Meeting 2/2019-20
Thursday, 10 Oct 2019, 18:00 at Exminster Community Primary School
MINUTES

Present					
Name	Initial	Position	Name	Initial	Position
Sarah Whalley	SW	Headteacher	Ian Moore	IM	Deputy Headteacher
Ian Rogers	IR	Governor (Co-opted)	Talitha Kerrigan	TK	Governor (Co-opted)
Stephen McDonald	SM	Governor (Par)	Richard Vain	RV	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)	Liam Hatton	LH	Visitor
Paul Herring	PH	Assistant Headteacher			
Apologies					
Name	Initial	Position	Reason		
Hamish Cherrett	HC	Governor (Co-opted)	Work commitment		
Tony Fripp	TF	Governor (Co-opted)	Work commitment		
Paul Frazer	PF	Governor (Parent)	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.

Summary of Meeting

SEND information report and policy approved.
 Health and Safety policy approved.
 Teacher's pay award approved.

Item	Action
1. <u>Welcome</u> Potential Governor, Liam Hatton, introduced himself and outlined his background in finance.	
2. <u>Apologies for absence</u> 2.1 Accepted as listed above. 2.2 JW was absent without apology.	
3. <u>Declarations of Interest on agenda items</u> None declared.	
4. <u>To approve the minutes of the Full Governing Board meeting on 12 September 2019</u> Resolved.	
5. <u>Update on actions (not included elsewhere on agenda)</u> 5.1 All Governors to book onto training courses (via the Clerk) and inform the Clerk on completion to update the Governors' training record.	

Item	Action
<p>The online level 2 safeguarding course need to be completed by all Governors. Certificates to be sent to HH as a record of training. Ongoing.</p> <p>5.2 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. See item 10</p> <p>5.3 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. See item 10</p> <p>5.4 12/09/2019 - 15.2 - SDP implementation plans to be shared with Governors See item 14</p> <p>5.5 12/09/2019 - Governors to read Safeguarding Policy and Keeping Children Safe in Education and sign sheet at October meeting to confirm. Ongoing</p>	All
<p>6. To approve a pay award of 2.75% (or whichever figure is the agreed % uplift in the published STPCD) to be applied to all teacher salaries and allowances.</p> <p>6.1 The Teachers' pay grant had been confirmed for this year and up to 2022. The school were liable for the first 1% of the pay award with the additional paid through the grant.</p> <p>6.2 It was resolved to approve the pay award.</p>	SW
<p>7. Special Educational Needs and Disabilities (SEND)</p> <p>❖ Related Documents: SEN Information report 2019-2020 Final, SEN Policy – final 2019-20</p> <p>7.1 Approval of SEND information report</p> <p>7.1.1 The statutory report was updated annually and was published on the school website.</p> <p>7.1.2 <i>AR asked for clarification on "Our provision is arranged to meet our students' needs, within the resources available." What had changed? What were the consequences? Was care limited by the budget?</i> SW explained the procedure with applications for Education and Health Care Plans (EHCP) and the cost of additional 1:1 support over and above that funded through the EHCP. There were fewer interventions than there were in the past due to resources having to be allocated to higher needs.</p> <p>7.1.3 <i>IR asked about the financial commitment that the school had to make before EHCP were approved.</i> SW replied that the school were liable for costs up until the EHCP was approved and the application process was slow.</p> <p>7.1.4 <i>AR asked whether parents believed that the provision outlined in the report was satisfactory and effective?</i> SW explained parental involvement in the annual review for children with an EHCP (parental voice), but it was not part of standard practice for children without an EHCP. It was noted that Thrive was over-subscribed and it was possible that parents who had asked for Thrive intervention, may be dissatisfied that it was not available for their child.</p> <p>7.1.5 <i>IR asked if parents were advised how they could help their child at home.</i> SW explained that resources were available in the community library.</p> <p>7.1.6 It was resolved to approve the SEND report.</p> <p>7.2 Approval of reviewed SEND policy</p> <p>7.2.1 There were no questions from Governors on the policy.</p> <p>7.2.2 It was resolved to approve the policy.</p>	
<p>8. Health and Safety (H&S)</p> <p>❖ Related Documents: 2019-09 HS Policy</p> <p>IM noted that a H&S audit was taking place on 31 October.</p> <p>8.1 Approval of H&S Policy</p>	

