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| Meeting: | LGB | Date / Time: | 26th September 2019 at 5pm | Location: | PCRE2 |

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| Attendees: | Initials | LGB Role & Portfolio: |  | Attendees: | Initials: | LGB Role & Portfolio: |
| Andrew Bailey | AB | Chair – Premises, Finance, SIMG | Giles King-Smith | GKS | Personnel, Community (Arrived at 6:00pm) (Left at 7:05pm) |
| Dave Addie | DA | Finance | Ian Stuart | IS | Personnel |
| Richard Annear | RA | SEN, SIMG | Emma Stratton | ES | Community |
|  |  |  | Dan Turton | DT |  |
| Alison Homa | AH | (Left at 7:00pm) | Dave Gregory | DG | Associate |
|  |  |  |  | Steve Rogers | SR | Deputy Head (left at 6:00pm) |
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| Apologies: | Initials | Reason: |  | Absent without Apology: | Initials: |
| Ian Stuart  Janet Gatley | IS  JG | Holiday  Holiday |  | Colin Turner | CT |

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| In Attendance: | Initials |  |  | Minutes To: |
| Holly Lathbury-Wilson | HLW | Clerk to Governors | LGB members |
|  |  |  | School website |
|  |  |  | Board of Directors |

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| **Strategic questions for the LGB:**   1. Do we receive/produce sufficient, accurate and timely information to enable the LGB and the Board to fulfil their statutory duties? 2. Does the school have an accurate SEF and ambitious SIP? How do we know? 3. Does the LGB challenge and support the school leadership in the best interest of the pupils? Do we have the skills necessary to do this? |

**Key: Question Challenge Actions/Decision**

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| Min. No. | Actions & Decisions: | | | | Owner: | Date Due: | Date Actioned: |
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| 1 | **Pre-meeting Training/Student Reps** | | | |  |  |  |
|  | KCSinE Training  SR Safeguarding is the most important thing in the school. We must be keeping our students and our staff safe at all times. New guidance updated this year. There are a number of sub headings to cover. Safeguarding team hasn’t changed since last year. SR, HT, Sianna Clark and RW. We have a multitude of people who are level 3 trained around the school (red lanyards). Anyone with a blue or black lanyard can take safeguarding concerns but must pass them up the line to a designated safeguarding lead. Last year we had almost 400 safeguarding cases. We have 25-30 level 3 trained staff.  In terms of 4 areas of abuse, there are 420 children on a child protection plan. We are a huge county and neglect is one of the easiest abuses to pick up with a rate of 75%. There are people in our community that need a lot more support such as PP students. We consider ourselves to be Early Help. *AB How do you identify Young Carers?* SR Often when they come from feeder school we already know, it is often evident once children start with us. We are seeing more instances of parents being unable to handle children’s behaviour and opt for a private fostering agreement. SR ran through the identifiers of neglect including physical and emotional signs. SR noted that peers and family friends are letting us know about neglect in children. *DG Once you have identified it, what is the process after that?* SR noted that we would talk to the student in the first instance. If a student comes to you with a disclosure that process can be quicker. We have an emphasis on the value of trust so that we can reach children DG At what point do you get an outside body involved? SR We look at an organisation called MASH and use their tools to identify, we would call them and let them know what we have found and they will let us have further instructions. The threshold for this is high and higher this year than it has been previously. *RA Can you make a summary of what early help means?* SR noted that all our staff, pastoral coordinators and Church mentors offer early help. We can invite parents/carers to come in and ask for extra support from outside agencies. They would then do a report on that family and offer help where needed. If a child in care moves from in care to child in need then the school would step in there. *DA Because the thresholds are high those children are pushed back to you anyway?* SR Yes, we have lots of staff members who are level 3 trained for this purpose. HT All staff are trained on how to talk to children. *AH What happens if parents are resistant to help?* SR At the initial level early help is voluntary. That process can take some time. We need to build an evidence base. *AH If the child was keen for help, and the parents resisted what would happen in that instance?* SR Because it is our school site and we can support that child in school we would ask outside agencies to come in and talk to the child. *ES What is the threshold for intervention?