



Newton Popleford Primary School Full Governing Body Meeting

Meeting 8: Part I Minutes

Date & Time	Tuesday 11th July 2023 5:30pm	Location	Newton Popleford Primary School			
Governors Present	Initials			Governors Present	Initials	
Mr A Pope	AP	Headteacher		-		
-				Mr S Ireland	SI	Co-opted 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)	Absent without Apology	Initials	Category of Governor
Mrs T Murphy	TM	Work	-		

In Attendance	Initials	Capacity
Mrs S Brown (virtual)	SB	Clerk
Els Laureys (virtual)	EL	Teacher
Becky Turner	BT	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"> - 1a. SWOT analysis 2022-2023 French - 1b. Art SWOT Summer 2023 - 1c. SWOT Analysis Computing <p>French SWOT Clarification: What are Bob and Bobette: dinosaur puppets used for modelling conversation. Children sometimes found talking to puppets less intimidating than talking to other children in a foreign language. Clarification: Which years are taught French? Yrs. 2 – 6.</p>	

Full Governing Body Minutes dated 11.07.23

Signed

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	<p>Question: identifying that teachers were not always confident at teaching French, how might this be addressed? EL had recently met with other local schools and had been recommended online resources for improving spoken French. EL would be linking these with French units for staff to access and build their confidence.</p> <p>Question: Would Mrs Rainer continue to work with the school in the future? Yes</p> <p>Question: Had the school taken part in exchanges historically? Not that EL was aware of, this would be a new initiative for the school. EL would contact the local language school and invite language students to Newton Poppleford.</p> <p>Question: Why had the school decided to focus on French as its foreign language? Because the school acted as a feeder to two colleges, Kings and Sidmouth, who both focussed on French giving Newton Poppleford students and advantage if they had already studied it. EL referred to research that had found that learning more than one foreign language during the primary years was not always beneficial.</p> <p>Question: Should the French lessons also focus on the cultural aspects of France? Yes, and they did. EL provided examples of the culture of France being studied: Bastille Day; French revolution studies, French resistance studies, food studies etc.</p> <p>Question: How could the school turn the identified threat into an opportunity? By ensuring sentence builders are used throughout the curriculum to inform conversations in French.</p> <p>1736: EL left the meeting with thanks from the Governors.</p> <p><u>Art SWOT</u></p> <p>Question: What were the referenced materials deficits? E.g., Ink for printing techniques, or air-dry clay. Resource deficits were predominantly to do with budget constraints.</p> <p>Question: Had the school considered inviting in local artists? Yes, and these visits had taken place previously but there were cost implications.</p> <p>Question: Did the school have Art links with other schools? No but this could be investigated. A governor suggested Jen Bennet, a teacher at Sidmouth and local artist.</p> <p>Question: During the Art curriculum's last visit to FGB the school had floated the idea of sketchbooks following children on from year to year to show continuity and development of skills, was this in place? Yes.</p> <p>Question: Was the school accessing the project "National Art Gallery Picture"? The school had decided not to due to time constraints and the narrow window of opportunity to access the project.</p> <p>1752: BT left the meeting with thanks from the governors.</p> <p><u>Computing SWOT</u></p> <p>Question: How did the school address cyber security/threats? Firewalls were provided by Devon's IT provision. The school continued to inform itself of cyber threats.</p> <p>The school used a recognised scheme to deliver its computing curriculum. There were opportunities to widen the computing delivery across more curriculums.</p> <p>Clarification: Who taught computing? Class teachers.</p> <p>Question: Did the school provide extra-curricular activities for computing e.g. a Coding club? Not at present.</p> <p>Question: What were the E-safety staff training arrangements? Training was delivered at the start of the academic year during non-pupil days.</p> <p>Question: When had the school last spot-checked for GDPR breaches? E.g. Positioning of screens, what's on sight etc. The Data Protection Officer (DPO) had conducted a visit during the Spring Term (annual visit).</p>	EL
2.	Agreement between Part I and Part II - none	Agreed
3.	Apologies for Absence – apologies received from TM were sanctioned by governors. TW had communicated that he would be arriving at approximately 6.30pm - also sanctioned.	Agreed
4.	Notice – Received	
5.	Quorum – The meeting was quorate.	Agreed
6.	Declaration of Business Interests relating to the agenda – None	
7.	Minutes (a) <u>To confirm Part I Minutes of Meeting 23.05.23</u>	

