

Shebbear Community School  
Draft Minutes from the Part One Governing Body Meeting  
25<sup>th</sup> November 2019 at 6.30 p.m.

11/2019 0. Present:

Mr N Alford (Head Teacher), Mr J Franklin, Mr A Goode, Mr J Quance, Mrs A Bernstone, Mrs G Cooper, Mrs C Coward (Chair), Mrs G Fowler, Mrs P Kirby, Mrs L Marshall and Mrs S Hawker (clerk).

The meeting was quorate.

12/2019 1. Apologies

Apologies were received from Miss R Curtis and Miss N Derwin, these were sanctioned by governors present.

13/2019 2. Appointment of Co-Opted Governor (to replace Mr Bowler):

Mr Quance left the meeting.

Mrs Cooper proposed that Mr Quance be co-opted back onto the Governing Body, seconded by Mrs Fowler and agreed by all. Therefore Mr Quance was duly appointed as a Co-Opted Governor.

Mr Quance joined the meeting again.

14/2019 3. Declaration of Pecuniary Interests and Skills Audit

No new pecuniary or non-pecuniary declarations were made.

The clerk thanked the governors who had returned their skills matrix form to her; it was agreed that the remaining ones would be completed at the end of the meeting.

15/2019 4a. To confirm the minutes of the previous meeting (12<sup>th</sup> September 2019):

The Part One minutes of the annual general meeting held on the 12<sup>th</sup> September 2019 were agreed by governors present and signed as correct by the chair.

16/2019 4b. To consider any matters arising from those minutes:

**Data Protection Officer:** Mr Alford contacted the Dartmoor MAT again, however was unable to receive any assurance that the cost may go down in subsequent years. He has therefore appointed GDPR Sentry, a specialist Data Protection company, to act as our DPO. The cost is £695 for the year, and they are visiting school shortly to carry out an audit to see how compliant we currently are.

**GovernorHub:** All governors are now signed up and it seems to be working well.

17/2019 5. Head Teacher's Report (Data Update):

Mr Alford posted several documents in advance of the meeting, and talked governors through them.

**SOAP (School on a Page)** - whilst still 'amber' we have reduced to the 57<sup>th</sup> percentile, following last year's results, which is a positive step forward and reflects well on the school. As always, small cohorts hugely impact on our figures with one child being able to make the difference between doing well and doing badly. This document indicates that Phonics and Year 2 outcomes were strong.

**IDSR** - Mr Alford presented the document. Due to low numbers, quite a few aspects are greyed out as they are not statistically reliable. He explained the school context to governors, which was noted.

**Q: What generates this report? (JF)**

Mr Alford explained that the report comprises data from our SATS and test results; the school census and OfSTED/DfE.

Mr Alford then advised governors of key things that we need to be aware of and to look at:

**Reading Progress** - the score is good (+1.23) with girls performing better than boys. The data was also heavily impacted by two children. If the figures are re-run without those pupils it makes quite a difference.

**Q: Why does the Cohort say 10 and then 11? (JQ)**

Mr Alford explained that one child did not have any data from KS1 so their progress was unable to be measured, however they did still take the tests.

**Writing Progress** - this is quite positive and Mr Alford can see a difference in the last year which we must continue to build on.

**Maths** - this is the most disappointing progress result. Again, girls did well, but Mr Alford has the most concerns in this subject area which he is addressing through the School Improvement Plan.

Looking at the three year analysis, overall attainment is lower than the National average, in all three subjects, over time.

**Q: Is it reasonable to say that 2018 seems to be making the figures lower? (GC)**

Mr Alford agreed, but cautioned that we need to be mindful to not use that as an excuse. Over the three year period the data reflects the results from only 39 children and small cohorts do have an impact on our data.

**Q: How exactly are we going to address the above, what should governors say if asked? (JQ)**

Mr Alford said the School Improvement Plan and the Action Plans for English and Maths all address the issues raised. Maths fluency needs to improve in the formative years, as does tables knowledge, which is being addressed by increasing opportunities for the children to apply and use reasoning. Reading is a big focus and we are currently focusing on early reading phonics development and how we can keep the children to sustain interest in reading as they get older. The Literacy subject leader (Mrs Evans) has gone through data from last year's INCAS tests, identified the most vulnerable readers and put a plan in place. Volunteer parents are also coming in to help hear children read in Teddy Class, particularly to support those who don't always get support from home.

