



Newton Poppleford Primary School Full Governing Body Meeting

Meeting 7: Part I Minutes							
Date & Time	Tuesday 23 rd May 2023 5:30pm		Location	Newton Poppleford Primary School			
Governors Present	Initials	Role	Governors Present	Initials	Role		
Mr A Pope	AP	Headteacher	-				
Mrs T Murphy	TM	Parent Governor	-				
Mr C Trengove (Chair)	CT	Parent Governor	Mr G Oldroyd	GO	Parent Governor		
Mrs N Dowsing	ND	Parent Governor	Mr T Warren	TW	Co-opted Governor		
Mrs L Wright	LW	Co-opted Governor	Mrs C Odberth	CO	Co-opted Governor		
Miss R Layman	RL	Co-opted Governor	Mrs M Raffell	MR	Staff Governor		

Apologies	Initials	Reason for Absence (Category of Governor)
Mr S Ireland	SI	Co-opted Governor

Absent without Apology	Initials	Category of Governor
-		

In Attendance	Initials	Capacity
Mrs S Brown (virtual)	SB	Clerk
Jody Hall (virtual)	JH	Teacher

Minutes to
All Governors
School website

The meeting opened at 1735.

Ref	Action or Decision	Action Owner & Deadline
1.	<p>Subject SWOTs See docs:</p> <ul style="list-style-type: none"> - DT SWOT analysis May 23 - Writing SWOT analysis May 23 <p><u>DT SWOT</u></p> <p>Question: identifying that the DT lead hadn't yet received subject or leadership training, had the school considered working with local schools to enable the DT lead to visit and learn? AP would explore this as an option. JH was investigating training opportunities as of September 2023.</p> <p>1738: GO joined the meeting</p>	AP

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Signed

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	<p>Clarification: what is taught in DT? Examples: home economics, mechanisms, textiles etc. The school was lacking in some hardware and software resources.</p> <p>Question: Was “Kapow” working as intended? The school hadn’t yet managed to fully implement Kapow. Whilst parts of it were in place, it hadn’t been completely tailored to suit the school’s needs. Whilst some cross over in curriculums was occurring (Egyptian clothing had been made during the recent Egyptian topic in History), JH would meet with teachers to make further arrangements to link DT in with the other curriculums.</p> <p>17:45 - JH left the meeting.</p> <p><u>Writing SWOT</u></p> <p>Question: Was Sir Linkalot effective? What had the school used previously to target spelling? The school has been using Sir Linkalot for two years having previously used No nonsense from Babcock. Sir Linkalot was engaging, the children enjoyed using it, but there were some identified constraints.</p> <p>Question: what progress was there towards developing the progression maps? Phonics maps would be in place soon. The school was looking to develop engagement from home to embed learnt skills. Was there a concept that the school might ask parents to support from home with spelling, in addition to phonics? Homework setting would be considered. AP was keen not to set too high an expectation for parents that they should be doing an onerous amount of work at home with their children. Instead, teaching would be completed in school with recaps taking place at home. AP would consider setting optional, topic based, homework and children could be given a small list of spellings to review at home. Governors were very aware of the time constraints faced by schools to deliver the full curriculum during the school day.</p> <p>Question: when would writing progression maps be in place? The maps were in place and continued to be tweaked by teachers as they worked with them. The school was focussing on the types of text it was teaching from and defining what the grammar non-negotiables were. Making clear the progression of children’s learning from Reception through to yr.6 wasn’t yet sufficiently in place. AP was confident that there was lots of high-quality writing in place but wanted to be able to better define, and witness, the progression that was in place.</p> <p>Question: could AP elaborate further on the identified weakness in providing scaffolding for SEN children. Using quality first teaching, the school needed to do more to support SEN children. This was an area for development rather than a weakness.</p> <p>Question: Was the school considering improving the transition for children moving from Reception to Yr.1? Yr.1 was much like Reception already. The delivery of yr.1 was dependent on the type of cohort coming up, with the current yr.1 benefitting from their current style of delivery.</p> <p>17:56 – TM joined the meeting.</p> <p>Question: Reflecting on the Ofsted Judgement areas, how did the school judge itself in Writing? AP introduced governors to the draft Self Evaluation Form (SEF) with the first two sections relating to Writing. The attainment levels in writing were relatively robust. There were some concerns in the data, there was an identified downward trend for disadvantaged children. Covid could not be blamed entirely for the data but had had an impact. The school had a clear plan for addressing the gaps and supporting the children.</p>	JH
2.	Agreement between Part I and Part II	Agreed
3.	Apologies for Absence – apologies received from SI were sanctioned by governors. TM late?	Agreed
4.	Notice – Received	
5.	Quorum – The meeting was quorate.	Agreed
6.	Declaration of Business Interests relating to the agenda – None	
7.	Minutes	

