

Beaford Community Primary and Nursery School

Minutes of Full Governors

Tuesday 13th November 2018

Summary of Outcomes & Decisions

- SD was elected as a co-opted governor for a term of 4 years. Nominations will be invited for a new parent governor.
- The partnership agreement between Beaford and Bluecoat was reviewed and agreed – head of school to be invited to be an associate governor on the new joint governor committee. Governors agreed the partnership contract and it will now need to be approved by Governors at Bluecoat Primary school. Any changes from the current contract will need to be approved by Beaford governors.
- The SIP, Literacy and Maths plans, Pupil Premium Strategy Plan and the PE plan were agreed by the FGB
- Points to note from the head teacher's report are:
 - Changes in the number of pupils and the high level of pupil movement
 - Outcomes from monitoring activities
 - New roles and responsibilities staff are taking on and any wider impact this may have
- The Finance Policy and the Best Value Statement for 2018/2019 were agreed and signed
- The following policies were agreed:
 - SEND
 - Teacher Pay
 - Complaints and Unreasonable Behaviour
 - LA admission arrangements 2020/2021

Present: Annette Yates (AY), Sam Doidge (SD), Alex Heal (AH), Liesa Cannon (LC), Hazel Warner (HWa), Matthew Millichope (MM), Angela Fleming (AF)

Minutes taken by Helen Wright (HW)

1 Apologies Accepted - Jeffers Mayo (work)

Any governor who, without the consent of the governing body, fails to attend full governing body meetings for a period of six months after their first absence is disqualified from continuing as a governor. The governing body may decline to accept apologies for absence from a governor, but if apologies are accepted then the governing body has consented to the absence and the six-month disqualification rule does not apply.

2 Declaration of Interest

2.1 None

3 Election of Co-Opted Governor

3.1 SDs term of office as parent governor ended this month. All governors agreed to elect SD as a co-opted governor from the 13th November for a term of 4 years.

4 Minutes of last meeting

4.1 The minutes from the last meeting on 18th September were agreed and signed by AH

5 Review of Actions

Action 07/08 – Complete - AY and HW will write to DCC about funding available due to an increase in pupil numbers since the last census. A response has been received from DCC Finance to advise that they will see if the school is entitled to growth funding and it will also be included in the next FIPS agenda (29th November) which will be discussed with Dawn Stabb (head of Education & Learning).

Action 08/01: Complete - All governors to return the completed skills audit to HW by Friday 28th September.

Action 08/02: Complete - HW to set up school email addresses for all governors and ensure access to documents via RM Unify.

6 Skills Audit

- 6.1 All governors have now completed the skills audit and this will be used to identify skills needed by any new governors. An analysis of the audit will be provided at the next meeting.

Action 08/03 - HW to provide analysis of the governor skills audit at the next meeting on the 29th January 2019.

7 Governor Vacancies

- 7.1 There are currently 2 parent vacancies and 1 co-opted vacancy. Applications for a new parent governor will be invited before the end of this term. HW will look at the skills audit to identify any potential gaps which need to be filled by the new governor. HWa agreed that she would talk to someone in the village who had expressed an interest in becoming a governor. AF suggested a governor from Bluecoat could also be a governor at Beaford. It was recommended that JM would need to step down for two terms due to a conflict of interest.

8 Partnership Agreement/Committee

- 8.1 Actions from the previous partnership meeting were reviewed. A job description for the acting head of school has been completed and Emily Mayo has been appointed to the post for two terms from January 2019. The Executive Head job description is included in the head teacher standards. AF confirmed her performance management had been completed and it was agreed that a governor from Beaford would be included in the mid year review of this.
- 8.2 A draft partnership contract was provided to governors. This includes partnership aims, management, implementation, monitoring and review, finance and dissolution. The following questions were raised.
- 8.2.1 Long term sickness of the Executive Headteacher is provided as a reason for dissolution of the partnership and governors asked if this should also include the long term sickness of the Head of School. AY and AF responded that this would not be included as it would be the Executive Headteacher responsibility to ensure that cover was provided for any absence of the acting head of school. Governors would need to approve any cover for the Head of School.
- 8.2.2 A joint committee will be established, comprising of the Executive Headteacher and two governors from each of the separate governing bodies. Governors asked if the Head of School should also be included in this committee. AY advised that the Head of School should not be on the joint committee but could be asked to attend when required as an associate governor (who does not have voting rights). All governors agreed to invite the new Head of School to be an associate governor.

Action 08/04 – MM/AH to invite the head of school to be an associate governor

- 8.2.3 What is meant by the Executive Headteacher will be deployed flexibly across both schools to ensure effective leadership – for example will there be specific days the Executive Head will be at Beaford? AF responded that although there will be flexibility in days she will be at Beaford the details have not yet been finalised. There will need to be flexibility to provide cover for teaching and training. Delegation of duties will ensure that cover is always provided.

8.3 Governors agreed the partnership contract and it will now need to be approved by Governors at Bluecoat Primary school. Any changes by Bluecoat from the current contract will need to be approved by Beaford governors.

