Meeting:	LGB	Date / Time:	14th February 2019 at 5pm	Location:	ENG1

Attendees:	Initials	LGB Role & Portfolio:
Andrew Bailey	AB	Chair – Premises, Finance, SIMG
Sharon Marshall	Ht	Headteacher
Dave Addie	DA	Finance
Richard Annear	RA	SEN, SIMG
Jan Gatley	JG	SEN, C&CD
Alison Homa	AH	Vice-chair – SIMG

Attendees:	Initials:	LGB Role & Portfolio:
Giles King-Smith	GKS	Personnel, Community (left at 7pm)
James O'Sullivan	OS	SEN, Premises
Ian Stuart	IS	Personnel (left at 7:20pm)
Emma Stratton	ES	Community
Colin Turner	CT	C&CD
Dave Gregory	DG	Associate

Apologies:	Initials	Reason:

Absent without Apology:	Initials:
Dan Turton	DT

In Attendance:	Initials	
Sophie Broome	SB	Clerk to Governors
Jo-Ann Williams	JW	Incoming Clerk to Governors

Minutes To:
LGB members
School website
Board of Directors

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: Challenge Actions/Decision

Min. No.	Actions & Decisions:	Owner:	Date Due:	Date Actioned:
1	**Pre-meeting Training/Student Reps**			
	Feedback to HT from the session with the student reps – there appears to be some low quality marking. SEF says 90% which is in line with the policy, but the students felt it was about 60%. HT will look into this, but noted that workload affects a teachers ability to mark in a quality way. GKS noted that the students did not feel they had received sufficient information about the next steps available to them. HT was surprised by this, as she feels our provision here is good with careers events,			

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	support with applications etc. On further discussion it appears that two of the students are planning to go to colleges further afield, which is why they had not had prior involvement with the establishments. The students also commented that they would like some more help with revision structure. This could happen in tutorial time, as all Y11 tutors are now in a computer room. HT noted that all of Y11 had a full day session on revision techniques, but perhaps they need personalised plans. JOS suggested that tutors could do this with their tutees. **HT will mention this in briefing**. The students did like all the revision programmes that have been made available. The students also mentioned that there was often big review sessions in some subjects, rather than them getting feedback at the end of each topic. The students felt it was difficult to review something they had moved on from. HT said it was done like this as research showed it to be more effective way to summarise and impact information. The students also wanted more past papers, but HT noted that there is only one year's worth of these because of the change to the GCSEs. *What is being done to strengthen the learning ethos amongst boys?* We have planned a revision weekend at St Georges House, the whole year group had a day focused on revision structure, HT has run assemblies just for boys, we are trying to give them permission to be geeky. HT showed governors the Y11 student checklist that goes out to each student. They should be clear of what they need to know and how they can get the information. DA noted that maybe the more successful students have not engaged so much with something like this, which is why they feel they have not had enough guidance. There is also a form for HOYs to complete about their department's readiness for exams. One student asked at the end of the session, what would governors do to get the help they have asked for today? AB confirmed they would be used to challenge the SLT, and push them to make appropriate changes.	HT		
2	**Apologies, Business Interests, Housekeeping and Correspondence**			
2.1	Apologies for absence: Apologies as above. DT's absence was not sanctioned.			
2.2	Declarations and confidentiality: Governors were reminded to keep information shared at meetings confidential.			
2.3	Housekeeping: New clerk – intro of new clerk and thanks to outgoing clerk.			
2.4	Correspondence: Devon County Council – AB noted that DCC have been refused permission to take money from the general grant to put into the Higher Needs Block, which means a little bit more money for us in the future. Also DCC had an SEN inspection and they were found to be lacking in several areas. SIMG – JG noted she is not on this group anymore, the minutes template needs to be updated. Year 9 – *(DG) Has Mr Cronin settled in to Y9?* Yes, he has made a really good start. The governor pre-exclusion meetings also really helped some Y9s.			
3	**Minutes of the Previous Meeting**			
3.1	The minutes of 6th December meeting were agreed as a true record. **Clerk to publish minutes**.	Clerk		
3.2	Matters Arising: Calendar – clerk to send weekly bulletin to governors every week. LGB Handbook – these were handed out to all governors.			