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	<p>The minutes were agreed as a true and accurate record of the previous meeting and were signed by CT.</p> <p>(b) To consider matters arising from the minutes. Action updates are as below unless covered elsewhere within this meeting's agenda:</p> <ul style="list-style-type: none"> - AP explore opportunities for the DT lead to visit other schools – subscriptions were still in place which AP was using as an alternative. Swifts and scheme training were also in place, online, as were links with Manor Court. - JH work with other teachers to link DT with other curriculums – as above. - Seek availability for governor awareness day w/c 27th June - postponed to w/c 18th Sept. The draft agenda was shared with governors and remained a work in progress by AP and CT. The P&P committee would consider dip-testing the appraisal process during the day. Governors agreed the 19th September for the Governors Awareness Day and 26th September for the first FGB of the academic year. SB would draft FGB dates for the remainder of the 23/24 academic year, to occur on Thursdays, pending the availability of a new Clerk. - Monitor DES training dates seeking finance training for CO - CO had been unavailable to attend daytime courses, SB suggested Governor hub modules x 3 as an alternative. CO would complete and send the completion certificates to SB. - SB send LW the Performance and Pay ToR – complete. - AP&TM to prepare safeguarding questions that governors can ask children during visits – AP suggested governors use Ofsted's suggested questions. - AP put SEF on the governors' shared drive once complete – not yet complete, to be done by July 31st - SB/CT consider a way forward for storage of governor reports - complete, new file created. - SB share with RL the NGA's diversity data collection form – complete and data available to inform recruitment activities - AP share redacted Bullying and Racial Prejudice form with GO – in progress. - AP investigate variance of food available to meet dietary requirements of children – 18th July meeting with catering team to discuss – feedback at FGB Autumn 1 (Oct) - AP advertise the school's letting of premises – complete - SB conduct/collate skills audit - to be done in advance of September's Governors' awareness day. 	<p>Agreed</p> <p>Agreed</p> <p>SB</p> <p>CO</p> <p>AP</p> <p>AP</p> <p>C.fwd</p> <p>SB</p>
8.	<p>Business brought forward by the Chair</p> <p><u>Governors' Awareness Day</u> See agenda item 7.</p>	
9.	<p>Safeguarding See doc: - 9b. 11.07.2023 Safeguarding Governors Report to the FGB</p> <p><u>Safeguarding update from AP</u> The recent safeguarding visit had been a positive experience. There were no areas of concern identified, only advice around areas that could be developed which had been actioned e.g. AP was ensuring all documents were uploaded to CPOMS appropriately. Question: Was Operation Compass being accessed/utilised? AP would research the "Safe to be" Domestic Violence programme and see if it was being utilised in the school.</p> <p><u>Lead Governor report</u> Governors noted receipt of the governor report, there were no further questions.</p>	<p>AP</p>
10.	<p>SEND See docs: - 10a. SEND Report Summer 2 2023 - 10b. SEND Self Audit Checklist (1)</p> <p>Governors noted receipt of the report. Question: How was Inclusion included within the school development plan (SDP)? Inclusion was a recurring theme of focus within the SDP and included within quality first teaching. This would remain a drive for 23/24, targets would work towards teachers owning their provision e.g. what does inclusion look like in their classroom, how do the Teaching Assistants facilitate that process?</p>	