9 Agree Draft School Improvement Plan

9.1 The School Improvement Plan, Literacy and Maths plans, Pupil Premium Strategy plan and PE Plan were all reviewed and agreed by governors.

10 Performance Data Overview

10.1 Governors were provided with the School on a Page (SOAP) data and the school's own overview of data including the current targets. The SOAP shows the school's performance against other Devon schools. The SOAP does not give any new information to governors about attainment and progress but does highlights the school's achievement against over schools. Governors need to be mindful of the impact of small cohorts. For example, a change by 1 pupil achieving the expected standard can make a jump of 2 quartiles. The SOAP does not reflect the confidence intervals for progress. This is an important piece of information to put against this data as although the SOAP shows maths progress to be in the lowest quartile, confidence intervals put the school in line with other schools.

10.2 Recent visits and reports from County advisers have confirmed that the school's data is not a reflection of current standards in the school. The high mobility of pupils is a continuing challenge for leaders and the impact it has on data. School data is closely monitored by the SIT and will be reviewed in detail at the next meeting. Governors are confident that Senior Leaders have clearly identified focused areas for improvement and are working on this.

11 Head Teacher's Report

11.1 Governors questioned the reason for the predicted high mobility in January 2019. This is due to several families relocating outside the area and moving their children to a more local school.

11.2 The number of children eligible for pupil premium plus has increased - how is the school ensuring that appropriate support is provided for these children? Where required an Education Plan for Adopted Children (EPAC) is completed by the school with the parents. This provides details of support required and actions to ensure the appropriate support is provided.

11.3 Evidence of live marking has been identified as a strength within the school - what is meant by live marking and what is the impact of this? This is feedback provided by the teacher at the time the work is being completed. Live marking occurs in all subjects and used consistently over all classes. As children receive feedback at the time of their work they are better able to respond and move forward.

11.4 The new PE leader has jointly written the PE strategy plan and introduced the idea of daily PE skills. External coaching provision is in place to support teachers development in PE and provide sports clubs. The next step is to monitor the impact of actions on the PE strategy plan, in particular the impact of key skills. Governors asked how this was going to be achieved. The headteacher advised that the key skills sessions aim to improve the skills and fitness needed in order for children to succeed in physical activity and PE lessons. They focus on skills such as sustained physical activity, throwing and catching, balance, co-ordination, agility and flexibility. Governors asked how impact will be monitored. The headteacher replied that assessments will take place at termly intervals to assess progress and monitor any gaps in skills. Children time and record outcomes themselves each week and progress can be seen with these. Teachers' observation of children's engagement with learning following the sessions and feedback from children about the sessions all help to evidence the impact of the sessions. Governors asked how the impact will be monitored. The headteacher replied that teachers' observations of children's engagement following the sessions, children's feedback and evidence of improving skills and fitness will all fit together to show the impact.

11.5 The Literacy leader has created an internal system for measuring and tracking children's engagement with reading for pleasure/independence. How is the school ensuring that children continue to read – are new

initiatives being introduced to ensure children remain engaged? In all classes teachers are using a range of strategies to engage children in reading. These include reading a whole class book with story and character maps to support understanding. KS2 classes have age appropriate sets of books. Monthly reading stars are given to children in year 2 who are regularly reading at home and to lower KS2 children who are writing book reviews as part of their home learning. In the EYFS books are planned for over the week to ensure breadth and exposure. A TA has started a lunch time story club.

12 Feedback from Resource Committee

- 12.1 At the last meeting in June FRS statements for all funds were reviewed and changes to the budget agreed. First aid data was analysed and feedback on accidents over the last year provided. An updated Emergency Management Plan was reviewed and agreed. Teacher pay awards for 2018 were agreed. The cleaning contract has been awarded to Churchills from the 1st December. A refund is being requested from Norse for contracted hours not worked since the end of July.
- 12.2 Governors agreed the Finance Policy and the Best Value Statement which were previously reviewed and recommended for approval by the FGB meeting at the Resource Committee meeting.



best value statement
oct18.pdf



financepolicy oct
18.pdf

13 Feedback from Governor Monitoring Visit

- 13.1 AH & MM visited the school on the 3rd October. The focus of the visit was reading for pleasure – *how is the school measuring improvements in children’s engagement and stamina in reading and how are staff working towards increasing the number of children reading for pleasure.* The purpose of the visit was to give governors an insight into the school’s current approach to reading. The importance of reading was discussed, together with how children could be potentially put off reading and how the school deals with this. Governors requested a follow up visit which would include discussions with children. Reading assessments were started in September and occur every 6 weeks – governors would like to see the progress made following future reading assessments – as well as including a review of book journals, book tracks and bookmarks. Ways to engage more parents, particularly in nonfiction reading need to be reviewed. *Governors asked if disadvantaged pupils read less than non disadvantaged children.* The headteacher confirmed that a larger proportion of disadvantaged children do not read and do not have access to books. The school is encouraging these children to read by buying books specifically for them that they can borrow to take home.