* SR noted we can make notes and ask questions at the end as there is quite a bit of training to get through.SR ran through the identifiers for physical abuse, serious violence, self-harm, sexual abuse, honour crimes, child sexual exploitation, peer on peer abuse, child on child sexual violence and sexual harassment, upskirting, online safety. SR noted that the introduction of the mobile phone policy has reduced the instances of online bullying and sexting. SR also gave information on criminal exploitation and county lines, children missing education – this is something we have had experience of recently. SR noted that we are about to put a press release out with Ilfracombe Junior School regarding attendance. Radicalisation and extremism, students are drawn in through social media and gaming, they will try to promise them a better future, gifts, jobs whatever it may take for that individual. Protecting vulnerable people against radicalisation, SEN students are more vulnerable to this than most. Channel programme is part of the Prevent strategy which is something that we can utilise if need be. The Right Wing – Devon. The police force see this as a growing concern. We have had conversations with some students and challenged some parents regarding this. Knife crime, this is a big issue and we have had dealings recently with students regarding carrying a knife. SR noted that if we feel that there is a need we will carry out random or targeted bag searches. Substance abuse – we have pushed this issue this week, this is a big issue in the community. We have targeted years 10,11,12,13 on drug use and year 9 has had information on marijuana. SR gave information on the effects of drug and alcohol use on adolescents. HT noted that we have been involved in a county lines issue and we have been honest with the students about this. SR Since we have started back this year this issue has calmed down. If staff have a concern we should pass things on to the DSLs using class charts. Good practice, making sure that staff are not putting themselves at risk, not being alone with a student and making another member of staff aware. Whistleblowing, If a staff member is concerned they should approach the Headteacher. If there is a concern about the Headteacher they should approach the Chair of Governors. Staff should make sure that they are modelling good behaviour at all times. We will be putting posters up in the toilets making sure that we change the theme every 6 weeks.  *DA what percentage of pupils does the 400 cases involve from last year?* SR 20%. *AB Is there a strong match between that and free school meals?* SR Yes with the exception of sexting and substance abuse. SR noted that marijuana is an entry level drug and it has become normalised. *DA What percentage of SL time is taken up with this?* SR Whatever it takes. HT noted that it has taken up a lot of our time, these issues affect the whole school not just the children directly affected. SR we have four very experienced DSL’s at the top and 20 or so really supportive staff below that has been a good help. *RA Are you encouraging other members of staff to be involved?* SR the training is expensive and this……..HT noted that there was an issue recently which was reported by students to staff. Clerk to send safeguarding Powerpoint presentation to Governors ACTION AB Can everyone please read and sign KCSinE booklet and slip and hand back to Clerk. HT to do Code of Conduct training at next meeting ACTION | | | | HT  Clerk |  |  |
| 2 | **Apologies, Business Interests, Housekeeping and Correspondence** | | | |  |  |  |
| 2.1 | Apologies for absence: Ian Stuart and Janet Gatley on holiday. | | | |  |  |  |
| 2.2 | Declarations and confidentiality: Governors were reminded to keep information shared at meetings confidential.  AH Son is working part time at the school. | | | |  |  |  |
| 2.3 | Housekeeping:  HT to retire in August 2020. AB noted we have started the recruitment process. Dates have been given for formal interviews in December 2019. We would welcome governor involvement 2nd and 3rd December. We would need 2-3 people on each interview panel. RA Would it be possible to have sight of the criteria beforehand. HT It will be in the public domain next week in the job description. There are two documents we are using, DfE Guidance and National Standards of Excellence for Headteachers. The process will cover both of these. AB I have been heavily involved in this and we will be finalising the job advert next week. HT We are not expecting anyone to have the full package. *DG Once we have been through that process the governors will have the final say?* AB the final say will be down to SS, PG, AB. HT noted that when we appointed a deputy head there were 6-7 panels and it was a joint process in hiring that member of staff. AB once we have this we will let governors have sight of the final criteria. *RA will HT be able to be involved?* HT you cannot be involved in recruiting your own replacement. HT will make herself available for each candidate on the day and this will be fed back in the process. My opinion will be taken into account but will not be the final decision. We will also ask the students what they think of each candidate. AB everything is in hand currently. AB will be leading the process in the place of SS. HT there had been a terrible relationship between the head, governing body and the LA and this has been made good, we want to preserve this. DG Is this made easier but the fact that we have an extended timetable to do this. HT that’s why I gave one year notice. AB I have experience of recruiting personally. *ES Are there standard questions for this process?