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	<p>QUESTION: How would governors see the impact of that? Through observing good practice during visits and observing staff training being used in practice.</p> <p>QUESTION: Who was Manor court? An aspirational school for Newton Poppleford to work with. It was an exemplary “good” school, working towards “outstanding”.</p> <p>1830: TW joined the meeting.</p>	
11.	<p>Equality Act Compliance See docs: - 11a. Equality information and objectives policy DRAFT for FGB 11072023</p> <p>GO provided governors with a reminder of the Board’s responsibilities in relation to the Equality Act: to ensure pupils are treated non-discriminatorily in relation to the 9 protected characteristics. The Equality Policy and Objectives must be published on the school website and kept under review.</p> <p><u>Equality Policy</u> The current policy had been reviewed in January 2022, and was due for next review in January 2026, or sooner if appropriate.</p> <p><u>Equality Objectives</u> Governors agreed the revised Equality Information & Objectives. AP would publish them on the school website.</p> <p><u>Equality Audit</u> GO would complete the audit during September’s Governor’s Awareness Day. GO aimed to bring to the Autumn 2 meeting the outcome of the audit and identification of actions. Governors considered the Equality element of the SEND ToR and whether to split the ToR into two roles. Further consideration would be given to this as RL and GO continued to work with the ToR.</p>	<p>Agreed AP</p> <p>GO</p>
12.	<p>Pre-school working party</p> <p>The agenda was ready, and a date was being set for a meeting. The Pre-school would become a Foundation Unit led by a qualified teacher. Projected numbers for 23/24 were promising and staffing challenges had been considered by the SLT. There was a projected increase in 2-year-olds impacting staff: child ratios. The recent Open Day had not been as well attended as hoped but the school had experienced an uplift in numbers anyway.</p> <p>Question: Why did AP think the Open Day had not been well attended? Because parents knew they could make alternative arrangements to visit the school outside of Open Days.</p> <p>Question: Had the school considered leafleting at mother/toddler groups? Yes.</p> <p>Question: Would Forest schooling continue into 23/24 for the Nursery children? The area would still be available for access in addition to the adventure playground.</p> <p>Question: What was the Nursery’s capacity? 24 at present, limited by the space available.</p> <p>Question: The Preschool had historically been able to recharge the school each year by approx. £10k (for provision of site, utilities, etc.). Would this continue for 23/24? A.Nash and AP were currently making this consideration. The final recharge figure would be dependent on the number of children on roll in September. The pre-school held its own budget line in the school finances.</p> <p>1900: the meeting temporarily adjourned 1905: the meeting restarted</p>	
13.	<p>Headteacher’s report see docs: - 13a. Final Visit Report - 25-05-2023 REDACTED - 13b. Pupil Voice - 13c. Headteacher’s report July 2023 - 13d. Headteacher’s Assessment report July 2023</p> <p>Question: When had the School Improvement Lead (SIL) last visited? Governors could not recollect receiving a SIL report prior to this meeting. The SIL had been visiting the school for several years, reports would be regularly shared with the board from now on.</p>	

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	<p>AP explained the upcoming staff re-deployment which would ensure that there was a member of the Senior Leadership Team within each Key Phase of learning. The re-shuffle had been communicated to the parent community and had not required any additional recruitment activities.</p> <p>Question: Explain the school's new marking policy. The marking policy had been recently introduced marking a move away from the previous "no marking" policy. Children were being praised for progress and demonstrating good learning behaviours. Implementation of the new policy would be a focus for 2023/24.</p> <p>Question: Had the school's recent recruitment activities been successful? Yes, a strong candidate had been appointed.</p> <p>Question: had all of the curriculums been allocated for 23/24? All except Music which AP hoped to have that allocated by the end of this term.</p> <p>Question: Would B.Murray's most recent visit report be shared with the teaching cohort? Yes, during September's INSET day. The report would be used to inform the school's improvement journey.</p> <p>Question: How would AP manage any negative feelings or impacts amongst staff once they had received the report? AP conceded this would be a challenging time for staff and was keen to communicate to staff that the report should be used as a platform for development. AP was confident that this was a "good" school, providing a rich educational experience for the children, and that the school team were in a good position to drive forward school improvement. Governors were confident in their own, and AP's, understanding of the school's development needs.</p> <p><u>Pupil voice</u></p> <p>There were many positives from the Pupil Voice Survey, children enjoyed school and had identified that their teacher's helped them with their learning. AP had identified that some follow up would need to be done around behaviour in class and its impact on all children. Low-level behaviours were disruptive, and the school would continue to focus on implementing the Behaviour Policy for 23/24.</p> <p>Question: Approximately 84% of children felt safe in school most or all of the time, had the school identified how to assist the other 16% to feel safer in school? Was this a concerning figure? AP identified actions for further unpicking: To use pupil voice further to find out the underlying reasons; to be proactive in efforts through the curriculum; to educate children on how to keep safe; and raise the profile through assemblies and discussions.</p>	AP
14.	<p>School Development Plan See doc: - 14a. July 2023 shared with governors</p> <p>AP provided an overview of progress made over 22/23 towards the 5 SDP targets:</p> <ol style="list-style-type: none"> 1) This action was developed, in place, but not yet embedded. Its implementation would be a target for 23/24. 2) AP was confident this target had been achieved. Triangulation of this evidence had been received from recent external visits. Developing the curriculum had been the largest piece of work that staff had completed that year. AP praised the staff for all their work towards this target. During 23/24 this target would be monitored and evaluated. 3) Relating to SEND and the lowest achieving 20% of children – the implementation of this remained a key focus for school improvement in 23/24. The school had observed a widening gap in achievement between SEND/Lowest 20% and the remaining cohort of children. The school's Quality First Teaching approach would cater for all children's needs. Question: Did COVID still impact the achievement/progress of children? In part. Question: would staff receive more time to focus on their delivery to these children? Not more, but all staff COD activities were aimed at catering for all, and enabling, all children. 4) This had been a challenging target for the school due to the loss of a key staff member and the school's reduced capacity. The school would refocus on this target for 23/24. Question: Did the school intend to review its Behaviour Policy? AP believed the Policy to be robust and not requiring any changes. Question: Was the school reviewing its positive rewards and recognitions given to children? Praise continued to be given where children demonstrated positive learning behaviours which would positively impact wellbeing within the school. Question: Did wellbeing affect child attendance? Attendance issues were generally linked to familial situation rather than wellbeing in school. 5) This point had been covered in the above 4 points. AP continued to observe positive experiences during playtimes, with opportunities provided to improve engagement, and he would like to see more of this in the older year groups. This point remained a priority but needed to be put in context against the other 4. 	