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	Staff governor vacancy – no uptake. Management accounts – these are available to governors on website. Governor social – likely to be 8th March, details to follow.			
3.3	Other Matters Arising: KCSiE forms – circulated and signed. RSC meeting – HT and Sean Sweeney are meeting with the RSC in March. HT has submitted the SEF and SIP. The purpose of meeting is to discuss the future of the school and if it is necessary to merge. Lecture on educational isolation from Prof. Ovenden-Hope – HT attended this last night. It is making a case for separate data for schools in coastal isolated locations. Prof. Ovenden-Hope is going to come and see us up here, HT will include some of the other North Devon Headteachers. As a group of ND Heads they have arranged to go to Northumberland and Humberside to visit similar schools who are succeeding. *What sort of weight will a report like this carry?* She works for DfE, so should carry a fair amount of clout. Recruitment – The report fits with the recruitment struggles we have had recently. We are making sure we offer internal progression to our NQTs to encourage them to stay – most of our HOYs started as NQTs. If people move here for work they struggle, partner can't get job etc. Stats say 50% of new recruits to the profession leave within five years. RFU funding – we have been awarded some RFU money to develop rugby. We are a trial as their models are for urban settings, they are going to work with us.			
4.	**Updates for Governors incl. reports**			
4.1	Various presentations from HT: What support and challenge look like: Students – Challenge? Ethos and values within the community, targets, behaviours, attendance and development of skills and enrichment activities. Support? Our sanctions ladder is clear, we must look at the reasons underlying poor behaviour. Each year has its own pastoral co-ordinator and Head of Year, all overseen by Deputy Head. SENCo takes care of SEN students with the support of the TAs. Counsellors and Church Youth Worker on site. Hub and Thrive onsite. LSU for academic interventions. We have plans to develop an offsite provision for very vulnerable students up at Killacleave, aimed at KS2-3. County are going to review our proposal. Out of school we have involved the local clergy. Each year group has its own chaplain. YSMART have been getting involved and very helpful and also the Youth Offending Team. Staff – Challenge? We consistently apply our policies, and regularly explain them. Challenge through appraisal, information conversations, formal conversations and if needed disciplinary action. The key is to be fair and consistent. Support? We work well with the unions, attention to detail on directed time and contracts, we buy into occupational health including pre-emptively, we have an open door policy with staff to talk about difficulties, we have given as much time as possible to department time, reduced data points, CPD survey for staff, trying to offer flexible working and family friendly policies, try to accommodate requests to go part time. Brunches, staff dos etc. Governors – Challenge? Governors need to understand the areas the school will be held to account, this is why the SEF is so important. Directors hold the school to account over finance and HR matters. *What should governors focus attention on?*			

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	Standards and educational provision, data in particular for behaviour and attendance, work scrutinies, student voice, parent voice. AB noted that the Student Council meetings are not happening – **HT will follow this up**. *(AB) Are we compliant with the Baker Clause?* Yes, we have plenty of involvement with FE establishments, although we need to make sure our website is compliant. **HT to follow this up**. Support? Governors offer support by giving challenge when needed, support when needed, checking resources are available, ensuring staff wellbeing, upholding standards in staffing and behaviour matters (disciplinary/permanent exclusions etc.) and helping with interviews. *How would you identify a member of staff struggling with the workload?* Probably by looking at their books, and we are always dropping into lessons. However, often their colleagues will notice and come forward. Differences between HT Report, SIP and SEF: SIP – this is written around May/June time, looking at improvement targets for the following year. SEF – this used to be an online compulsory document for OFSTED. Although it now does not have to be done, we chose to continue with it as it is a very useful tool. It is an in-house form which helps us assess how we are working through the year. The SEF is updated every time there is a data drop. *Do departments still have their own SEF?* Yes, they have a department IP and SEF. However, the SEF is being replaced with something more streamlined and quicker. HT Report – this is written three times a year towards the end of each term. It is a summative report, covers SEF areas and also finance, H&S and other areas. Overview of MATs in the area – there appears to be little scope for us to merge with another trust at the moment. AB noted that schools have to share visions and values to work well in a MAT. Braunton – Stand Alone Trust Pilton – Ventrus along with some South Devon primaries Park – Tarka MAT, also primary based, lead school is Newport Primary Bideford and Atlantic Academy – Launceston MAT Holsworthy and Great Torrington – Dartmoor Trust, led by Okehampton School Ilfracombe – St. Christopher's Secondary MAT South Molton – still Local Authority Teaching School Alliances – North Devon Teaching School Alliance – led by Woolacombe, we are part of this and a lot of our training comes through it. Devon Teaching School Alliance – led by Newport, we are not with them but the Junior school is. Dartmoor Teaching School Alliance – led by Okehampton, we are very active members of this. South West Teaching School Alliance – led by Ivybridge. Performance – Bideford – RI and below floor Atlantic Academy – RI and below floor Pilton – RI and below floor	HT HT		

