



WIDECOMBE IN-THE-MOOR PRIMARY SCHOOL

Governing Body

Meeting – Part I Minutes

Date/Time	Monday 15 January 2018 at 17:30	Location	Widecombe-in-the-Moor Primary School
Attendees	Initials		
Chris Elliott	CE	Chair	
Des Stokes	DS	Head of School	
Ben Cartridge	BC		
Attendees	Initials		
Fiona Froy	FF		
Anna Perry	AP		Arrived at 17:45
Emily Cook	EC		Arrived at 18:00

Apologies	Initials	Reason (Category of Governor)
Rob Steemson	RS	Personal

Absent without Apology	Initials
Karen Histed-Todd	KHT

In Attendance	Initials	(anyone who is not a governor/associate)
Laura Dudman	LD	Clerk
Rachel Hill	RH	Clerk
Emma Edwards	EE	Potential New Governor

Minutes to
Attendees
Apologies
School Website

1.1.1.1	1.1.1.2 Agenda	1.1.1.3 Led by
1	Welcome and Apologies	CE
2	Declarations of Interests	CE
3	Chair's Bring Forward Items	CE
4	Clerk's Report	LD
5	Agree Final School Vision and Aims	CE
6	Head of School's Oral Report i Autumn Term Data' Review ii Staff and Pupil Absence Autumn Term Report	DS
7	Review School Development Plan Progress	DS
8	Budget i Review Income Expenditure Report ii Monitor Budget iii Review Sports Grant Expenditure	CE/AP/FF
9	Staffing Updates i Receive Staff Performance Management Review ii Staffing Structure 2017-2018	CE
10	Health, Safety and Environment i Monitoring of Accident Book	BC
11	Safeguarding i Operation Encompass	DS/RS



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	ii Devon Safeguarding Audit Report iii Safeguarding Report	
12	Policies i Review SEND Policy	CE
13	Governor Monitoring Reports	CE
14	Governor Training i Receive Governor Training Reports ii Agree Governor Training Requests	CE
15	Minutes from Last Meeting i Minutes Agreed ii Actions iii Matters Arising	CE
16	Dates of Next Meetings	CE

Agenda Number	Details of discussion	Decision or action
1	<p>Welcome and Apologies</p> <p>Apologies for absence were received from RS which were sanctioned.</p> <p>RH and EE were welcomed to the meeting by CE. LD confirmed that the clerk's email address will remain the same.</p> <p>LD gave EE a Declaration of Eligibility to Serve as a School Governor form for completion which was done and returned.</p>	
2	<p>Declarations of Interests</p> <p>There were none. EE completed a Declaration of Business Interests form to complete which was done and returned.</p>	
3	<p>Chair's Bring Forward Items</p> <p>It was agreed that the meeting would move to Part II Minutes for the next item.</p> <p>The meeting returned to Part I Minutes.</p>	
4	<p>Clerk's Report</p> <p>LD reported on questions to challenge looked at in the last meeting. Moving forwards, governors should send questions in advance of the meeting to DS.</p> <p>RS is still the Executive Headteacher within the MAT and is also now the CEO. There is recruitment taking place for Heads at Ashburton Primary School and Buckfastleigh Primary School. Heads will be working in hubs of similar schools so Widecombe will be working with Ilsington C of E Primary School.</p> <p>BC said governors need to be aware of the pressure on DS. CE said it is an ongoing discussion.</p>	<p>Governors to send questions to DS in advance of meetings where possible.</p>
5	<p>Agree Final School Vision and Aims</p> <p>CE has revised the document for the school website and shared this. He has added additional items around the teaching staff and nurturing to the bullet points within</p>	