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	<p>In conclusion, the school had made progress against all 5 of the SDP targets and remained on a journey of improvement. Question: how had AP found his first year at the school? Challenging but enjoyable.</p>	
15.	<p>Reports from Lead Governors</p> <p><u>Communication and wellbeing</u> See docs:</p> <ul style="list-style-type: none"> - P15a Communication and wellbeing report - 15b Ofsted Parent View responses 22-23 <p>Reports from MR were noted by governors, with thanks. Question: Regarding the Parent View results about communications from school, had any parents made reference to particular issues? These were specific to some individual year groups and a lack in communication from teachers. It was identified that, whilst teachers had been producing and uploading videos to the school website about planned learning each term, parents weren't being informed that the uploads were available. AP would revisit this process and ensure parents were informed of future uploads. The school would consider hosting start of the year, brief, parents' evenings to set the scene for the rest of the year. AP was cautious about implementing this and the workload it might place on staff. AP recognised that there needed to be a management of parent expectations about the reduced access they had to class teachers as their children transitioned from reception to Yr.1. Question: Did the school conduct surveys specifically aimed at parents of SEN children during the year? No but it was recognised that there would be a benefit to gauging parents' feelings, in a statistical manner, about SEN provision at the school. Question: Was provision mapping on the school website? Yes. All pupils with SEND had additional meetings with teachers. Question: Was the school being generally proactive with the SEN parent cohort? Yes, parents had access to additional time with class teachers. Governors considered ways that the school could improve communication to SEN parents e.g. SEND specific newsletter to a SEN area within the whole school newsletter. Governors were keen that the school communicates to the community that SEND remained a key focus, that it knew its areas for development, and that the school and parents were on a journey together. Question: Was the SEND information report up to date and on the website? Yes.</p> <p><u>Finance Lead</u> See docs:</p> <ul style="list-style-type: none"> - 15f. CAPSH 10.07.2023 - 15g. CFR Report 12.06.2023 - 15h. G120 10.07.2023 - 15i. Finance Report 12 July 2023 <p>GO's monitoring report was noted by governors. Question: Governors queried the £8k variance in predicted versus actual income for school meals. This had been due to a clerical error during budget setting. The prediction had been based on a 12-month forecast but hadn't accounted for school closures during the school holidays. The caterer monitored for large fluctuations in spending over the year. Question: Some governors were not confident in reading and interpreting budget monitoring reports. GO would coordinate a deep dive session on budget monitoring during the Governors' Awareness Day with AP assisting. RL was appointed the Deputy Finance Governor. The Main School Budget monitoring was completed. GO awaited the preschool budget monitoring documents from the school.</p> <p><u>Learning standards lead</u> See doc:</p> <ul style="list-style-type: none"> - 15k. Evidencing-the-Impact-of-the-Primary-PE-and-Sport-Premium-2023 <p>The PE impact report was received and agreed by governors with no further questions. AP would upload the report to the school website by 31st July 2023 deadline.</p> <p><u>Personnel Lead</u> See doc:</p>	<p>GO Agreed Agreed AP</p> <p>Agreed AP</p>