* AB Yes there are but we would amend them to fit our school and its values. GKS This is important. HT We would like the candidate to be proficient in ethos and teaching and learning. GKS There is something that could be lost in terms of the positive we have now. HT noted that one thing to listen out for in interviews is putting children at the heart of what you do rather than chasing data outcomes. AB this governing body does reflect the impact that HT has had on this school, and this shows in the staff too. We will know the right person when we meet them. DT Since I have been a governor I have been impressed by HT, AB seconded this. | | | |  |  |  |
| 2.4 | Correspondence: As per emails. | | | | Clerk |  |  |
| 3 | **Minutes of the Previous Meeting** | | | |  |  |  |
| 3.1 | The minutes of 4th July 2019 meeting were agreed as a true record. **Clerk to publish minutes**. | | | | Clerk |  |  |
| 3.2 | Matters Arising:  Where we are as a governing body - AB noted that we are strong and we are shrinking. DA would like to stand down at Christmas. HLW To use students to make an advert for governors. DA noted that he may know someone suitable. HT we have just had a successful open evening, and we may write to the primary schools asking for governors. DG There are several parents that attend parent forums that are the sort of people who may be suitable. RA It may be worth asking people individually. AB noted that we need to have an external review of governance. We have used Babcock in the past for this. There are other models but these come at a price. HT noted that the Babcock one has been thorough. Clerk to look into External review of governance ACTION RA There might be staff members who are also parents who may be interested. HT It would be good to have a teacher and non-teacher staff governor. AB noted that it would be good to have a non-parent. *DG Could we have a different member of staff attending each meeting?* AB We could look at this. Having a member of staff other than HT in the room is really important. This will lead us to help with school improvement.  AB noted that he was planning to step down this year but having a new HT and COG is not the best move. We need to have a session plan in place for this. We have talked about having two vice-chairs and this has been done successfully in a school locally. DG We have a little time to think about that. HT we need a succession plan in place. AB If the two trusts become one AB could not chair the LGB but could still attend. GKS Has contacts, Mark Read and possibly Peter Churcher who may be suitable GKS to contact ACTION *DG are there any recently retired members of staff who would be suitable?* AB noted it is not advised. ES noted that having a job description would be helpful. Clerk noted that there is one on the NGA website. GKS will ask Claire King-Smith if she would be interested in the role.  Results – HT noted that we had been anxious about results days but we have made progress with both GCSE and A level. The headline pass rate has gone up to 96% and the academic VA is at -0.23. We were pleased with these results. Our average grade has gone from a D+ to a C which is in line with national levels. On results day we have had most children sorted with their next steps on the day. Year 13 results have gone up and we were pleased with these. Last year our VA went up so our current data may well go up again. In vocational subjects PP students did better and academic subjects they did quite a lot worse, cultural capital is really important. HT noted that Applied general courses are split into modules and they can be monitored closely. PP students the academic subjects rely on final exams and if there is a lack of support at home this can impact them. Some subjects have made strides since last year such as English, A2 Physics and BTEC vocational. DA noted that maths results have gone down. HT yes these are particularly hard subjects. We have managed to keep students going with these subjects one way or another. Where we have a high entry subject and a low value that brings our overall value down as a school such as psychology. *RA is that a reflection on the teachers?* HT there are two teachers that teach and there is a discrepancy on the papers, one member of staff is more experienced than the other. HT noted the new A levels and new GCSEs have widened the gap between advantaged and disadvantaged students. We have to do our best to make up that deficit. We are pleased with Maths and facilitating subjects outcomes. *DA was science a problem last year?* HT Yes *DA what has shifted so much?* HT we had some staff absence and some staff had not taught at this level before. HT noted that with science we are in the top quarter with results. With regard to hard subjects such as fine art, biology, physics, maths and English we have done well. DG When I look at that chart, I think that subjects with one to one teaching should be performing better. HT Yes, this has been a problem. Languages A levels we have seen an issue. *DG Do you discourage students from taking these subjects?