	<p>the document.</p> <p>LD explained that there should also be a one sentence vision statement and gave examples of this. AP asked if this would be the same for the SEN statement. LD said she suspected this would be very similar and there would be a focus on the idea of encompassing all groups of students.</p> <p>DS asked EE what had brought her to the school as a new parent. She said friendships. CE put together a collection of words from ideas discussed to reflect on and will bring this to the next meeting.</p>	<p>CE to create vision statement and share at the next meeting.</p>
<p style="text-align: center;">6</p>	<p>Head of School's Oral Report</p> <p><u>i Autumn Term Data Review</u></p> <p>DS informed governors that the document outlines the progress made until the end of the autumn term. Over a year, pupils are expected to make a point progress each term to make three points progress in a year. In reality, they may jump in different terms.</p> <p>DS explained what ARE (age related expectations) and GD (greater depth) meant. The two red areas on the document are Y5 writing at ARE. DS spoke to the other Y5 teacher and this has been updated. One Y5 pupil is also disadvantaged so this has been flagged up.</p> <p>The document suggests four students have not made progress. It is based on triangulation of test assessments, teacher judgements teacher assessments and whole school moderation. It is the first time NFER tests have been used as the previous tests being used were not as close to the SATs test results. On reflection, they are not the one paper previously used but a number of papers.</p> <p>EE said the timing of testing could have impacted at the end of term. DS agreed as the test turned up late.</p> <p>DS has queried some judgements with staff who have since changed them. Areas of concern in writing have been discussed with the class teachers.</p> <p>DS said there are more children who are further along than this document states. <i>BC asked why these children had not made the progress.</i> DS said they have personal circumstances so there has been a lot of nurturing work around this.</p> <p><i>BC asked if the weak English results were because there was a focus on Maths.</i> DS said no this has not impacted.</p> <p>EC asked what writing meant exactly. DS outlined what writing assesses. It looks across the genres.</p> <p>Y2 has a number of children who are having difficulties in their lives and are disadvantaged and/or SEND children. They are being monitored and interventions and support are happening. For some of these children they are aiming to get back to ARE within two years and are in the second year of this process. TAs have been redeployed to give additional support in Lower Dart.</p> <p>The Literacy subject leaders' meeting with Janet Ross, School Improvement Partner (SiP), meant that she looked at all of the school's literacy books. Y2/3 were the ones highlighted and are being closely monitored. The monitoring timetable includes areas of the SDP and SiP advice. It is about gathering evidence to see what more can be done to support.</p>	



The Literacy subject leader is supporting the class teachers with guidance on planning. BC asked if the resources were there to support this. DS said staffing could be better as TAs are not full time. CE asked if this was as a result of the staffing structure put in place. DS said the needs of the Upper Dart classes were greater than expected as there was an Educational Health Care Plan (EHP). Ideally, five days support in Lower Dart is needed but the finances are not there. The school has grown and the needs were unknown at the start of the school year hence the changes taking place. There are two student teachers in the school who have been able to free up some further support.

DS said Y5 is no longer a red flag but a yellow one but he needs to gather the data. DS was asked if Ella was still doing nurture time with pupils. Time has been allocated but this was lost towards the end of last term. This has come back into place more this term as a higher priority.

FF asked what Greater Depth meant. DS explained this term and how it is stretching the students at the top end. They should be able to achieve the objectives and are set additional targets. *FF queried the science results having 0 at GD.* DS said the GD activities usually tend to occur later on in the school year once ARE targets are achieved. It does not overly concern him at this time of year.

BC asked why the writing was an issue for pupils who can achieve the reading and Maths. DS checked the data and there are only three Y5 children who are not at ARE. There is no data for a new child who has joined the school.

EC asked what was happening with the children who had made no progress. It could be that they have taken a dip at the start of the new year. There can be a level of mastery of GD at the end of the summer term that is not immediately identified by a new teacher. There can be insecurity in a class with less support available so potential is not reached yet. EC asked what happened with this. DS said interventions have been put in place and staff have the information so Pupil Progress meetings highlight these individuals and query the strategies being used.

FF asked if the same information will be shared next term. DS said yes with less red and yellow and more GD.

ii Staff and Pupil Absence Autumn Term Report

There were four days of absence for teaching staff and four for support staff last term.

DS updated governors on other matters. One child left last term due to a family move and three children have joined so pupil numbers are up to 75. DS outlined the staffing and pupil numbers in each class.

AP has requested an EHP for a pupil. EC asked how this was different to a statement. AP said it is the replacement and it still does not guarantee funding. The EHP has to be continually applied for. There is a time frame to be met and the deadline is March. It is then reviewed annually. The pupil will then be classed as SEN for data gathering purposes.