**Q: Are we going to do the INCAS tests again? (CC)**

Mr Alford confirmed that these would be taken by all children in Years 2, 3, 4, 5 and 6 in the New Year. He commented that he will be looking at the progress of individual pupils in these standardised assessments to identify if progress has been made since last year.

**Q: What if children don't fall into a 'category' (PP, SEN, more able etc) - will they be overlooked? (GC)**

Mr Alford responded that this is always a challenge, particularly getting the middle achievers to become high achievers, however the advantage of a small school is that we can micro-manage and actually know each individual pupil extremely well. Therefore no child will be overlooked.

**Q: What is the focus of the reading volunteers in Teddy Class? (CC)**

**Q: Will all Teddy Class children have the opportunity of reading to an adult? (GC)**

**Q: Have the volunteer parents received any training, particularly Phonics training (JQ)**

In answer to these questions, Mr Alford showed governors the training pack/guide that had been explained and issued to all parent volunteers before they started to come in. He confirmed that all children will have the opportunity to read to a parent volunteer and the identified, most vulnerable, pupils will be prioritised.

**Whole School Monitoring** - Governors had been given a summary sheet detailing the findings from the recent whole school monitoring day. Mr Alford explained the big focus on Intent, Implementation and Impact which is being embedded across the curriculum.

**Q: Was this a helpful exercise? (CC)**

Mr Alford said that it was and he intends to do it regularly to cover all subject areas. The exercise has identified aspects to work on and these will be followed up during in future monitoring.

**School Improvement Plan – Update Summary** - This document shows a summary of where we currently are, much of which has been covered already during the meeting. Mr Alford reported that he believes that the children's retention is improving and gave credit for this for the change to a direct teaching style which now uses repetition and seems to be working more effectively for our children. Narrowing the gap between the pupil premium children and their peers is one of our biggest concerns and a challenge.

**Q: Is attendance an issue for pupil premium children? (JQ)**

Mr Alford replied that this is an issue for a couple of families but he has been working with the families in order to improve this.

**Q: Can governors help in any way? (JQ)**

Mr Alford explained that the Education Welfare Office (EWO) has been in contact with one family. All agreed that it is important that school tries to engage positively with the family too, building a strong relationship rather than just relying on the EWO.

**Curriculum Statement 2019/20 and Teaching Reading document** - Mr Alford had circulated these documents to governors before the meeting and confirmed that they are now on the website.

**Q: Does the school need any additional resources to help? (LM)**

Mr Alford explained that we need more challenging texts for able pupils and need to have a higher expectation from pupils. Some of our library needs to stretch the children more and classic children's fiction would help with this. Today's books, although very popular, are a bit 'dumbed down'. Mr Alford explained that he is considering moving away from guided reading to whole class reading, however this will necessitate purchasing sets of group readers. Mrs Marshall offered to help with sourcing any grants or possibly supporting with resources through the SSSG.

**a) Visioning Exercise:**

Mr Alford asked governors what makes Shebbear special? He asked governors to put forward ideas for what they want for the children at Shebbear Community School, which he wrote down, dividing into core curriculum and non-core curriculum (see separate sheet). All of these ideas, put together, form our vision for our children and Mr Alford will try to encapsulate this into a single phrase and then ask staff for their input too. Governors identified that parents want their children to be happy at school, to have fun, and also to learn the skills to find their way through life - in Shebbear and beyond!

**ACTION: MR ALFORD TO PUT TOGETHER A MISSION STATEMENT AND CIRCULATE THE 'VISION' TO STAFF FOR THEIR COMMENTS AND IDEAS.**

**b) Key Questions:**

This document had been taken to School Improvement committee last July, and it was felt by governors on that committee that it would be beneficial for all governors to have a look at these. A couple of governors agreed that they would struggle to answer these if asked and Mr Alford suggested that he chooses the questions that are relevant to our priorities and incorporates them into his Head Teacher report for the next few meetings.