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	<p>(a) <u>To confirm Part I Minutes of Meeting 27.04.23</u> The minutes were agreed as a true and accurate record of the previous meeting and were signed by CT.</p> <p>(b) <u>To consider matters arising from the minutes.</u> Action updates as below unless covered elsewhere within the meeting's agenda:</p> <ul style="list-style-type: none"> - CT and TM safeguarding certificates received by the clerk – complete - Personnel governor report from 080223 – carry forward - CT/AP draft plan for governor awareness day – in progress. The date needed reconsidering. The clerk would seek availability for governor attendance on the 27th June but CT would not be available on this date. - Flexible schooling update – Flexi schooling had ended at the school. AP had met with the affected families with follow up meetings being held to suit need. Confirmation letters had been sent and the school was dealing with responses. AP was working closely with the Education Welfare Officer (EWO) and had multi-agency support in place to find ways forward for affected families. - Pre-school working party meeting had started identifying a date to meet. AP presented a draft agenda for comment. - Finance training for CO in the Autumn Term – DES dates not yet released, Clerk to continue to monitor - CT/ND monitor and report back on learning standards for SEN children – carry forward - Create revised method for recording governor CPD – complete - AP/AN develop way to identify governor training spends over the year - carry forward - AP feedback about staff exit interviews – broadly positive feedback, 1 had left for “other reasons” that were unidentified. 	<p>Agreed</p> <p>c.fwd Clerk</p> <p>Clerk c.fwd</p> <p>c.fwd</p>
8.	<p>Business brought forward by the Chair</p> <p>The Appeal committee had met on 30/03/23 to discharge its duties with regards to a Pay Appeal submitted by a staff member. The process had been completed and the learning points for the governing board were:</p> <ul style="list-style-type: none"> - For the Performance & Pay committee to develop its monitoring of the school's application of the Appraisal and Pay Policies. - For the school to ensure that substantial changes to policies are communicated to all staff. <p>Decision: LW was voted onto the Performance and Pay Committee. SB would send LW an overview of the committee's work and the Terms of Reference (ToR) for reference. AP had revised the appraisal process since arriving at the school. Members of the P&P committee would monitor the appraisal process, and application of the policy, during the upcoming Governors awareness day.</p>	<p>Agreed SB P&P comm.</p>
9.	<p>Safeguarding <i>See doc:</i></p> <ul style="list-style-type: none"> - 23.05.23 Safeguarding governor's monitoring visit report - 23.05.23 Safeguarding governors report to the FGB <p><u>Safeguarding update from AP</u></p> <p>A MASH referral was in place, and the school continued to follow up with MASH to ensure actions were taken. There was an ongoing child protection case in the school with the school was managing.</p> <p><u>Lead Governor report</u> Governors noted receipt of the two governor reports.</p> <p>Question: had action been taken over the children's feedback around staff concerns? AP had followed up with the children and staff which would resolve in an action. The governor monitoring process had been effective.</p> <p>Question: should governors be asking children any safeguarding questions during the Governors' Awareness Day? Yes, AP & TM would prepare some suggested questions that governors could ask.</p>	<p>AP/TM</p>
10.	<p>SEND</p> <p>Nothing to note.</p>	