DS said there have been staffing changes as a result of getting to know the children who have arrived. DS would like a full time TA in each class in order to continue with the nurturing. EC asked if there would be a shift in funding. Rachel Shaw has said there could be some in year funding due to the significant change in numbers but DS has not heard anything yet. CE said there will be some additional funding



	<p>coming in and money may need to be spent ahead of time. DS said there is a headcount coming up so significant changes could help.</p> <p>BC said the current staffing structure was based on lower student numbers so could SDMAT support this. DS said ideally yes. There are two PGCE students in Upper Dart. They are both doing well. They are being given the full support they need but it has also freed up the teachers to monitor, plan and support others.</p> <p>A 0.5 contract for 1:1 support has been recruited.</p>	
10	<p>Health, Safety and Environment</p> <p><u>i Monitoring of the Accident Book</u></p> <p>DS has continued to look for trends in locations but this has not highlighted anything.</p> <p>The outdoor play equipment was inspected. There was a concern around the ropes being a strangulation hazard and they have subsequently been removed. James Clayden, Premises Manager (JC), is researching alternatives. DS outlined some of these possibilities.</p> <p>The front school playground still needs resurfacing but this is not urgent. A quote has been given by Glendinnings. It was discussed whether it could be paid for by Friends. DS said this has been spoken about before and as it is premises it is not really appropriate for this funding.</p> <p>CE said the premises budget seems low. DS said it has remained the same over the last few years. The new Health and Safety lead, Chris Daniel, will be asked to take a look and advise.</p> <p>The muddy area at the back of the school is a concern as DS would like the outdoor learning to be taking place still. JC will put some paving slabs there to allow access. They will be sunk in so as to avoid a trip hazard.</p> <p>The strip lights in the hall do not have shades on them which is a concern. There was an SDMAT LED lighting survey. The solar panels are there but there have been no returns as yet so it may be better to do the LED lighting separately. The quote from JC is that it would cost £185 plus labour to replace the lights in the hall with LEDs and this would be safer. A light was replaced in Lower Dart to support a child's needs. It has made a huge difference. BC asked if activities were needing to be restricted in the hall. DS said they have not been yet. This work was approved.</p> <p>There is a contractor Electrician that works for SDMAT but there is a parent who can do it, most likely sooner, based on her availability at the going rate. With time all of the classroom lights could be replaced. THE SDMAT one would be no capital expenditure. DS said savings can be made from day one if the school funds it themselves.</p>	<p>It was agreed by governors to replace the lights in the hall with LEDs from school funds.</p>
11	<p>Safeguarding</p> <p>All staff are up to date with safeguarding training due to the rolling programme in place. DS puts a safeguarding question on each staff meeting agenda. One minute guides are also sent out on a Friday. All areas of safeguarding are included.</p>	
8	<p>Budget</p> <p>A bid has been submitted for a new toilet block. This would encompass boys, girls</p>	