**ACTION: MR ALFORD TO IDENTIFY THE BEST QUESTIONS TO ADDRESS THROUGH HIS HEAD TEACHER REPORT.**

**ACTION: CHAIR TO DISCUSS WITH NEIL SWAITES DURING HIS VISIT.**

**c) Safeguarding:**

Mr Alford pointed out the new safeguarding display in the Hall, which includes the various different colour lanyards that the school issues.

**Q: Did the Lockdown Procedure practice go well? (AG)**

Mr Alford responded that it had gone well and the children were very sensible and made no noise. He acknowledged that it is difficult to prepare for every eventuality.

**d) Reports from Governor Monitoring Visits:**

Mrs Bernstone gave a brief verbal report from her safeguarding monitoring visit during which she looked at chronology, CPOMS and the Single Central Record (SCR).

**e) Reports from training courses attend:**

Miss Derwin - New Governor - report circulated prior to the meeting;  
Mrs Bernstone - New Governor - report circulated prior to the meeting;  
Mrs Bernstone - Safeguarding - report circulated prior to the meeting;  
Mrs Coward - Chair's Update - report circulated prior to the meeting;  
Mrs Coward, Mr Alford and Mrs Hawker - Heads, Chairs and Clerks - report circulated prior to the meeting.

**f) Policies:**

The model Pay Policy was taken to Resources committee in draft form and they recommended approval by full Governing Body. Mrs Kirby proposed that we adopt this, seconded by Mrs Coward and agreed by all.

The Volunteers in Schools policy had been circulated prior to the meeting; Mr Goode proposed that this be adopted, seconded by Mrs Kirby and agreed by all.

**g) Strategic Direction - what have we done at the meeting to improve outcomes for our children?:**

- \*Key areas have been identified for our vision statement, giving a clear focus for future priorities;
- \*The data report has identified maths improvement as a priority for our children;
- \*Safeguarding at the school is robust, with good procedures in place and being followed;
- \*A review of our reading programme has been identified which will lead to better outcomes for our children.

**h) Governor donations for children's Christmas gifts:**

Several governors let the Clerk have their donation, with others offering to bring some in when passing - we are always very grateful to the governors for supporting the school in this way.

**19/2019 7. Items of Correspondence Received:**

Governance Today - this had been already distributed to Resources committee governors and was given to other governors at this meeting.

Plandscape - 2020 annual cost of £2367.51 reflecting the annual price increase (see below).

**20/2019 8. Items for Ratification from the Resources Committee held 4<sup>th</sup> November 2019:**

The minutes had been circulated prior to the meeting and were accepted by governors and signed as correct by the chairman.

**Grounds Maintenance:** Mr Franklin had tried to source some other more local quotes but had not been successful. Mrs Coward proposed that we continued with our existing provider - Plandscape - for 2020 based on quality of provision and the good relationship we currently enjoy with them, seconded by Mr Goode and agreed by all.

FRS: The latest financial report was circulated to the governors prior to the meeting. This report includes both the Teachers' Pay and Pension grants. Our projected carry forward has reduced as one of the teachers was showing with 0.1 less than her actual contract in SIMS and so this has had an impact.

Q: Why has the Insurance Cost Centre had so little against it so far? (JQ)

The clerk explained that the Devon County Council insurances are always processed in the Spring Term, so it will be spent and we need to account for that within the report.

**21/2019 Dates and Times of Next Meetings:**

The next meetings will be held:

Full Governing Body - Monday 10<sup>th</sup> February 2020 at 6.30 p.m.  
 Monday 27<sup>th</sup> April 2020 at 6.30 p.m.  
 Monday 15<sup>th</sup> June 2020 at 6.30 p.m.

Resources - Monday 16<sup>th</sup> March 2020 at 7.00 p.m.  
 Monday 18<sup>th</sup> May 2020 at 7.00 p.m.

Mrs Kirby proposed that we move into the Part Two section of the meeting, seconded by Mr Goode and agreed by all. There was no business to discuss in Part Two and the minutes from the previous Part Two meeting were agreed by all and signed as correct by the Chairman.

The meeting ended at 8.50 p.m. The chairman thanked everyone for coming.