

Meeting – Part 1 Minutes							
Date/Time	10 th January 2022		Location		Online Meeting via Microsoft Teams.		
Governors Attended:		I			Governors Attended:	Initials	
A Boyce	AB	Chair – Co-opted			A Green	AG	Parent
D Chapman	DC	Vice-Chair – Co-opted			S Cooke	SC	Parent
A Purcell	AP	Head Teacher					
S Williams	SW	Deputy Head Teacher					
M Parkes	MP	Co-opted					
J Webb	JW	Co-opted					

Apologies	Initial	Reason (Category of Governor)	Absent without Apology	Initials
S Caunter	SCa	Parent		
L Ramsdale	LW	Staff		

In Attendance	Initials	(anyone who is not a governor/associate)	Minutes to
S Fuller	SF	Schools' Choice Clerk	Attendees
R Shaw	RS	CEO – joined at 5.40pm	Apologies
			Academy Website
			Trust Board.

No	Agenda	Led by
1	Welcome and Apologies:	Chair
2	Declaration of Interests:	Chair
3	Minutes of the previous meeting – 8 th November 2021:	Chair
4	Head Teacher's Report:	Head Teacher
5	Pupil Premium Strategy Report:	Head Teacher
6	Health & Safety & Premises:	Chair / Head Teacher / JW / SCa
7	Governor Monitoring Reports:	Chair / Lead Governors
8	Safeguarding Update:	Head Teacher / MP
9	Staff & Pupil Wellbeing Update:	Head Teacher / LR
10	Risk Register Update:	SCa
11	Governor Training:	Chair
12	Links to Parents & Community:	Chair
13	Communication with the Trust Board:	Chair
14	Matters Brought Forward by the Chair:	Chair
15	Future Meeting Dates:	Chair
16	Part 2:	Chair

Agenda Number	Details of discussion	Decision or Action
1	Welcome & Apologies: RS had previously informed the Chair that she would be arriving a little late to the meeting. Apologies for absence were received from LR and SCa. Governors consented to these absences.	
2	Declaration of Interests: SC declared an interest in item 16 and it was agreed that a decision on whether she would need to leave the meeting prior to agenda item 16 being discussed, would be made at that point. The Clerk asked if SC had completed a Pecuniary Interest Form and she confirmed that she had.	
3	Minutes of the Previous Meeting of 8th November 2022: The minutes of 8th November 2021 part 1 were approved as a true and accurate record of the meeting. Matters Arising: The Chair summarised the action points arising from the last meeting and discussion was had on their progress: - AG would provide a report on Early Years Foundation Stage (EYFS) staff training for the next meeting. Update: AG reported that the National College provided several webinars which were worth looking at. Action AG would provide feedback on the courses which EYFS staff had attended. - AB would complete her Curriculum Review and circulate to all governors. Completed. - MP would write up amreport of her visit with the SENCo. Completed. - AP would circulate the outcomes from the pupil survey to the LGB. Update: Not completed. Action carried forward to next meeting. - AB would review the H&S risks with KB. Update: Not completed. Action carried forward to the next meeting. - Governors would complete the KCSiE 2021 training. Update: All mandatory training had been completed. Action AB would circulate the training log for all to update their completed training information. Copies of certificates to be sent to AB – due 18th January 2022.	Action: AG would provide feedback on the courses which EYFS staff had attended. Action: AP would circulate the outcomes from the pupil survey. Action: AB would review the H&S risks with KB. Action: AB would circulate

	Clerk to add the part 1 minutes to the Teams folder. Completed. <i>RS joined the meeting at 5.40pm.</i>	the training log for all to update their completed training information. Copies of certificates to be sent to AB – due 18th January 2022
4	Head Teacher's Report: Governors received a verbal summary of the previously circulated written report from the Head Teacher. Some questions had already been presented to the Headteacher and she answered the questions, along with others that were invited, as part of her verbal summary. <u>General School Information</u> Q: Why had pupil numbers decreased from 33 at the end of the summer term 2021 to 21 at the start of the spring term 2022 in the pre-school? A: This type of fluctuation was usual and was steadily building up again. The current numbers presented a healthy picture. Q: Why had 4 children left Year 4 between the end of the summer term 2021 and the start of the spring term 2022? A: Those in Year 4 in the summer of 2021 were now showing in the Year 5 data which meant that only 2 children had left the original year 4 year group at the end of the summer term. Both families had moved out of the area. Q: How were the children who had English as an Additional Language (EAL) coping? A: Three EAL pupils were not at age related expectations or above. Two of these pupils had additional needs but these were not related to EAL. If pupils needed additional support as EAL was a barrier to their learning, then the school would put this in place. <u>School Improvement Priorities</u> Q: Could the plans prepared by subject leaders be made available to subject lead governors? A: Yes. Action The Head Teacher would upload a copy of subject leader plans to the website and would also email to governors. <u>Pupil Performance – Statutory Outcomes</u> EYFS data showed that the percentage of those pupils reaching their greater level depth targets was below where they should be but the school was targeting individuals and was confident that targets would be reached by the end of the summer term. Q: Was the fact that some EYFS pupils were not yet reaching their targets due to Covid and lockdowns? A: Partly. Discussion had been had with staff on being clearer on reporting how far pupils were on track to meet targets. However, Covid had had an effect on all pupils, especially those on their pre-school journey. Also, EYFS had a mixture of	Action: The Head Teacher would upload a copy of subject leader plans to the website and would also email to governors.