	<p>and a disabled toilet. MPS has done a survey and the bid has now been submitted. It would bring it up to latest health and safety regulations but would require a reconfiguration. The bid goes to Devon authority who then decide if they will fund it. There is no fee for MPS if the bid is not approved.</p> <p>The staff toilets have also been refurbished. This came out of the school budget which was not expected. JC has done a great job and continues to maintain the property on an ad hoc basis.</p>	
6	<p>Head of School’s Oral Report</p> <p><u>Disadvantaged and SEN Report</u></p> <p>EC asked if 12% was a high figure for SEN pupils. DS said this was average for the school. There are regular conversations around definitions. ECHPs means the child is classed as SEN as does ‘outside agency support’. There is no timescale on this although AP has looked at three years. AP said the national average for primary academies is 12.2%.</p> <p><i>EC asked if there was any way to track achievement of the children based on SEN needs.</i> AP said they are expected to achieve ARE; there are no exceptions made. These are aspirational targets. It was discussed and agreed that some of these expectations are unrealistic. DS said seeing progress is a minimum requirement. It has been known for SEN pupils to reach ARE for the first time in Y6 so they must continue to strive for this. Interventions have been put into place.</p> <p><i>EC asked about disadvantaged pupils not getting above ARE; should funding be shifted?</i> DS said this is expected as they have often had a trickier start. EC asked if the same proportion of disadvantaged pupils should be getting above ARE as non-disadvantaged pupils. DS said ideally, however, numbers are so small it impacts significantly on the figures. AP said some of these disadvantaged pupils have specific SEN needs. There will be a visit to QE School by staff to look at support for pupils with dyslexic tendencies. DS said there are already disadvantaged children who are above the non-disadvantaged in some areas and gave the examples of these from the documents.</p> <p>Most of the Pupil Premium funding is used for TA support which benefits all but some is also used for nurturing. EC asked if it needs to be reallocated to getting disadvantaged children above ARE. DS said it is already spent. CE said it depends if the focus of TAs is on disadvantaged pupils. DS said they get the additional support as the disadvantaged pupils are also the ones who have SEN or nurture needs. CE said when he did his monitoring visit it was evident that the TAs knew who the disadvantaged pupils were. AP said DS asks staff to focus on these pupils.</p> <p>FF asked what happens with support when there is a TA working three days a week. Another TA moves across to this class but it does mean that afternoon interventions cannot happen.</p> <p><i>EC asked if there were disadvantaged pupils who should be above ARE but are not.</i> There are and there is a focus on Quality First Teaching (QFT) and nurture as they have been at GD previously prior to changing classes. BC asked if there was a method for QFT. It is about teachers sharing good practice. Work/life balance is also important within this. CPD for TAs is also important as is having time to share information with TAs. The quality of teaching is good and improving but it is not currently outstanding in all areas.</p> <p><i>FF asked if the data collection allowed time to teach effectively and does this</i></p>	



	<p><i>impact.</i> DS said as a teacher himself yes it does impact. Pupil Tracker assists with speeding up this process. There is a level of accountability that comes with this. Teacher judgments need to be secure.</p>	
7	<p>Review School Development Plan Progress</p> <p>Subject leader reports were sent out prior to the meeting.</p> <p>The concerns around Literacy in Y2/3 has led to support and monitoring from the subject lead. TA support is present for Maths and Literacy sessions.</p> <p>AP said the Educational Psychologist will support in running a parents session on reading and spelling. FF said the Maths session was very useful. This will take place next half term.</p> <p>The SDP is being progressed through overall and is on track with progress. Middle leaders are embedding and sharing progress. Monitoring was a key focus for DS' Performance Management and this has started. The first session was really useful. DS is looking at books alongside planning. He gave an example of a recent monitoring activity he had done. There is a weekly timetable for this and it is also taking place in staff meetings. This now happens regularly rather than ad hoc.</p> <p>There was a focus on Maths to develop reasoning and problem solving skills. The Maths Leader has trialled and had feedback on this. EC asked if this tracked how the pupils' enthusiasm changed over the unit. DS is dubious about screen time. There is also free software available. Some children spent quite long periods of time on it which made DS uncomfortable. Some parents were not happy with the time spent in front of screens as was evident in one of the survey questions.</p> <p>A new planning format has been being used with regular focus. It is embedded in Upper Dart who have been using the planning format for longer. AP felt it has given greater knowledge.</p> <p>Attendance has improved significantly. A couple of key families have really improved and lateness has significantly improved too. There has been some sickness so the 95% figure dipped to 94.9%.</p> <p>The SRE programme is a focus as the government have released recommendations following a new review. Ages have been changed for teaching some aspects. SDMAT will need to decide as a community what is appropriate to teach to primary age children as the sex education requirement is being removed. A parents' forum could be used to discuss this. It was discussed and agreed to run it twice for two different groups of parents. DS could deliver the information and then leave for parents to discuss without him. The date was provisionally agreed as Thursday 22 February at 9am and 6pm. DS will email some alternative dates also.</p>	<p>DS to email alternative dates for the Parents' Forum to governors.</p>
13	<p>Governor Monitoring Reports</p> <p>There is a governor monitoring calendar as a follow up to the discussion at the last meeting. This programme has not yet been sent around.</p> <p>Maths and English Lead Governors are needed. EC agreed to continue as English</p>	<p>CE to email governors with monitoring requirements.</p> <p>EC to continue</p>