Item	Action
<p>8.1.1 PF had reviewed the policy; based on a model policy from Devon County Council (DCC).</p> <p>8.1.2 AR asked how staff reported H&S issues. IM explained the procedure; issues were reported to Alison Munslow in the office.</p> <p>8.1.3 It was resolved to approve the policy, subject to the review date being changed to annual.</p> <p>8.2 Report from Lead Governor for Premises</p> <p>8.2.1 PF was not present but had advised IM that he would attend school to check the fire log and accident book as soon as practical.</p> <p>8.2.2 The premises report would be on the agenda for the next meeting.</p>	IM
<p>9. Report from Pay and Performance (P&P) Committee</p> <p>9.1 RV explained the procedure at the P&P committee meeting.</p> <p>9.2 Recommendations based on the appraisal process were discussed and questions were asked for clarification and justification where required.</p> <p>9.3 Governors were confident that the decisions were documented appropriately.</p> <p>9.4 The recommendations for pay awards were approved by the P&P committee.</p>	
<p>10. Report from on 2018/19 School Development Plan (SDP) priorities 2 and 3</p> <p>❖ Related Documents: Priority 2, Priority 3</p> <p>10.1 KB's visit reports were circulated prior to the meeting.</p> <p>10.2 Priority 2 – Closing the gender gap.</p> <p>10.2.1 Data was outlined in the report.</p> <p>10.2.2 The “Transformers Club” strategy was explained.</p> <p>10.2.3 An environmental audit, to understand barriers to boys’ learning in the classroom had been carried out and resulted in a toolkit being devised to help teachers tackle the issues highlighted.</p> <p>10.3 Priority 3 – Improving the writing</p> <p>10.3.1 The three strategies - choosing appropriate texts, vocabulary focus work and moderation of writing assessment across the school – were explained.</p> <p>10.4 There were no Governor questions on the reports.</p>	
<p>11. To note the Consistent Financial Reporting Report (CFR) for 2018/19 Financial Year</p> <p>❖ Related Documents: CFR</p> <p>11.1 JC had considered the report but noted that he had not had sight of the final budget monitor for the last financial year.</p> <p>11.2 It was explained that the report was generated by DCC and presented a picture of the school’s finances at the end of the last financial year.</p> <p>11.3 There was difficulty in comparing the figures due to the number of software packages used. It was suggested that the Finance Officer was asked to synchronise the systems as far as possible for the next financial year.</p> <p>11.4 It was suggested that JC met with SW and Alison Munslow on a bi-monthly basis to discuss the budget monitor.</p> <p>11.5 SW noted that the current financial position was different to that envisaged and set in the budget at the beginning of the year, due to changes in staffing, confirmation of teachers’ pay grant and other sources of funding that had had only been disclosed earlier this week.</p> <p>11.6 Exminster School Association had considered the funding letter approved by the Governing Board and suggested further changes.</p> <p>11.7 There was discussion about whether the letter should focus on reduction of the deficit or the purchase of resources which, in effect, would address the deficit.</p> <p>11.8 It was agreed that the financial position was unclear until confirmation of the grants was received in December. The grants had not been factored into the working budget. It was questioned whether it was appropriate to send out the letter before the bottom-line figure was known. This would mean that the letter would not be sent until January.</p>	