	abilities – some were more confident in their learning then others. Q: Did the Head Teacher have any idea on how the 2019 national averages had changed, presumably lower? A: Reviews across the country showed that Covid had had an impact on national averages and that the gap between disadvantaged and non-disadvantaged pupils had widened. The loss of learning was more pronounced in Key Stage 1. <u>Pupil Performance – Current % of pupils at ARE/Greater Depth</u> Q: Data showed that Year 2 required extra support. Was the school providing enough of this? A: Agree that Year 2 needed a lot of support, along with Year 3 in writing and Year 1 and EYFS, and the school was focussing on these year groups. They were ensuring excellent support from teachers. There was an issue with 'providing extra support' because this tended to take pupils out of the classroom which meant they missed out on lessons and there was also a lack of extra staff to provide the additional teaching assistant support required. Increasing the quality of teaching was the key focus. Q: Concerned about the additional pressure this is putting on staff. A: There were lots of systems in place with regular pupil progress meetings being held. Teaching Assistant support was heavily loaded towards Year 2. Reading support was also being provided. Q: Had the school seen a reduction in reading volunteers since Covid 19? A: Yes, there had been no new volunteers coming forward and the school was making the most of the volunteers that they did have. Governors were invited to consider volunteering to listen to pupils read. <u>Provision for pupils with SEND/EAL</u> Q: Was the school / Trust looking at ways of addressing the lack of Educational Psychology support? A: There was no extra resource for this and the school were prioritising those who needed to be seen. The school were keeping in contact with families to ensure they were up-to-date with how their child was managing as this was an action arising from the last parent survey. The Chair suggested it would be useful for an action plan from the parent survey to be distributed to Governors for discussion at future meetings. This was agreed. Action The Head Teacher would produce an action plan from the parent survey, once staff had had the opportunity to discuss the results. <u>Teaching and Learning – Monitoring and Evaluation</u> Q: The parent survey showed that a few parents felt that too much focus was given to disadvantaged pupils rather than middle and higher achievers. How would the school answer this? A: The school would provide more information to all parents on how their child was being challenged on the curriculum in class and not just focussing on the interventions taking place and how they were working. However, it should be remembered that disadvantaged pupils have fared worse during the Pandemic and so did require additional support and focus. Governors discussed the 'pupil expert boards' in school and it was suggested that	Action: The Head Teacher would produce an action plan from the parent survey, once staff had had the opportunity to discuss the results.
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	parents could be made more aware of this initiative. The Head Teacher agreed that this was a good idea – pupils were involved in leading the monitoring of the curriculum and the support of others and this should be celebrated more. The CEO added that it was key to monitor the progress of middle and higher achievers to see whether their progress was being maintained or not. This would provide evidence whether they were being supported sufficiently, or not. There was a moral reason why disadvantaged pupils were given more help and it was a core value of the Trust. <u>Pupil Behaviour and Welfare – Attendance</u> Governors noted that there had been a drop in attendance over the last term. Almost all of it was Covid related. Attendance was lowest in Years 1 and 2. Q: Was the data breakdown for pupil premium pupils and pupils with SEND (with an EHCP) linked to only one or two pupils? A: Yes. <u>Pupil Behaviour and Welfare – Safeguarding</u> Not all Governors had had sight of the external safeguarding audit conducted by Babcock. Action The Head Teacher would re-circulate a copy of the safeguarding report produced by Babcock. Q: At the end of the Autumn Term 2021, there were 10 incidents of 'harmful sexual behaviour'. Could you define these please and were they repeat offenders? What remedial action had been taken? A: The Head Teacher agreed that 10 was a high number. A tab had been added to the CPOMS reporting tool following advice from Babcock's audit, where all incidents of sexual behaviour were logged, including playground banter. Numbers were perhaps higher than they might have been in the past due to increased staff awareness. There had been no incidents of 'harmful sexual behaviour' (the highest category) as per Babcock's guidance. A conversation is had with pupils and parents following each incident. Q: Need to ensure that the headings on CPOMS were correct. Placing all incidents under the heading of 'harmful sexual behaviour' was perhaps alarming, when the incident was maybe more of a 'concern'. A: The Head Teacher felt that it was good that attention was being drawn to all issues despite them perhaps not being 'harmful'. However, she would be happy to reconsider the heading titles again. Any change to the headings and which category an incident was recorded under might affect the decisions that were made at the time. The CEO agreed that Governors would require information on the numbers of incidents falling under each category of safeguarding/ sexual incidents. The Head Teacher explained that quite a few of the 10 incidents were homophobic in nature but following discussion with the pupils, it was decided that they were not made in a discriminatory way. Lots of work had been done on racism but not so much on homophobic bullying. The school was working towards a Rainbow Flag award - a national quality assurance framework for schools and colleges, which focused on positive LGBT+ inclusion and visibility. A teacher and TA were leading this. <u>Health, Safety and Premises</u>	Action: The Head Teacher would re-circulate a copy of the safeguarding report produced by Babcock.
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	Q: What was the latest on the school producing a Maintenance Action Plan so that Governors could monitor progress and have a better idea of needs regarding next year's budget? A: The CEO explained that KB was visiting all Trust schools to compile an annual cycle for updates to services and was looking at individual needs of schools as part of this. Action SCa / JW and AP would contact KB for a debrief on the school's maintenance priorities for next year. <u>Finance</u> The Head Teacher said that she had met with the Trust's Finance Officer and all budgets lines were as previously budgeted for. A copy of the current budget monitoring report had been uploaded to the meeting folder. <u>School Community</u> The Chair said that she was planning to organise a parental occupation survey and to encourage some parents to come into school to talk about their occupation, skills and interests. The Head Teacher would also be highlighting this via the school newsletter.	Action: SCa / JW and AP would contact KB for a debrief on the school's maintenance priorities for next year.
5	Pupil Premium Strategy Report: Governors discussed the use and impact of the pupil premium as set out in the previously circulated Pupil Premium Strategy Statement 2021 2022. They noted that the total funding for this academic year was £15,475 which was higher than previous years as it included the Recovery Premium and post Children in Care funding. It was noted that the Statement was on the school's website. Q: How were the maths targets going to be achieved? A: The school was using 1-2-1 mentors which had a big impact on confidence and achievement. This intervention was taking place towards the end of the school day and after school so that the children did not miss out on lesson time. Children were being targeted and most of those receiving support were classed as disadvantaged.	
6	Health & Safety & Premises: Governors noted the previously circulated health and safety review report from 21st October 2021 and that its contents had been discussed at the previous governing body meeting. Due to the absence of SCa, further discussion on health and safety was deferred to the next meeting.	
7	Governor Monitoring Reports: Governors received the following monitoring written visit reports and discussion was had on each visit: - SEND and how a new SENCo was settling into the role and the focus of work to date (MP on 4th November 2021) - Maths and the current priorities and action towards continuing improvement (SC on 26th November 2021) - Science curriculum with a focus on finalising review of progress on the 2019-21 science development plan and discussing the priorities in the new	