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11.	<p><u>Vision and Values update</u> See doc:</p> <ul style="list-style-type: none"> - Follow ons and report to governors powerpoint <p>Decision: The Board had previously completed its review of the school's vision and values, it was agreed to remove these as standing items from future agendas. Instead, the board would review its Vision and Values annually, likely at the start of each academic year. The school might consider becoming a Unicef school in the future. AP presented ideas about creating vision and value "characters" for the children to relate to which fed down from the school's vision and values, maybe along the lines of a rainbow or star.</p> <p>Question: would inclusivity be included within the children's values? Yes – within "belonging" and within the British Values.</p> <p><u>Strategic Plan update</u></p> <p>Decision: The Strategic plan, as communicated to all parents and staff, was agreed and would be reviewed annually at the end of each academic year.</p> <p><u>Headteacher update</u> See docs:</p> <ul style="list-style-type: none"> - Attainment Data Governors - Headteachers report FGB 1605 - Progress Data governors - Triangulation of evidence <p>I. Impact of funding streams: PP, Sports etc.</p> <p>AP had thought it beneficial to re-visit the impact of various funding streams. AP conceded that the impact from PE premium funding was hard to measure and had been working with J.Morrison to start using the PE association's suggested template from now on. The revised PE impact report would be presented to governors' July FGB.</p> <p>Governors reflected on the Triangulation of Evidence document when considering the impact of SEND & Pupil Premium (PP) Funding. Once AP had completed the SEF, governors would have simpler access to interpretable data for ongoing monitoring. It had been identified that the attainment of SEN & PP children was below that of the remaining cohort, this was indicative of national results. Due to the school's very low number of SEN children, each child's results had a greater impact on the statistical data. AP had conducted an analysis of the MyPlan in school and presented the results in the meeting. The analysis had identified targets that needed development and children who needed further support. Staff were still learning the new MyPlan system, the target setting process needed further development and embedding which AP was supporting. Each child's MyPlan was unique creating nuances in the data but AP was confident that the data could be clarified where concerns might be present on paper.</p> <p>Question: Could AP present average figures? Yes, AP presented the figures within the powerpoint "follow ons and report to governors".</p> <p>AP presented attainment data to governors, highlighting that the disadvantaged cohort hadn't made as much progress as the remaining cohort. AP clarified the difference between attainment and progress for governors. New tracking process had enabled staff to identify individual children for support, and those that would need support in September to maintain their level of attainment. Whilst the impact of Premium funding was positive, AP wanted to further improve its impact. Governors responded positively to the comprehensive data presentation and anticipated greater depth conversations, and constructive challenge, with the school as both governors and school staff became familiar with the data and its uses.</p> <p>Question: Would governors have access to the SEF on its completion? Yes, it would be put on the "Governors shared drive" as a live/working document once AP had completed it.</p> <p>The Board discussed an anticipated Ofsted visit from March 24 onwards. The Board were keen to ensure their knowledge of the school, its strengths, and weaknesses, was thorough. Thought was given to creating a physical folder of key documents for reflection during an inspection. Clerk/CT to consider a way forward.</p>	<p>Agreed</p> <p>Agreed</p> <p>AP</p> <p>AP</p> <p>Clerk/CT</p>

