** MEETING oF The Full Governing board on March 22nd at 8.30am in the school studio**

*We are a community with a lifelong passion for learning.”*

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW), Ian Stewart (IS), Chair, Sam Wilkinson (SW), Joel Mcilven (JM).

**In attendance**: Debbie Horton (Clerk), Sandie Lovell, Business Manager from 8.50 – 9.15am.

**Minutes**

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| **1** | **Welcome & apologies for absence\***  Rob Hill gave his apologies. They were sanctioned.  Sam Gothard was absent. |
| **2** | **Attendance & declaration of Interest\***  The governors signed the attendance form.  There was no declaration of interest. |
| **3**  **3.1** | **Co-opted vacancies**  The governors had received a bio from Jenny Barker. They had also received the completed skills summary for the board. IS had met and talked to Jenny about her interest in becoming a governor.   * Rob Hill was appointed co-opted governor for a second term of 4 years from April 24th 2022. * Jenny Barker was appointed co-opted governor for a term of 4 yearsfrom March 22nd 2022.   **Reconstitution of governing board**   * The board currently has 12 members, with four vacant co-opted governor positions. * These vacancies have existed for a long period of time and efforts to fill all of them had been unsuccessful. The governors understood that this reflected the experience of many governing boards in Devon, and nationally. * The work of the board has been successfully managed with 7 and 8 governors throughout the pandemic, and 7 co-opted governor positions now seemed unnecessary, as well as difficult to fill. * After discussion, it was agreed that the present committee system could continue to run well with a smaller number of governors, and that first and second committees could be formed from a smaller board. If, in exceptional circumstances, they could not, then an arrangement with schools in the primary partnership would be sought to find governors outside the school to sit on those committees. * **The governors proposed and agreed to reduce the number of co-opted governor positions from 7 to 4, reducing the board from 12 members in total to 9.** * All existing governors would retain their positions and roll over to the new board, without any surplus governors. There would be 1 co-opted vacancy. * May 24th 2022 was **agreed** as reconstitution date. |
| **4**  **4.1** | **Approval of minutes of last FGB meeting on December 7th 2021**   * Governors **agreed** the Part 1 and Part 2 minutes as correct records.   **Matters arising from minutes of last meeting including progress made on the actions raised\***   * 4.1 Re-send Safeguarding training link to all - done * 4.1 SWIFT training - forward link - done * 4.1 Skills audit summary to be completed- done * 4.1 Governor Bios for website - done * 4.1 KCSIE signing on GovernorHub- now complete * 7 Benchmarking exercise - see item 8 * 8 Complaints policy - amended and agreed at T&L meeting * 9 Safeguarding supervision with Devon County Council and in the Primary Partnership. SG - for next meeting. * 11 Safer recruitment training for IS - yet to do * 14 Parent Survey results (see item 12) |
| **5** | **Committee Reports (Resources 15.2.22 & 15.3.22 and T&L 8.2.22)**  SL arrived at the meeting at 8.50am   * MW reported that the Teaching and Learning meeting had focussed on the new curriculum. HP confirmed that data will be sent to governors when it is ready. MW reminded governors of the curriculum meeting with staff on April 4th. The final curriculum video had been made and will be sent to governors. * Both Resources meetings had considered the budget in detail. Bought-in services had been agreed. The question of charging a fee to the before and after school clubs was raised with the board. SL will research how many children attend and when and report back to governors. Peripatetic teachers will be included in that research. HP will ask the partnership schools what they do. Any decision to charge would result in an amendment to the Lettings Policy. * Governors noted that the Pay committee had met on December 7th 2021 to consider and agree the Head’s pay. |