* HT we are honest with students with this. Our entry requirements are quite low currently. Those children may not have achieved but they may have a place at university. *AH Are there any other AS subjects than physics?* HT As results are always poor so we use them judiciously. DG Music has been disappointing too. HT We have been disappointed with this. Do we need to do BTEC music rather than A level. *DA Do we look at the classes with small numbers in, are the teachers keeping those students engaged?* HT No I don’t think this is happening. AB ??????  RA A level teachers teach GCSE. HT A level teachers know the subject progress routes and are skilled in this*. RA Is it a good idea to head more towards vocational?* HT It depends on the subject. Some are harder than others. It can be drain financially. 6th form can be a huge cost and a loss leader so we need to weigh up this with what subjects we offer. Our demographic dip is going through 6th form currently and this has impacted results. *DA Would it be worth looking at the other classes those students with struggles took?* HT generally students that underperformed did so across the board. Regarding year 11, we had a surprising result this year with improvements since last year. HT noted that we have held our results at a time when other schools have slipped. 47% of the cohort overachieved. English and Maths both had substantial absences in staff last year so we are pleased with the results we achieved. The national average of attendance is 95% and ours is at 92%. Our teaching and learning is very good but attendance needs to be improved. *AB so about 1/6 of the cohort are below 85% attendance?* HT only 50% of the cohort attending at the national average and this has been impacted in by drugs and lateness. DA so 8 days a year is the national average for absence. HT noted that a lesson missed impacts the lesson before and the one ahead. *DA How can this be put into something tangible for parents?* HT this is going out into papers. DA the students sat in the middle of this data are the ones we can reach. HT We will be opening our intervention centre around half term, we have started a free breakfast every morning, library, school enrichment activities. *DA Do you keep a note of when they request a holiday?* HT Yes we do. DA so many are employed in the tourism industry and cannot take holidays at certain times of the year. HT noted that if a child has 95% attendance the previous year we will allow a holiday. *RA what is the difference between boys and girls attendance?* HT noted that girls’ attendance is usually poorer due to period poverty etc. When we put children on a curriculum we look at the child’s needs, some students cannot do ten GCSEs due to literacy or cognitive issues or they may join late in the year, they may have spent some time out of school for various reasons. The last Ofsted inspection our overall data was -0.31 and we had 38 children that fell into progress 8 category and without their data progress 8 was 0. *DA Does that mean that those have done worse than previous years?* HT no it because the 46% of the cohort have overachieved. *DA is there a difference in how we have approached these students to last year?* HT The late comers will have had an impact on that as we cannot ask children to do 8 or more GCSEs when starting the year late. When children do go to elective HE and then come back they will not be able be on progress 8. Even with everyone included progress 8 is better than we had estimated. We will get the final figures in January. HT noted that this current year 11 is much more focused. Looking at disadvantaged students, most of those with persistent lateness those were the same students. 21/31 of the PP students are P8 compliant. The national average is -0.14 ours is -0.21. HT noted that curriculum and attendance make a huge difference for PP students. AB Curriculum ?????? HT Attendance is a joint effort between parents and school. Boys’ results are currently at -0.68 overall when compared to similar schools our data is good but could be better. P8 compliant students are -0.02. DG Can you explain P8? HT ????? Curriculum makes a big difference to student results. Our P8 figure almost puts us on average for Devon schools. It results have been poor, we have support going in for this. Combined science has made progress for the second year running. Our strengths Year 13 improved progress for academic and applied general overall as well as PP students. Year 11 improved progress for all students, but PP students are our biggest concern here. *DA Why are boys struggling more generally?* HT There is stiff competition from gaming. AB There has always been something that holds boys back. HT Girls and boys mature at different rates. DT noted that boys will do and girls will study and listen*. DG This time last year you had a hit list of departments, what is the list this year?* HT IT, media and maths are concerns for us.  SEF – *AB with regard to PA and outcomes are we clear on what has worked and what hasn’t?