Signature of Chair _____

	Park – RI and just above floor Holsworthy – Good and below floor Torrington – Good and just above floor Braunton – Good and just above coasting level Chulmleigh – Good with positive P8 South Molton – Good with positive P8 *(RA) What is the coasting definition?* A Progress 8 of -0.25 *(RA) What is the advantage of being an academy, and part of a teaching school alliance?* Being an academy gives independence from the LEA, free from their control and we have financial independence. There is also freedom for collaboration. Teaching school alliances are led by outstanding schools and they are designed to replace some of the functions of the LEA. They provide school-to-school support and teacher training.			
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 said the meeting focused on staff wellbeing and school ethos. *(AB) In light of the recruitment difficulties, is the ethos of the school being used enough in the recruitment process?* **GKS will take this to the portfolio**. RA noted that in the recent English interviews one of the questions was 'which is your favourite value and why?'. All thought this was a good question. We need to capitalise on this to attract new staff.	GKS		
5.2	SIMG portfolio report: Biggest worry is middle-ability boys, but the school have a wide range of strategies in place. SLT have divided up the lowest achieving 50 students in Y11 and are calling home and speaking to parents to try to help.			
5.3	SEN/Safeguarding portfolio report: Attendance – this is down a bit due to illness. The worst year groups are Y9 and Y11, although these are mainly dragged down by persistent absentees. ClassCharts – this is working well for behaviour logging. SEN – Carmel is coming to the next meeting to report on this. Nominated Early Help Governor – Do we have one? Not as yet but will look into this and put one in place. HT noted that it is part of the Right for Children initiative, to detect difficulties that children and their families are having. However, HT is finding that when a need is identified, the external agencies often do not have the capacity to take it on.			
5.4	C&CD portfolio report: James could not attend so there was no curriculum section this time. Christian Distinctiveness – the group noted that a lot of work is happening here, there is so much going on, but the word is not getting out into the community. HT noted this is because Cressida left, so there has been a publicity hiatus. However,			

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	Rob and Beth are now in place and making a great job of communicating everything via social media etc. Rob and Clare King-Smith are attending the next meeting.			
5.5	Finance portfolio report: Accounts were approved and submitted on time. Predicted surplus of £200,000 at end of year. We are purchasing a new lettings system and new accounting software to streamline processes. Getting the ball rolling on opening the facilities to the community a bit more, taken on a Saturday caretaker so that we can take Saturday bookings too.			
5.6	Premises portfolio report: New H&S coordinators – they are in place and doing a great job. Front doors – these seem to finally be fixed.			
5.7	Community portfolio report: Clergy links – these are constantly strengthening. Parent forum – GKS will attend this. Focus of the next one will be mental health/wellbeing and internet safety/social media.			
6	**Policies and Procedures**			
6.1	Lettings Policy – all happy to adopt.	Clerk		
7	**Governance**			
7.1	Training for Governors: Scheme of Delegated Authority – handed out to all governors. This is the document that details what is the responsibility of the Directors and what is delegated to the LGB. HT suggested another column about trigger points, when Directors would take back the responsibility from the LGB. **This is to go to Directors**. Feedback from 20 questions – another skills audit is needed. **Clerk to send this out before next meeting**. We also need to have a chairs performance review and review of each governors contribution. HT noted that this is tricky because governors are volunteers. Training – a reminder to book any training through the clerk.	Clerk Clerk		
7.2	Learning Walks: Timetable has been sent out. AB advised that each governor should go on one a year. HT mentioned that there is a 'Guide to Learning Walks' document – **clerk to try and find this**.	Clerk		
7.3	Competency Framework for Governors: -			
8	**Part II** -			
9	**Any Other Business**			
9.1	Suggestions – Staff toilets in Art and DT are being used by students. HT suggested note on door.			
9.2	Future dates – The next meeting will be on 4th April 2019.			
	Meeting Closed: 7:42pm			

