

Exminster Community Primary School Full Governing Board Meeting 6/2019-20

Thursday, 13 Feb 2020, 18:00 at Exminster Community Primary School

MINUTES

Present					
Name	Initial	Position	Name	Initial	Position
Sarah Whalley	SW	Headteacher	Helen Hibbins	HH	Clerk
Talitha Kerrigan	TK	Governor (Co-opted)	Paul Frazer	PF	Governor (Co-opted)
Stephen McDonald	SM	Governor (Par)	Frankie Hyde	FH	Governor (Staff)
Hamish Cherrett	HC	Governor (Co-opted)	Liam Hatton	LH	Governor (Co-opted)
Ian Rogers	IR	Governor (Co-opted)	Becky Dupre	BD	Governor (Par)
John Collins	JC	Governor (Co-opted)	Ian Moore	IM	Deputy Headteacher
Kate Beale	KB	Governor (Co-opted)	Paul Herring	PH	Assistant Headteacher
Apologies					
Name	Initial	Position	Reason		
Jonathan Wood	JW	Governor (Co-opted)	Family Commitment		
Alwyn Reeves	AR	Governor (LEA)	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.

Summary of Meeting

Resolutions:

To approve the amended Behaviour Principles

Item	Action
1. <u>Apologies for absence</u> Approved as listed above.	
2. <u>Declarations of Interest on agenda items</u> None declared.	
3. <u>To approve the minutes of the Full Governing Board meeting on 16 January 2020</u> ❖ <u>Related Documents: 2020-01-16 FGB Draft Minutes</u> Resolved to approve.	
4. <u>Update on actions (not included elsewhere on agenda)</u> 4.1 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> 4.2 12/12/2019 - 9.7 - JC and SW to discuss how spending from donations could be tracked against the budget <i>See agenda item 8</i>	

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<p>4.3 12/12/2019 - 10.8 - Read article in Governance Today regarding safeguarding and site security <i>Ongoing (change due by date to March 2020)</i></p> <p>4.4 16/01/2020 - 5.5 - Positive uptake of and outcome of wish list purchases to be celebrated in newsletter etc; fundraising committee to be advised of progress; monthly contributions to be advertised alongside wish list <i>See agenda item 8</i></p> <p>4.5 16/01/2020 - 6.3 - DCC to be advised of issues in Hub <i>Done</i></p> <p>4.6 16/01/2020 - 6.5 - Arrange weekend grounds maintenance for parents <i>Done – Date set for Saturday 25 April 0900-1200; to be organised and communicated to parents.</i></p> <p>4.7 16/01/2020 - 7.5.3 - Presentation to Governors about the "measuring" of behaviours and attitudes. <i>See agenda item 6</i></p> <p>4.8 The Board acknowledged its duty of care to support staff following the death of a colleague. The Co-chairs would discuss with the Headteacher how this could best be achieved and extended condolences to the family.</p>	
<p>5. <u>Presentation on Relationships, Sex and Health Education (RSHE)</u></p> <p>❖ Related Documents: Exminster RSE Changes</p> <p>PH gave a power point presentation:</p> <p>5.1 From September 2020 school was statutorily required to have a policy in place detailing how it intended to teach RSHE.</p> <p>5.2 It was included within the Personal Development section of the OFSTED framework and was referenced on pages 58-63 of the School Inspection Handbook.</p> <p>5.3 School had adapted a model Relationships and Health Education (RHE) policy that would run alongside the existing Personal, Social and Health Education Policy (PSHE). Advice suggested that the policy should be called RHE rather than RSHE as sex education only took place in year 6 and was not compulsory in primary schools; parents could exercise the right to withdraw their child from lessons.</p> <p>5.4 Consultation with parents and staff on the delivery of the new curriculum would take place after half term.</p> <p>5.5 After consultation the RHE and PSHE policies would be finalized and presented to Governors for approval - early in the summer term.</p> <p>5.6 <i>IR asked to be kept informed of progress as the Lead Governor for Personal Development. TK noted that the Quality of Education/Curriculum Lead Governors should also be aware of how this would be delivered in school.</i></p>	
<p>6. <u>Presentation on Behaviours and Attitudes and consideration of Behaviour Principles</u></p> <p>❖ Related Documents: Governing Body Statement of Behaviour Principles, Behaviour report for Governors</p> <p>6.1 <u>Behaviour Principles</u></p> <p>6.1.1 IM explained that the school's Behaviour Principles were shaped by the Governing Board and last agreed in 2015. Since then, Restorative Practice had become part of behaviour management and should therefore be reflected in this review of the Behaviour Principles. It was resolved to approve the amendment.</p> <p>6.2 <u>Behaviour Report</u></p> <p>6.2.1 The Rainbow Values were key in promoting positive behaviour throughout school.</p> <p>6.2.2 The report explained;</p> <ul style="list-style-type: none"> • the operation of behaviour and achievement Teams, • the bullying checklist, • programs of support that could be put in place, 	