14 Feedback from Training

- 14.1 **HT Appraisal** – MM and AH attended Head Teacher appraisal training. This provided an understanding and knowledge of the preparation and delivery of a headteacher appraisal, how to prepare for the appraisal and considerations for setting appropriate objectives.
- 14.2 **Role of Chair** – MM attended this. This provided an insight into the role of a chair, explored the key features of effective leadership and how to build an effective governing body. It also provided advice on how to lead meetings and manage the workload.
- 14.3 **Responsibilities of Lead Safeguarding Governor** – HWa attended this training which covered the role of the safeguarding governor and their responsibilities in safeguarding children. Safeguarding practice in schools was discussed together with examples of questions governors can ask to ensure they are actively involved in ensuring appropriate safeguarding procedures are in place.
- 14.4 The data course governors were due to attend was cancelled and governors were unable to attend on the revised date. It was agreed that HW would contact Andrew Riley to arrange a date for him to complete in house training using the schools own data.

Action 08/05 - HW to contact Andrew Riley to arrange data training for governors

15 Attendance Report

- 15.1 HWa provided feedback on the attendance report. The final attendance for 2017/2018 was 97.6% with 0.3% unauthorised absence. There were 2 pupils with persistent absence below 93%. The school monitors and works with the EWO when required. Disadvantaged pupil's attendance was 97.4%. The pupils who were in this group changed over the year. New Disadvantaged pupils impacted on the drop for this group.
- 15.2 The target for 2018/2019 has been set at 98%. Current attendance is 97.3%. There are currently a high number of children with low attendance (less than 93%) due to illness and holidays. This group is being carefully monitored. Attendance of disadvantaged pupils is 95.4%. This is due to holiday, time off for medical reasons and occasional days of absence that are being monitored. Attendance of SEND pupils is 92.2% and is low due to significant absence for medical reasons for one child whose attendance has previously been high.
- 15.3 The school includes reception children who are not yet 5 in their attendance data although there is no legal requirement to do so. It was agreed that it is best practice to continue this as it this establishes the expectation for attendance from when children first start school.

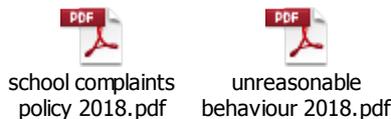
16 Policies

- 16.1 **SEND** – The governor and staff with SEND responsibilities has been updated. Storing and managing information has been updated with the latest GDPR regulations. The policy was recommended for approval by HWa.



- 16.2 **Teacher Pay Policy** – this was reviewed and agreed by Governors

- 16.3 **Complaints and Unreasonable Behaviour** - The following change will be made before publication under 'School Investigation – The Formal Complaints Procedure (Stage 2)' - *If the complaint is about the chair of governors, then this should be addressed to the other co-chair of governors.* Following this change the policy was agreed by governors.



17 LA Admission arrangements 2020/2021

- 17.1 Devon County have written a draft school admission policy for 2020/2021 which is now available for consultation between 1 November and 4 January. The documents are based on the 2019-20 policy with the addition of a common Supplementary Information Form for those parents who are seeking additional priority on the grounds that they have an exceptional social or medical need to attend your school and no other. The draft policy is on the school's website for parents to view with a link for comments.
- 17.2 After review governors had no changes to the policy.

18 Safeguarding

18.1 Feedback from Governor Visit – HWa visited the school on the 19th October 2018 to complete a safeguarding audit and check the SSR (Single Central Record).

18.2 Outcomes from Safeguarding Audit – All 2017/2018 actions have been completed. Actions for 2018/2019 are:

- Level 2 training for all staff and volunteers – training is on 14th November
- All staff to review and develop PSHE curriculum
- Sex and Relationships Policy and curriculum to be updated in line with new DfE guidelines
- DSL to ensure handover of safeguarding information to the new DSL

19 Governor Newsletter

19.1 The next governor newsletter will be sent out by the end of this term. Items to be included are:

- Change in leadership – appointment of Executive Head and Head of School (MM/AH)
- Staff changes – MM/AH
- Goodbye and thank you to AY – MM/AH
- Reading – LC
- SIP Priorities – MM/AH
- PE Skills – ZT (teacher)
- New Roof/Windows - SD

Action 08/06 All governors to provide information for the Governor newsletter to HW by Friday 30th November

20 Matters Brought Forward by the Chair

20.1 None this meeting

21 Date for Future Meetings

21.1 Full governing body

- Tuesday 29th January 2019, 9.00am
- Tuesday 26th March 2019, 9.00am

22 Summary of Actions

Action 08/03 - HW to provide analysis of the governor skills audit at the next meeting on the 29th January 2019.

Action 08/04 – MM/AH to invite the head of school to be an associate governor

Action 08/05 - HW to contact Andrew Riley to arrange data training for governors

Action 08/06 All governors to provide information for the Governor newsletter to HW by Friday 30th November