Date/Time of Next Meeting:	4th April 2019 at 5pm	**Location:**	PCRE2

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Meeting:	LGB	Date / Time:	4th April 2019 at 4:30pm	Location:	PCRE2

Attendees:	Initials	LGB Role & Portfolio:
Andrew Bailey	AB	Chair – Premises, Finance, SIMG
Sharon Marshall	HT	Head teacher
Dave Addie	DA	Finance
Richard Annear	RA	SEN, SIMG
Jan Gatley	JG	SEN, C&CD
Alison Homa	AH	Vice-chair – SIMG

Attendees:	Initials:	LGB Role & Portfolio:
Giles King-Smith	GKS	Personnel, Community
James O'Sullivan	JOS	SEN, Premises
Ian Stuart	IS	Personnel
Emma Stratton	ES	Community
Dave Gregory	DG	Associate

Apologies:	Initials	Reason:
Colin Turner Dan Turton	CT DT	Personal Personal

Absent without Apology:	Initials:

In Attendance:	Initials	
Holly Lathbury-Wilson	HLW	Clerk to Governors

Minutes To:
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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

Min. No.	Actions & Decisions:	Owner:	Date Due:	Date Actioned:
1	**Pre-meeting Training/Student Reps**			
	(HT) Discussing the latest OFSTED draft framework	HT		

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	Ebacc – HT thinking about reintroducing languages to the curriculum with the current year 8. *Do we make children who are struggling with literacy to take another language GCSE*? (HT) They can work together well to improve children's literacy however, to make time for more languages, the number of options would have to be cut. *Can we find the teachers for these languages?* ***Meeting moved to part II*** *(GKS) If we get to 90% of students taking Ebacc courses would the squeeze be on Music, Arts and Drama?* (HT) Yes Coastal Isolation Report - The Coastal Isolation Report was sent to all by HT, in it was outlined that in coastal rural areas, post 16 children get a raw deal because so many schools have closed provisions and they either have to pay a lot to travel for education or they don't stay in education. SRE framework - New SRE framework is out – Zoe Bullamore is dealing with this. PCRE Department are taking training in this. Publicity - *Do parents and students know what is happening in the school?* It is Rob Whitney's role as publicity to make sure social media is up to date and internally news is distributed.			
2	**Apologies, Business Interests, Housekeeping and Correspondence**			
2.1	Apologies for absence: Apologies as above.			
2.2	Declarations and confidentiality: Governors were reminded to keep information shared at meetings confidential. HT is now DASH Executive and member of EDBE, Director of Primary Trust.			
2.3	Housekeeping: New clerk – intro of new clerk			
2.4	Correspondence: Skills Audit – to be handed in to HLW as soon as possible please. (AB) The DFE Governance handbook has been updated (HT) Suggest we keep a log of what events Governors attend. Governors to liaise with HLW – HLW to organise log of training undertaken	HLW HLW	23/05	
3	**Minutes of the Previous Meeting**			
3.1	The minutes of 14th February 2019 meeting were agreed as a true record. **Clerk to publish minutes**. – Signed by AB	HLW		
3.2	Matters Arising: Governor vacancy - (HT) It would be beneficial to have a member of support staff on the governing body. (AB) Sophie Broome has shown interest. *(HT) Can we ask around the support staff and ask if anyone would be interested in this?* JOS Action Student Council meetings - (HT) these are happening again. Year Council meetings started three weeks ago. There was a full school council meeting on 29th March for Years 7, 8, 9 and 10. Year 11 were not included as we don't want to take them out of lessons at this time, they were invited to submit anything in writing but declined. Every Year group put two items on the agenda and each Year group went away with a job for themselves. HT feels it was a positive meeting. The next Council meeting after that will be next half term.	JOS	23/05	
3.3	Other Matters Arising: RSC meeting - HT has sent letter to everyone to read regarding this. *(HT) Does anyone have any questions?* *None* (HT) This was the first RSC meeting we have had. – the letter was a fair summary of what HT had said in the meeting. HT had expressed concern about the current year group, and that we would carry on exploring opportunities for formal and			