	science development plan 2021-2022 (AB on 3rd November 2021 and 6th January 2022). The Chair reminded Governors of the Governors' Visit Programme which had been uploaded with the meeting papers.	
8	Safeguarding Update: Governors noted that the Safeguarding Audit Report had been discussed at the last meeting and that an action had been agreed earlier in the meeting (see agenda item 5) for the Head Teacher to re-circulate the report produced by Babcock. The role of Safeguarding Governor was also discussed as MP would like to step down from the role following the school's next Ofsted inspection. SC volunteered to take on the role of Safeguarding Governor once MP stepped down and would work with MP in the meantime to learn the role.	Decision: SC would take on the role of Safeguarding Governor once MP stepped down from the role after the next Ofsted inspection.
9	Staff & Pupil Wellbeing Update: Governors received an update from the Head Teacher on staff and pupil wellbeing. The Head Teacher said that last term had been difficult with the higher staff absence and praised all staff who had stepped up to cover those absences. There was a lot of focus on pupil wellbeing. SW added that all children had returned to school in a good place and were keen to learn but there were some that still required pastoral care, particularly the disadvantaged pupils. Talking to them about their homelife helps them to feel more secure at school.	
10	Risk Register Update: In SCa's absence, it was agreed to defer this discussion until the next meeting.	
11	Governor Training: The Chair reminded Governors to review the courses provided by the National College, particularly in their lead subject areas. Access to the National College courses can be found at: https://thenationalcollege.co.uk/enrol/exeter-learning-academy-trust	
12	Links to Parents & Community: The Chair said that it was a priority for the Governors to re-connect with parents and to encourage them back into the school in a volunteering capacity, particularly with running lunchtime clubs. The Chair said that as well as the parental occupation survey which she had already mentioned, it would be a good idea to re-arrange the parent coffee morning.	
13	Communication with the Trust Board: Governors had no matters to raise with the Trust Board.	
14	Matters Brought Forward by the Chair: The Chair reminded Governors of the need for all to update the Governor Training Log which had been discussed earlier in the meeting (see agenda item 3).	

15	Future meeting dates: Dates for the winter / spring term were confirmed as: 10th February 2022 – Chairs Forum 14th March 2022 – 17.30 18th May 2022 – 17.30 (proposed changed from 16th May) Action Governors to let AB know if they were able to make the 18th May for a Summer term LGB meeting. The Chair, on behalf of the Governing Body, thanked the Head Teacher and all staff for their continued hard work during the Pandemic.	Action: Governors to let AB know if they were able to make the 18th May for a Summer term LGB meeting.
16	<i>SW left the meeting at this point (7.02pm).</i> Following on from agenda item 2, it was agreed by the Board and the CEO that SC would not need to leave the meeting at this point. Part 2 Minutes	

The meeting closed at: 7.02pm

Date/Time of next meeting	14 th March 2022 at 17.30	Location	Microsoft Teams
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