| **7**  **7.1**  **7.2** | **The meeting moved to item 7, Budget.**   * The final FRS of the year had changed slightly from the one presented to the Resources Committee on March 15th 2022. The carry-forward had increased. * The FRS was **approved** by the Board.   **2022-23 budget**  SL had cleared all commitments as far as possible, and received all payments, for example, from the mutual fund, and an apprenticeship scheme. She had checked the amount of the supplementary grant with the Finance Officer. The adjustment to the repairs and maintenance budget had been increased as requested by the Resources committee. DCC had advised a certain percentage rise to the gas and electricity budgets, which had been applied. The adjustments resulted in an increase to the carry-forward to £182, 000.  School dinners had made a bigger than usual loss due to Covid. The cost of a dinner can’t go down any more, so a rise in numbers having a dinner would be the obvious way to increase income. Various ideas are being suggested to make them more attractive, such as themes. It was agreed that this requires more discussion and consideration.   * The board **approved** the budget. * It was noted that the CFR report was **approved** at the last FGB meeting on December 7th 2021.   **Benchmarking report (for information)**  This had been discussed in the Resources meeting. IS, the only governor not at that meeting, had read the report.  SL left the meeting at 9.15am |
| **6** | **Head’s Report (to include SIP)**  The Head invited questions.  **Q: How much feedback was there from parents on the mental health question?**  **A: There were about 15 replies. The school is working on pen portraits of children, (the children are involved in writing them) to help with mental health and SEND, for staff to refer to.**    **Q: Are mental health problems scattered throughout the school?**  **A: Yes, but in Reception the pandemic has had a greater effect on mental health.**  **Q: What do teachers do differently to include SEND children in the classroom?**  **A: Teachers do not differentiate anymore; it is all much more inclusive. There is a SEND handbook for teachers, which has lots of good ideas and has been useful. Teaching is pitched at a central level**.  **Q: Does that mean that greater depth is harder to achieve?**  **A: No, children can work to their own level.**  **Q: Was it the school’s decision not to differentiate?**  **A: Yes. SEND children need to be able to access the whole curriculum.**  **Interventions are rotated, so that children don’t miss the same lesson each week. Class progression planning is much more about the whole class than before.**  **Q: How do you evaluate whether the interventions are working?**  **A: The SENDco has done some work on the impact and outcomes of interventions. It is about keeping track of children, so phonics, for example, is now assessed every 3 weeks. Keeping up rather than catching up is important. It’s about making sure that children don’t get stuck in interventions. So academic interventions last for 6 weeks, and if they don’t work, something else is tried.**  **Q: The government is encouraging all schools to be in an academy. Is our primary partnership working? I don’t get the impression that a lot is happening?**  **A: It’s important. There is a constant dialogue at head teacher level, which is invaluable. There are groups, for Maths, literacy, and the curriculum, for example, which allow for shared ideas and training.**  The governors noted that KEVICC is joining an academy, which affects many of the Year 6 children.  **Q: Does staff training cover everyone’s needs?**  **A: Yes, there is a training map for each member of staff. The school is looking for more TA courses, however.**  **Q: Is remote learning still ongoing for children absent with Covid?**  **A: Legally we have to provide remote learning for children with Covid, but not for those with other illnesses, which is an anomaly. Work is being set, but on the whole it is not being done.**  **Q: Is everyone coping with staff absences?**  **A: It is something which needs a lot of juggling. SW has provided cover for a teacher who was ill for a long time. Team planning helps with cover.**  **Q: MW how big an issue is part-time schooling for under 5s.**  **A: There are issues, and it tends to build barriers between school and home. The school aims to write a policy which will address these issues, and which will provide consistency and clarity for all. It will help children and staff know where they** are.    **Q: How is the SEND threshold explained to parents, as it is very complex?**  **A: It is and private diagnoses, for dyslexia, for example are tricky. EHCPS can’t be based on private diagnoses, but there is a waiting list to see a DCC ED Psych. The Head had not known private diagnosis to not diagnose an issue.**    **Q: The safeguarding action plan had highlighted that some staff don’t use CPOMS. Why not?**  **A: This is a result of a lack of confidence in tech, and other staff usually input it for them. There is a three weekly rota of training in place.** |
| **8** | **SFVS**   * The SFVS was **approved** by the board. |