* HT every lesson has an element of recall. This has really paid off. Humanities introduced that this year and they have improved as a result. We are clear on teaching from the front activator teaching rather than facilitator teaching has been positive. We have done revision, Easter classes and free breakfast, and these extras have had a positive impact. RA noted that the SEN students 100% have a destination and this is great. The grant agreement by October half term hoping to get that up and running. HT we are pleased with this. We need to check in November whether they have stayed on. RA noted that library and computer rooms have had good use, does there need to be more money put into this? HT we are awaiting more books to arrive and new stock has been issued. We have had new laptops and projectors installed in rooms. *AB The carry forward, do we need to have 4 weeks cover? Could that money be better spent?* HT we could use this in interventions this year. AB noted that the all weather pitch needs funding. HT If we are looking at boys and PPI. HT noted that we could fund private tutors for middle income students. DG We are opening library early and later but still leaving out outlying students. HT We are driving these students home using busses and staff cars to help with this. DG noted that students may feel excluded as they cannot stay after school with their peers. HT The cost of running a bus later is approx. £100 a night. DG this does exclude non local children. HT we could facilitate car sharing with parents but this has safeguarding issues. I don’t know what the answer is. AB we need to move on but we do have a reserve if we need to use it for this. AB picking up on comprehension and vocab in year 8 could we do better. HT with LUCID screening it showed 50% of children did not have adequate comprehension. We have added literacy as a whole school strategy. *DG is that coming from our feeder schools?* HT there are the code that parents will use is restricted and the primary schools have a focus on phonics but have poorer comprehension. AB children are being taught for SATS. HT noted that text speak and social media has impacted children. AB looking at how did we assess the impact of the curriculum, this is something we can look at as well as SIMG. AB Do we have a correlation between attendance and P8 this year? HT yes it is stronger this year than last year. The biggest single factor is attendance. DG We don’t want to be picking up soft targets, we want to get attendance up but pick the right students back in. HT SR has a good system of meetings looking at attendance. AB noted that we need to be looking at this in PF week. RA I am on the SEN PF there is a plan for increasingly attendance HT it has been externally reviewed by and NLE and it was given the thumbs up. | | | | HT  Clerk |  |  |
| 3.3 | Other Matters Arising:  Model pay ??? AB noted this will have to go to finance PF and we may have to hold an extra meeting to cover this as this falls within HT recruitment week. | | | | HLW |  |  |
| 4. | **Updates for Governors incl. reports** | | | |  |  |  |
| 4.1 |  | | | | HT |  |  |
| 4.2 | Standards and Safeguarding update: | | | |  |  |  |
| 4.3 | Health and Safety update: | | | |  |  |  |
| 5. | **Reporting & Monitoring – Main Focus, Portfolio Reports and Questions** | | | |  |  |  |
| 5.1 | Personnel portfolio report: | | | | GKS |  |  |
| 5.2 | SIMG portfolio report:  AB noted that the summary of the meeting is interesting in looking at outcomes rather than just data. HT to deliver training on curriculum and where we are currently. AB looking at staff feedback Clerk to copy events sheet and hand out ACTION | | | | AB  HT |  |  |
| 5.3 | SEN/Safeguarding portfolio report:  AB in response to recent incidents, safeguarding PF could include bullying. What happens when someone reports an incident so that we are not missing anything. HT The policy was reviewed by SLT but asking questions about how the policy operates is a good idea. Clerk to add to this PF ACTION ES noted that we could have a blanket statement if we see bullying contact the school? RA to talk to JG regarding this ACTION. | | | |  |  |  |
| 5.4 | C&CD portfolio report: | | | | JG  HT |  |  |
| 5.5 | Finance portfolio report: | | | | AB |  |  |
| 5.6 | Premises portfolio report: | | | | AB |  |  |
| 5.7 | Community portfolio report: | | | | ES  Clerk |  |  |
| **6** | **Policies and Procedures** | | | |  |  |  |
| 6.1 | Mobile phone policy – to be adopted | | | | Clerk |  | 10/07  10/07 |
| **6.2** |  | | | |  |  |  |
| **7** | **Governance** | | | |  |  |  |
| 7.1 |  | | | | Clerk  AB  Clerk |  |  |
| 7.2 |  | | | | Clerk |  |  |
| 7.3 | Competency Framework for Governors:  - | | | |  |  |  |
| 8 | **Part II**    **-** | | | |  |  |  |
| 9 | **Any Other Business** | | | |  |  |  |
| 9.1 | Meeting adjourned as it overran.  Suggestions – | | | | Clerk |  |  |
| 9.2 | Future dates – Calendar to be finalised and sent on in the next few days. | | | |  |  |  |
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|  | **Meeting Closed:** | | | |  |  |  |
| **Date/Time of Next Meeting:** | | 31 October 2019 at 5pm | **Location:** | PCRE2 |