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	<p>*Post meeting note: the Clerk suggested an electronic file system for storage of monitoring forms, the SEF, the SDP, the Strategic Plan etc. Ofsted can be given access to the file on request*</p> <p>II. Triangulation of data for governors – noted by governors. III. SEF draft - presented during agenda item 1. IV. School improvement visits - A visit had been diarised for 16th July, AP would provide governors with the report at their July FGB.</p>	
12.	<p>Monitor School Development Plan for current academic year See doc: - Follow ons and report to governors powerpoint</p> <p>Question: What were the current staff training requirements/plans. The staff meetings and training had been planned for the rest of the academic year. Ideally all staff would be trained in report writing, science, flexible classrooms, transition and retrieval, and assessment but there were logistical challenges to overcome due to some staff member's contracted working days. AP was looking to deliver the training during upcoming INSET days. The school would be delivering Phonics training during June's INSET day and all staff had been asked to attend if at all possible. Feedback from staff about the upcoming training, and phonics scheme, was positive.</p>	
13.	<p>Update from Pre-school working party Carry forward</p> <p>1916: meeting adjourned 1921: meeting restarted</p>	c.fwd
14.	<p>Review of school's compliance with the Equality Act See docs: - <i>Equality and Inclusion report (SEND) May23</i></p> <p>Governors noted receipt of the governor report.</p> <p>Decision: GO was appointed as the SEND, CiC & Inclusion Deputy governor, to lead on the Inclusion element of the ToR.</p> <p>The following required review: - Equality policy (could then be extended to 4-yearly review) - Review of the set Equality Objectives (for ongoing annual review) - Equality Statement on the school website</p> <p>The following could be reviewed: - Equality Audit – last done May 2021</p> <p><u>Publication of the Board's, anonymised, diversity data</u> Decision: In response to the government's request that boards publish their membership's diversity data, governors agreed to the publication, on the school's website, of a statement confirming that it collects diversity data of its membership but chooses not to publish the data to protect the identification of any of its members.</p> <p>The Clerk would share, with RL, the National Governance Association's (NGA) suggested diversity data collection form. Once approved with RL, the form would be used to collect the board's diversity data. The results would be used to inform future board recruitment activities to ensure the board remained reflective of its community. The board currently carried 4 current vacancies (<i>*post meeting note: correction to 3 current vacancies*</i>)</p> <p>Governors considered adding diversity questions about tolerance, acceptance, and equality, to future parent and staff questionnaires. Recognising that it is good practice to conduct a Bullying and Racial Prejudice spot check, AP committed to share a redacted BPR with GO.</p>	<p>Agreed</p> <p>AP & GO</p> <p>Agreed</p> <p>Clerk</p> <p>AP</p>
15.	Reports from Lead Governors	

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	<p><u>Communication and wellbeing</u> See docs:</p> <ul style="list-style-type: none"> - Pupil wellbeing monitoring report - Wellbeing survey results <p>Staff training around domestic abuse was in place. Question: Were children able to access similar training? No but children witnessing abuse would have effective provision, care and support. Children were given age and stage appropriate education on healthy family situations and rights through our PSHE curriculum and wider pastoral approach.</p> <p>Question: recognising that the staff member for wellbeing was leaving, what assurance could AP give that the wellbeing champion role would continue to be covered by the remaining staff? School staff were being encouraged to access training and support so that the roll was covered through a collegiate effort with support being in place from an adult in every class. The reality was that, with fewer staff, it was not possible to have one member of staff lead on wellbeing so it would be shared amongst the remaining staff cohort. The attendance monitoring aspect would be moved to the Administration team and there would be a period of re-shuffling of roles across the school to ensure the school remained compliant and effective. Early help would now be followed up by the Parent Support Advisor.</p> <p>CT and RL had attended DES finance training and fed back that Devon County was in deficit. There were significant knock-on effects to schools as were now being seen at Newton Poppleford Primary School. Funding was limited and schools were having to consider how to achieve more with less money. The non-replacement of staff at Newton Poppleford was a direct impact from budget constraints and the school would need to cover the wellbeing roll using its remaining staff. AP was confident in the strength of the staffing team and their ability to do as much as possible to aid children's wellbeing. The training hadn't covered how to read a Budget Monitoring Report so further training would be beneficial. The big message from the course had been that schools were at their most efficient when they were at PAN so the school and governors would need to focus efforts on recruitment. Marketing activities would be added to the Pre-school working party agenda.</p> <p>AP had recently conducted a staff wellbeing survey and presented the results to governors. AP would repeat the survey over time to monitor trends. The survey, taken on its own, reflected the staff wellbeing at a point in time. It was an operational activity which governors would want to monitor from a strategic point of view. The annual Pupil Survey had been conducted with a data analysis to be ready for the next FGB.</p> <p><u>Finance Lead</u> See docs:</p> <ul style="list-style-type: none"> - Finance governors report 22 May 2023 - CAPSH 22.05.23 - G120 22.05.23 - G122 22.05.23 - Detailed budget report <p>GO had conducted budget monitoring and provided a thorough report to governors. AP presented the Main School Budget which showed an in-year deficit, but this was less than first predicted due to staff changes and cost savings. AP identified variances in predicted versus actual spends:</p> <ul style="list-style-type: none"> - Lettings were negative in comparison to predictions due to less lettings taking place - School meals had made a profit due to an uptake in meals by staff and provision to other schools. - Staffing had increased costs due to unfunded government pay increases - MTAs had increased costs due to government pay rises - Twilight was below predicted due to less uptake in use - Saving on curriculum resources were negated by those in other curriculum budget lines where the spend had taken place and test papers had increased in price unexpectedly. - Residential and educational visits had cost more than planned - Services spends were increased due to an additional spend on IT support that had been required. - LA services spending was -£9277 due to increased HR costs. - Premises costs were above predictions due to increases in utility bills. - The overspend in repairs was attributed to water pump replacement and electrical issues. <p>Budget monitoring was complete.</p>	<p style="text-align: right;">Agreed</p>