| **9** | S**afeguarding\***  MW reported that the external safeguarding audit had been completed and had been circulated to the governors. He had completed a safeguarding visit and this was in the GovernorHub folder. There will be more mental health staff training next term, in response to the findings of the audit report.  Safeguarding takes up about 50% of HP’s time, at the moment, although this does vary. She said it was manageable, and interaction with social workers is much better than it had been and the 2 weekly meetings with them were invaluable.  **Q: Could someone else be DSL?**  **A: It’s fine at the moment. SW can help.** |
| **10** | **Staff and Head well-being**  HP reported that staff are tired this half-term, particularly TAs who have covered for absent teachers. All will benefit from time-off and a holiday.  **Q: Has the EAP programme helped.**  **A: It is difficult to know how many people have used it, but it does get used. Some staff do go to the school counsellor, the Head and the Deputy Head for support.** |
| **11** | **School uniform**  **New statutory guidance – for review and agreement**   * The governors were provided with a copy of the current website guidance on uniform and updated on the arrangements for obtaining branded and second-hand items. They were satisfied that the school was compliant with the new requirements. * They agreed that the online shop selling branded items was good value. They noted that parents were signposted to second hand or equivalent items to give further choice. It wasn’t compulsory for children to wear any branded items. * The governors will review the sale of branded items in 5 years. |
| **12**  **12.1** | **Staff and parent survey**   * The Head will send out a survey to staff, using the one provided by Ofsted. * JM will organise a working party on parental engagement, using the parent survey to inform questions and tasks. The working party will report to the FGB at its May meeting.   JM left the meeting at 10.am  **ACTION: Staff survey** |
| **13** | **Partnership working**  Update on school’s arrangements.  See above, item 6. |
| **14** | **Policies\***  **Equality objectives.**  **Q: What was being done to promote diversity in the school?**  **A: The curriculum is built around diversity. SW is currently going through guided readers to ensure variety and diversity there.**  **Q: Whilst there can be celebration of diversity, how does the school address the prejudices which still exist?**  **A: It is talked about openly with children and explained at a level that they understand. The story of Amelia Earhart, for example, highlighted the prejudice against women at that time, and children were able to imagine themselves in her position and were shocked by the barriers she had to overcome.**  **Q: The Teaching and Learning Committee had heard that members of the school council had wanted more discussion of equality and diversity issues.**  **A: Yes, and the children’s voice should be reflected in the Equality Objectives before they are approved.**  **ACTION: Inclusion of children’s voice in Equality objectives. To be brought to T&L committee for approval.** |
| **15** | **Governor visits**   * Safeguarding visit had taken place. See item 9.   **ACTION: Send out governor links to curriculum groups, to the board.**  **ACTION: Send out invitation to April 4th staff/governor training, with RSVP.** |
| **16** | **Governor training**   * MW is booked on Safeguarding training in June * The clerk had been on a governance professional training. See item 17. |
| **17** | **Clerk’s report**  The clerk suggested that governors draft a 3-year strategic plan, showing the vision and direction of governance in the school. This could then feed into and become operational via the SIP.  Governors agreed that the school had undergone a lot of change in the last two years, and that it would be a good time to revisit their vision and aims.  **ACTION: Governors’ strategic plan to go on the agenda for the next FGB meeting.** |
| **18** | **Correspondence**  None |
| **19** | **Items brought forward by the Chair**  None |
| **20** | **Date & time of next meeting**  FGB meeting 24th May at 6pm in the school |

The meeting ended at 10.15am

* \* = standing items

Summary of Actions

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|  | To do | By whom | By when |
| **12.1** | **Staff survey** | HP | By end of term |
| **13** | **Inclusion of children’s voice in Equality objectives. To be brought to T&L committee for approval.** | HP | Next T&L |
| **15** | **Send out governor links to curriculum groups, to the board** | Clerk | By end of half-term |
| **15** | **Send out invitation to April 4th staff/governor training, with RSVP.** | Clerk | By end of week |
| **17** | **Governors’ strategic plan to go on the agenda for the next FGB meeting.** | Clerk | Next FGB |

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