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	Lead and FF agreed to be the Maths Lead Governor. CE will email governors individually with their monitoring requirement.	as English Lead Governor and FF to be Maths Lead Governor.
8	<p>Budget</p> <p><u>i Review Income Expenditure Report</u></p> <p>CE explained the document. The income includes the £10,000 donation which has not yet arrived.</p> <p>There was an increase in the Sports Grant from £8,000 to £16,000 which specifically needs to be spent on this.</p> <p>The SEND funding is gradually reducing. There is a child that has funding which is due to stop but an ECHP application has been submitted.</p> <p>The expenditure shows an overspend on staffing. A member of staff has been appointed which accounts for this. DS needs some further training from Rachel Shaw to be able to disseminate this information.</p> <p><i>BC asked how overtime compared to last year.</i> DS has queried this. LD suggested asking questions of RS once these have been drawn together.</p> <p>Utilities is disappointing with the solar panels being in place. CE queried whether the income had been budgeted for. There are issues about the income coming in.</p> <p>Printing costs are due to contractual changes but this will make savings longer term. LD explained what scomis was.</p> <p>Overall figures look to be a £28,074 overspend rather than the £10,000 budgeted for.</p> <p>CE asked if there was a plan for the Sports Grant being spent which was confirmed by AP.</p> <p>Next year's budget will be based on the pupil figures. There is a national formula which goes to Devon to then decide whether or not to implement it. Small schools appear to be alright overall. A jump in numbers should mean an increase but this would also lead to higher resources costs.</p> <p>CE will email Rachel Shaw to find out more detail about the discrepancies and circulate the answers to governors.</p> <p><u>iii Review Sports Grant Expenditure</u></p> <p>AP will do an action plan. She is cautious about how the money is being spent and wants to prioritise disadvantaged and SEN children. Some of this money will be spent on time for AP to plan and implement.</p> <p>Gymnastics equipment has been ordered and is awaiting agreement from Rachel Shaw.</p> <p>A MTA has been purchased to promote sport. It needs to be sustainable once the funding has finished.</p> <p>Some staff training has been committed to and an Active Devon programme, FunFit. It should support with gross and fine motor skills which are transferable to</p>	<p>CE to contact Rachel Shaw about the budget and feedback to governors.</p>



	<p>handwriting.</p> <p>A class teacher and Three TAs will be doing Mini Me Yoga training. This will then be ongoing throughout the school. It comes at a cost but if everybody gets the training it becomes embedded.</p> <p>EC asked if the children will be involved in decisions. AP said this has been done through the play leaders.</p> <p>CE asked if the funding could be used for outdoor learning which was confirmed. CE asked if this has been successful. DS said he has not had any negative feedback but he has not had the training. The funding could be used to train a member of staff with Forest School but this would need the member of staff to be retained. A TA could be trained. The training is expensive and involves coursework. It requires a lot of commitment especially as the course is during school holidays. AP said she has done a great deal of this but has not done the training.</p> <p>Some of the money has already been spent on TA play leader training and the School Sports Partnership. DS has seen a huge improvement in the play leader support at lunchtimes. The extra presence has made a great difference. AP is mindful of tracking which children are participating. She has this data for last year and will continue to track. There are three after school clubs which is impressive for a small school and numbers have had to be tracked.</p>	
<p>9</p>	<p>Staffing Updates</p> <p><u>i Receive Staff Performance Management Review</u></p> <p>DS has looked at teaching staff targets and gave an overview. The first was linked to pupil progress. This was partially achieved. The second target was to improve assessment. This was partially completed as it is ongoing. The third target was to develop middle leadership as everybody is a middle leader and this was achieved.</p> <p>The SENCo has achieved her target and feeds back in a timely fashion. D</p> <p>S' targets were to improve Maths and spelling and this was evident in the KS1 and KS2 SATs.</p> <p>The first target remains linked to pupil progress. The second is to monitor and the third is to embed middle leadership skills. DS does PM reviews for individual members of staff. Governors do DS' Headteacher's Appraisal with Janet Ross.</p> <p>There were no salary recommendations.</p> <p><u>ii Staffing Structure 2017-2018</u></p> <p>Admissions close shortly. There is an indication of 11 children with Widecombe as their first or second choice though one or two of these may home school. There are also three children the school knows about who are not currently listed. There are 10 children leaving in Y6.</p> <p>DS is happy with the school increasing in size as long as there are the staff to support. It is important to deliver what is currently offered with increased numbers.</p> <p>In Webburn, there would potentially be 27 children with two teachers sharing the class, a full-time TA and a 1:1 TA who is currently 0.5.</p> <p>FF questioned if the school was big enough. DS would like a 3.5 class structure with R/Y1 separated in the morning and together in the afternoon. There is the</p>	