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	<p>Question: should the school be reconsidering its staffing structure? No, but some thought could be given to the renewal of fixed term contracts and the continued non-replacement of departing staff.</p> <p>Question: what progress had been made to finding a new school website provider? A.Nash had visited another school to consider their provider. It was likely a change of provider would be recommended.</p> <p><u>Learning standards lead</u> Carry forward. CT's meeting with AP had been necessarily postponed due to recent floods.</p> <p><u>Personnel Lead</u> Carry forward.</p> <p><u>Premises, Safety and Security</u> See doc: - Premises, safety and security governors report may 2023</p> <p>Question: Was there sufficient variance in the menu for dairy free diets? AP would investigate with catering staff. Re-affirmation of the school's compliance with food standards was carried forward.</p>	<p>c.fwd</p> <p>c.fwd</p> <p>AP c.fwd</p>
16	<p>Report from governor training</p> <ul style="list-style-type: none"> - RL's "Making sense of Autism and leading good Autism practice" had been cancelled by the Local Authority. - RL and RL had attended "Finances for Maintained Schools" and fed back during agenda item 15. - NS had attended "Ofsted, what the board should expect and how to prepare" and would give feedback at the next FGB. 	NS
17.	<p>Policies</p> <ul style="list-style-type: none"> ● Business Travel Policy – approved by SI (Vice Chair ToR) ● Staff flexible working policy – approved by SI (Vice Chair ToR) ● SEND policy – agreed by The Board. <p>2030: RL left the meeting.</p> <p><u>Carry forwards</u></p> <ul style="list-style-type: none"> ● Late Collections Policy. Question: observing that the HT could charge for late collections, had the school ever done so? Yes, but using AP's discretion. Decision: The policy would be amended to reflect that the HT's discretion could be applied. The policy's late charges would also be amended to reflect full twilight fees. The policy would be carried forward for final approval. ● Equality policy and Equality objectives – carry forward, see agenda item 14. ● Lettings policy - consider removing references to Covid and provision of PPE. First Aid Kit references to remain. Consider reviewing prices to account for increases in utilities. Question: Did the school advertise that it lets its property? Yes, but AP would readvertise via the newsletter, school website and Facebook page. ● Staff leave and absence policy - Query para 6. Ref: Staff Bereavement Leave ● New Governors induction – SI to reflect on archived policy ● School Emergency Management Plan/Business Continuity Plan ● Menstrual wellbeing and menopause ● Privacy Notices 	<p>Agreed</p> <p>Agreed</p> <p>AP</p>
18.	<p>Review of the meeting</p> <p>A skills Audit would be conducted in advance of the Governors' Awareness Day to identify skills gaps on the board and inform future recruitment drives.</p>	Clerk
19.	<p>To confirm Part II Minutes of Meeting 27.04.23</p> <p>The minutes, which had been physically circulated during the meeting, were agreed as a true and accurate record of the previous meeting and were signed by CT.</p>	Agreed

The meeting closed at 20:40

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Signed