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	informal collaboration as they came along. We have declined support from RSC but instead have facilitated links with the schools in Humberside and Blythe in Northumberland. (AB) – Has been in contact with Sean Sweeney (Chair of Trust) – the Trust are quite happy with us being one academy in a multi academy trust. One of the reasons is the collaboration that HT has in place with the local schools. School visit - HT has travelled to Humberside and Northumberland along with other North Devon head teachers to visit schools that are also in isolated, coastal communities. HT noted that more successful schools that are OFSTED "good" and "outstanding" have been put centre of the teaching school alliances. HT looked at a school model which saw a MAT take on a disadvantaged school, which is currently in special measures with a view to research what to do with poor attending PP students to see if it can upscale to a much more deprived setting. HT is really interested in this. HT also visited two schools with similar backgrounds to Ilfracombe Academy, OFSTED score as "good", surrounded by a very deprived area. The Head Teacher had a good knowledge of the local community. The school had an on-site/off-site provision for students with more challenging behaviour. They had some interesting work on attendance so HT is keen to keep links with them. (HT) We will work with the NLE, Johnny Utley, who is based at the more wealthy school but who has taken on the special measures school to see what they are doing on attendance in particular. (HT) At the next NORDAB meeting Professor Tanya Ovenden-Hope, who wrote the report sent by HT, will be attending. We have invited some members of the Local Authority to listen to her. HT will talk to the LA about the trip to the North. *(JG) Have you started doing anything yet that you have picked up?* (HT) Really practical things. Some of them are big things that will only work for one particular year group. Attendance being a standing item of every SLT meeting is something that we can start right away after the holidays. Definitely pursuing the off-site provision. *(JOS) What lunchtime activities have you seen at those schools that you thought were quite useful?* (HT) Lots of sports activities going on. Our main focus should be on attendance, and this should be built into the improvement plan. Focusing on the basics of attendance, behaviour and teaching and learning underpinned by our ethos. Next year – HT would like to implement for Year 11 a plan to be placed around the school visually. The school also had a 'State of the Nation' day where they used one of the training days to stand down the whole school apart from Year 11 who came in for appointments with all of their teachers, 20-30 minutes each, and meeting with SLT and on that day their mock results were delivered. They also had an assembly and a motivational speaker. HT feels this would be a really good idea and feels this would have a powerful impact on the students. HT felt this was a really helpful visit. This was an initial visit and there would be more to follow. Prevent training - (AB) **all governors** it would be good for them to do this, recommended before the next meeting. HLW to get link to send on to Governors from AB. Chair's performance review - Looked at 20 questions for governors, one of the recommendations was AB do a performance review. Most information suggests a 360 review which AB is happy to go with. AB to follow up on this. Time limit for complaints - *Can we put a time limit on complaints?* (with the exception of safeguarding). AB has had contact with Fiona Collier who works for Devon Babcock LDP as a Governance Advisor, who sent their new complaints toolkit. AB will go through this in case there is something useful. Training - (JOS) Attended Microsoft Teams training, I am aware that some other governors have moved from email to Teams. Other schools are using this system effectively. ES – Has seen this and is in agreement. *Can we set up a demo at the next meeting? – HT* JOS sent link to HLW, to share to governors for their opinion on this.	HLW AB JOS	 23/05	09/04
4.	**Updates for Governors incl. reports**			
4.1	HT Report - *Is teaching metacognition having a positive impact on children*. JOS has experience of and is happy with this method. (HT) We will carry on with this method as it is working and there is still a lot of work to do on it. There is a good document on Metacognition from the Education Endowment Foundation, if the governors want to read more about it. *How are*			