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<p>11.9 The school had put together an “Amazon Wish List” for each year group, inviting parents to purchase additional resources for their child’s class. This would be advertised on Facebook, in the newsletter and Scene. It was thought that it may be better to focus parents’ attention on this rather than donations at this stage.</p> <p>11.10 Authority was delegated for SW to re-draft the letter and decide with TK, SM and JC about when it would be sent.</p>	
<p>12. Analyse School Performance (ASP) data</p> <p>❖ Related Documents: ASP summary 2018.19</p> <p>12.1 The ASP summary data had been circulated prior to the meeting.</p> <p>12.2 SW gave a presentation explaining how the data was generated. Additional data from the Fischer Family Trust was presented alongside the ASP data.</p> <p>12.3 Headlines were that the school was significantly above the national average for progress from the end of KS1 to the end of KS2 in reading, writing and maths combined and with the number of children achieving the higher standard. (The breakdown for the individual subjects was outlined).</p> <p>12.4 As the KS2 results were so positive, graphs of the data had been made available on the school website.</p> <p>12.5 Explanations were given for the negative values on the report (indicating results below the national average) based on the breakdown of the cohort into groups (SEN, English as an Additional Language etc).</p> <p>12.6 <i>KB asked how the data compared to other schools in the area.</i> The comparison report would be released in December, but of those known of in the local area, Exminster’s results were high.</p>	
<p>13. School on a Page (SOAP)</p> <p>❖ Related Documents: Primary School On A Page letter – September 2019, Guidance for SOAP Sept 2019, SOAP Sep 2019, Frequently Asked Questions (FAQ) Sept 2019</p> <p>13.1 The report, generated by Babcock, had been circulated prior to the meeting.</p> <p>13.2 The school was graded in the green band; generating one day’s support from an advisor, when the school’s strengths and areas for improvement would be discussed.</p> <p>13.3 The quintile indicators were explained.</p> <p>13.4 The report was split into sections for Early Years, KS1 and KS2.</p> <p>13.5 Explanations for the lower quintile results were outlined. It was noted that many of the areas for improvement fell within the School Development Plan.</p> <p>13.6 Governors asked the following questions on the data; both from ASP and SOAP.</p> <p>13.6.1 <i>Were the results assessed by teachers? (IR)</i> Yes, in KS1 (although officially moderated every 3-4 years). KS2 writing was also teacher assessed but the expectation was that it was moderated with other schools. KS2 maths and reading were externally marked tests.</p> <p>13.6.2 <i>In the KS2 progress figures, why was there a level of difference between writing and maths? (JC)</i> The scaling of the scores for writing were different from those in maths and reading due to the different assessment methods.</p> <p>13.6.3 <i>If the EYFS levels were raised, it could have a knock-on effect in the progress shown in KS1 and KS2, which may then appear to be lower. (SM)</i> IM responded that the attainment data for the end of KS2 was also taken into account.</p> <p>13.7 JC noted that the data was difficult to interpret and digest for those without an educational background.</p> <p>13.8 Discussion about mental health and its potential impact on the results ensued. Although the prevalence or diagnosis of mental health appeared to have increased, this did not seem to be reflected in the data. The over-subscription of Thrive was mentioned (in that it could potentially</p>	

Item	Action
<p>adversely affect data in the future) but it was noted that the school supported children in other ways and the data could not inform the status of children’s mental health.</p> <p>13.9 The KS2 results were a credit to the staff and SW was asked to thank them for their hard work on behalf of the Governing Board.</p>	SW
<p>14. Approve the 2019/20 School Development Plan</p> <p>❖ Related Documents: Implementation Plan – We are knowledge experts, Implementation Plan – We are communicators</p> <p>14.1 The four strands of the SDP were outlined at the last meeting.</p> <p>14.2 Copies of the implementation plans were circulated.</p> <p>14.3 It was explained that the implementation plans were live documents and subject to alteration.</p> <p>14.4 Governors took part in an activity to aid understanding of each strand of the SDP. This was an example of a collaborative learning strategy.</p> <p>14.5 Governors were assigned areas of the SDP to monitor:</p> <ul style="list-style-type: none"> • Reading and spelling – KB and TK • Communicators and experts – JW and KB <p>It was suggested that Becky Mason was invited to become an Associate Governor so that she could assist with the monitoring.</p> <p>14.6 Governors accepted the priorities and acknowledged the implementation plans as living documents.</p>	SW
<p>15. Safeguarding update</p> <p>15.1 HC and AR were planning a meeting with the Safeguarding Team prior to the Safeguarding Audit submission at the end of the year.</p>	
<p>16. Child Protection training</p> <p>❖ Level 2 Child Protection Training September 2019</p> <p>16.1 Using the powerpoint presentation circulated prior to the meeting, SW gave an overview of how safeguarding was implemented at Exminster School.</p> <p>16.2 Governors were reminded to complete the Level 2 online safeguarding course for a more in-depth view of child protection and safeguarding.</p> <p>16.3 Signing sheets to indicate that Keeping Children Safe in Education and the school’s safeguarding policy had been read, were circulated.</p>	
The meeting closed at 20:10	

Dates of next FGB meetings:

Autumn Term	Spring Term	Summer Term
14 November	16 January	23 April
12 December	13 February	21 May
	12 March	18 June
		16 July

Signed:.....Talitha Kerrigan..... Date:.....14 Nov 2019.....