	<p>space to do this with the upstairs classrooms. BC asked what was needed to do this. DS said another 0.5 member of staff, either a teacher or HLTA, would be needed but this would be budget dependent. BC asked what the funding per child was. LD and DS said £4,000-£5,000. BC said the funding should be there with the additional pupils coming. It was discussed that it is important to get it right at the beginning. CE will put a proposal to Rachel Shaw. LD said it is probably for CE to take a proposal from governors to Directors for approval.</p> <p>BC asked if this structure would require recruitment. DS said it would depend if existing staff would want to increase their hours. FF asked which was more cost effective. DS needs to look at the level of training for a EYFS member of staff and whether this needs to be a teacher. Staff who may be interested in this were discussed.</p> <p>It was agreed that a budget was needed. BC said keeping a surplus is important as a support. LD said she thinks March is when budgets will be available for schools. This will give an opportunity to firm up ideas. DS will liaise with RS around qualifications required and staffing costs.</p>	
11	<p>Safeguarding</p> <p><u>i Operation Encompass</u> DS explained that this is a nationwide scheme set up where if an overnight domestic incident occurs the school will be phoned by 9am so the school are aware of the incident. All schools in Devon have signed up to it. It is specifically around domestic incidents. It is for information.</p> <p>It was agreed that the meeting would move to Part II Minutes for the next item.</p> <p>The meeting returned to Part I Minutes.</p> <p>EC asked what this information is used for. DS said it is for staff to support if the child needs breakfast, is not in uniform, etc. It has been emailed out to parents.</p> <p><u>ii Devon Safeguarding Audit Report</u> This is a form that evidences the safeguarding done within the school. This was sent off before Christmas. There will be a response with feedback on the quality of safeguarding. There were a couple of minor points to change in the practice identified by DS around procedure.</p> <p>RS checked the SCR today and had an update meeting with DS. If EE becomes a governor she will need to be added to this.</p>	
12	<p>Policies</p> <p><u>i Review SEND Policy</u> This was deferred until it is agreed by Directors.</p>	<p>The SEND Policy was deferred to the next meeting.</p>
13	<p>Governor Monitoring Reports</p> <p>CE monitored disadvantaged pupils. There were a number of positives around the practice in place. There was awareness from staff of pupils and evidence in their books of additional support. CE will bring a full report to the next meeting.</p>	<p>CE to bring monitoring report to the next meeting.</p>



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14	<p>Governor Training</p> <p>BC was unable to attend the Health and Safety training he was booked onto and apologised for this.</p> <p><u>ii Agree Governor Training Requests</u> FF needs to do safeguarding training. Dates tend to come through to Barbara Low to pass on.</p>	
15	<p>Minutes From the Last Meeting</p> <p><u>i Minutes agreed</u> The minutes of the last meeting were agreed as a true and accurate record and signed by CE.</p> <p><u>ii Actions</u> CE will follow up around the sharing of documents on Outlook.</p> <p><u>iii Matters Arising</u> There were none.</p>	<p>CE to follow up on document sharing through Outlook.</p>

The meeting closed at: 20.00.

Detail of next meeting

Date/Time	Monday 26 February 2018 at 17:30	Location	Widecombe-in-the-Moor Primary School
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