Item	Action
<ul style="list-style-type: none"> • how behaviour issues were communicated within school, • the importance of consistent consequences, and • the principles of restorative practices. <p>6.2.3 <i>IR asked why the verbal reminders and step 1 log books (for recording low level disruptive behaviour within class) were destroyed at the end of each school year, expressing concern that they may be required to support a cause of action such as exclusion. IM responded that step 2 behaviour (medium level) was recorded on CPOMS to ensure that the child was closely monitored by the behaviour team to prevent escalation.</i></p> <p>6.2.4 <i>JC asked about Governor responsibility for monitoring the implementation of the behaviour policy; how would Governors find out if there were issues with behaviour management? SW responded that the strategic function of the Board was in agreeing the Behaviour Principles. IM added that Governors could visit to check that the systems outlined in the report were in place. Parental and pupil questionnaires would indicate the perception of behaviour across the school.</i></p> <p>6.2.5 <i>HC suggested that further information could be included in the safeguarding review meetings, attended by the Lead Governors for Safeguarding, to highlight the policy's implementation.</i></p> <p>6.2.6 <i>SM asked whether extra evidence could be gathered during Governor visits? IM suggested that a curriculum visit could include talking to children about their perception of behaviour. When walking around school the positive and consistent behaviour management would be apparent. SM encouraged Governors to undertake visits.</i></p> <p>6.3 <i>SW explained that the school had volunteered to be involved in a pilot of KiVa (a research based anti-bullying program) via the University of Exeter; if chosen the study would begin in May 2020.</i></p>	
<p>7. <u>Report on Ofsted Framework Seminar</u></p> <p>7.1 IR and HC had attended the Seminar.</p> <p>7.2 Key points that Governors should be aware of: The “substance” of education (intent, implementation and impact) and the leadership and management of the school.</p> <p>7.3 Inspectors were taking an extended look a reading and vocabulary alongside one foundation subject. There would be negotiation with the Headteacher about the programme for the day and the foundation subject that would be inspected.</p> <p>7.4 Governors should be asking: How do school leaders ensure a high quality of education for all and how can it be proved that this is across all areas/subjects?</p> <p>7.5 It was confirmed that the transition from the old to new framework would be taken into account during inspections.</p> <p>7.6 Inspectors would question the school’s assessment criteria if the proportion of SEND pupils in a school seemed particularly high.</p> <p>7.7 Safeguarding was still the “golden thread” and if it was not adequate, the school would judged as requiring improvement or inadequate.</p> <p>7.8 IR outlined a scenario from a school in London and emphasised the need to ensure that every child is given the opportunity to excel. Education should be rounded and not restrictive.</p> <p>7.9 The slides from the presentation would be available through Devon Association of Governance (DAG) in due course.</p>	
<p>8. <u>Fundraising update</u></p> <p>8.1 JC had a met with SW to discuss the tracking of funds raised in the context of the budget monitor.</p> <p>8.2 Confirmation was sought as to whether the school obtained any voluntary funds directly. SW said that all donations went through ESA.</p> <p>8.3 SW gave an update on recent fundraising events and grant applications through ESA.</p> <p>8.4 A letter had been sent to the fundraising committee and the wider parent body advising of fundraising progress.</p>	

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8.5 The school would receive additional funding due to the national funding formula plus £125,000 (a proportion of additional funds allocated to Devon County Council). The allocation of funds per school had been based on historical data (such as a high level of SEND).	
8.6 <i>HC asked whether the additional funding being received would change the focus/allocation of the fundraising. SW responded that this would be considered during budget setting.</i>	
<p>9. Financial Benchmarking</p> <p>❖ Related Documents: Benchmarking</p> <p>9.1 LH explained that the benchmarking graphs in the report allowed Governors to compare specific financial data against similar schools. Although the data showed the position of the school relative to others, it did not explain why this was and care should be used during interpretation. The data was derived from the financial outturns for the 2018/19 Financial Year.</p> <p>9.2 14 Devon schools had been automatically generated for the comparison plus Topsham school as a near neighbour.</p> <p>9.3 The following points were notable:</p> <p>9.3.1 Income totals were generally pupil driven, but schools with additional facilities and faith schools had access to income from other sources.</p> <p>9.3.2 Exminster was comparatively high in the table for self-generated funding (per pupil). This related to donations and voluntary funds. <i>PF noted that it would be interesting to see the figure for the current year as additional time had been invested in fundraising.</i></p> <p>9.3.3 Income from catering comparatively low. It was not known why this was the case.</p> <p>9.3.4 Expenditure on staffing was within the Government recommended range at 76.6% of total expenditure; just above mid table.</p> <p>9.3.5 There was a comparatively low spend on teaching staff and a high spend on support staff.</p> <p>9.3.6 Expenditure on administrative and clerical staff was lowest in the table. This had been a trend over several years. <i>JC asked about the effect of low numbers of admin staff.</i></p> <p>9.3.7 The premises percentage of total expenditure was very low (including caretaking, maintenance and improvements). This would be discussed at budget monitoring but was consistent with previous years.</p> <p>9.3.8 The revenue reserve was high on both a per pupil and absolute total. This put the school in a good position.</p> <p>9.3.9 The staffing headcount and full-time equivalent headcount was comparatively high.</p> <p>9.3.10 <i>IR noted that schools had a degree of autonomy as to how they allocated expenditure within their accounting system. This would affect comparisons.</i></p>	
<p>10. To consider the draft Schools Financial Value Standard (SFVS)</p> <p>❖ Related Documents: Draft SFVS</p> <p>10.1 JC explained that the form allowed the Local Authority to assess whether the school's financial management was adequate.</p> <p>10.2 JC briefly explained the rationale behind the response to each question. There were some very minor amendments from last year's SFVS and these would be reflected in the final version to be presented to the Governing Board at the March meeting.</p>	
Sam Slingsby was thanked for his contribution to the Governing Board during his term of office that finished on 9 February.	
The meeting closed at 19:51	

Signed:.....T Kerrigan..... Date:.....12/03/2020.....