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	<ul style="list-style-type: none"> - 15j. Personnel Lead report 11.07.23 - 15c. Appointing the External Advisor <p>SI's report was noted by governors. Question: Governors challenged whether the current external advisor was the appropriate person to conduct the role of external advisor in an unbiased manner. After careful consideration, and recognising B.Murray's (County employee) exemplary contribution to the school in the past, governors agreed to appoint B.Murray as the external advisor for 2023/24. In addition to B.Murray's contribution, governors recognised that the school also employed the services of L.Talmage, an independent advisor, to further triangulate its evidence base to inform school improvement.</p> <p><u>Premises, Safety and Security</u> See doc:</p> <ul style="list-style-type: none"> - 15e Premises, Safety and Security Report July 2023 - 15i. Asset management Plan <p>CO's monitoring report was noted by governors, she had conducted a school site walk around with AP. The board reflected on the accident monitoring report, noting its revised presentation, which would enable improved tracking of trends over time. There had been one OSHENS report submitted. There were no current concerns or data trends in the types of accidents occurring. Question: Should the school have a Disability Equality Scheme published on its website? No, this had been superseded by the current Equality duty and the school was compliant in publishing its Equality Policy and Equality Objectives.</p> <ul style="list-style-type: none"> - The monitoring/approving of any irrecoverable debts was carried forward to enable the school to chase debts and capture the year-end picture. - The Asset management plan had been updated and reviewed by governors. - The Asset register had been updated, with thanks to A.Nash. - CO & A.Nash were working to complete the Privacy Notices. CO would send these to the Clerk upon completion. - A fire practice had been diarised for this term. - Emergency management plan – see agenda item 20. <p>Question: was prepacked food appropriately labelled in accordance with food standards? AP would clarify this requirement and report back. Ratification that the school was compliant with food standards was carried forward to Oct FGB.</p> <p><u>Pupil Premium</u> See doc:</p> <ul style="list-style-type: none"> - 15d. Pupil Premium learning standards meeting <p>The report was noted by governors and there were no further questions.</p>	<p>Agreed</p> <p>c.fwd</p> <p>CO</p> <p>c.fwd</p>
16	<p>Performance and Pay committee feedback</p> <p>The planned meeting of 11.07.23 had been postponed due to governor availability. The committee would look to rearrange an online meeting prior the end of the summer term to consider the appraisal process.</p> <p>The board considered the continuation of existing temporary staff contracts. AP recommended one staff member, on a temporary contract, for continuation. That contract would now be considered as permanent due to the number of years served as a temporary staff member. Governors agreed to the continuation.</p>	<p>P&P comm.</p> <p>Agreed</p>
17.	<p>Review the progress the school has made during the year - recognise and celebrate</p> <ul style="list-style-type: none"> - Thanks were communicated to AP for his work over the last year, the school had made many improvements. - Staff have done an amazing job. Governors recognised that the changes over the last year had challenged staff, but that staff had made great progress. - CT would coordinate a letter of thanks to all staff for the year's progress - Adventure Island's developments had had a positive impact for the whole school. <p>2036: RL left the meeting</p>	<p>CT</p>
18.	<p>Reflection on the Governing Board's structure and its impact</p>	

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	<ul style="list-style-type: none"> - Governors felt more informed about their roles from having individual ToRs - There was a greater understanding around each other's roles - SB would coordinate a board self-evaluation survey in readiness for the Governors' Awareness Day. - CT was investigating leads for recruiting new governors - The board currently held 3 vacancies and was reminded of the need to recruit more non-parent governors. 	SB
19.	<p>Governor training See doc:</p> <ul style="list-style-type: none"> - 19a. Ofsted training what to expect and how to prepare feedback <p>Report noted from ND, there were no further questions. ND would provide SB with a copy of the suggested "Ofsted questions for governors" – a question a meeting would be addressed at future FGB's, if time allowed.</p>	ND
20.	<p>Policies</p> <p>The following policies were reviewed and agreed by the board:</p> <ul style="list-style-type: none"> ● Safeguarding and Child Protection September 2023 ● Governor induction procedure ● Late collection Policy – charges had been introduced for late pickups. ● Menopause at Work – to be added to the Personnel ToR with a 4-yearly review ● Staff absence and leave ● Emergency Plan (AKA Business Continuity Plan). ● Religious education (CT) ● Health and Safety (CO) – agreed pending AP updating references to S.Vaughan and the 1st aid trained register. <p>Equality Objectives had been agreed at item 11. SB would add, to the ToRs, a column to record who the in-school links were for policies and where a policy's model version came from.</p>	<p style="text-align: right;">Agreed</p> <p>SB</p>

The meeting closed at 20:54