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	you getting on with Class charts, and has there been a good take up of parents? (HT) It was only launched to parents just after last half term and we have not looked yet at how many parents have taken it up yet. However, the parents of challenging children loved it. They are able to have informed conversations with children at home. *Can we monitor which parents are looking at it?* (HT) We are currently sending a personal letter home to parents of challenging students. This class chart was trialled first with a handful of the most challenging students and was then opened up to everybody. We can monitor that. (HT) – to come back to Governors with what percentage of parents are using it *(AB) Are all teachers using it?* (HT) All teachers are using it, some more than others – it has been very effective for analysing classroom data. *Would it work against a teacher, who would be afraid of removing students?* (HT) This has been asked previously, we don't want staff penalised for using the system, but other sources of evidence will support the system. SLT will work alongside this system along with input from parents. (JOS) It is a very useful tool that can lead to good conversations with students when used correctly. *Could you show us an example next time? – JG* HT will demonstrate this. CPD survey – (AB) Question 5 - 25% were not sure if after school sessions were helpful or relevant. (HT) Surveys were done during a difficult time – next step with that would be to ask what would be useful? These surveys have previously been useful and the outcomes have been acted on. Peer observations have been popular, most think their CPD needs are being met, and are aligned with the school improvement plan. Tuesday sessions – (HT) We need to look at how we structure sessions. 1. Access arrangements 2. Mental Health, is the training effective and relevant? 25 people have said they would like leadership training. HT has spoken to one outside trainer to do training next year. There is currently interest by 6-7 people for safeguarding training. When staff behaviour training was covered, there was also emphasis on children's as well as staff mental health. *(AB) Do we measure % of time teacher spends teaching compared to other schools?* (HT) We are half a period over what you would need to give staff, compared to Pilton, Could we measure this together as a group of North Devon heads? *How are teachers able to meet with other teachers?* (HT) Some staff have gone to observe in other schools. We offer this to all staff. Most staff want time to get on top of new content. (JOS) Has visited to Pilton and found it helpful. Mental Health – *(JG) when is the policy in place for staff?* MH policy will be in place next year for students and after this is in place HT will sort staff MH policy. This needs to be a standing item on personnel at staff and governor meetings RA and JG met with Carmel – who was saying we need a quiet place on school for ASD children. No place currently without white walls and bright lights. (HT) In the longer term hopefully we will have some off site provision for this. *(JG) Could it be decorated in a different way?* (HT) ASD children need plain spaces. We have placed paper over the bright lights and put up blue notice boards in some rooms to accommodate ASD children. We can only make extra space for this by taking up a teaching room. There is a meeting room near the 6th form. But it is not near Student services and students can leave via back door without supervision. Safeguarding – *(JG) With regard to the draft OFSTED framework as staff join throughout the year will they have the same induction as those joining in September?* (HT) New staff will have the same induction as those who join in September. *(AB) Is there any role for education technology to reduce workload? Could we use technology to mark students' work?* (HT) Children do need written feedback from staff, at the next meeting HT will show what has been done for the last 2-3 years to reduce workload. Currently there are no staff duties in the morning as we don't really have any incidents in the mornings. Marking students' work is time consuming and can only be reduced to a certain level. Personal feedback is what we should be focusing on doing. (HT) We are always open to suggestions – HT is happy to show governors what has been done in the last two years to reduce workload. (JOS) One option would be one to one with individual devices – students will get a laptop/digital notebook. This is something that has happened at other schools with success, and has cut down marking by ¼ of the time. HP had introduced a program where old devices could handed in for £100. One school made £27000 by trading in old laptops for new ones. (HT) Children do still need to sit and write. (JOS) One idea was to have audio feedback for	HT HT HLW HT	23/05 23/05	

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	children rather than written marks and this was found to cut down marking time for teachers. *(ES) Planning tools, do we have plenty of those already? Is there something that you could put into an app for example what content you would need for the term and it would come back with something?* (HT) We have schemes of work in all departments already in place. (JOS) All the exam boards also produce schemes of work to be used, including examples for use which you tailor to your own needs. (HT) We don't want to overload staff – we will be rationalising all the platforms we do use for parents. ***Meeting moved to part II*** SEND – *(AB) Going back to SEND, we have good provision here, but does this always lead to accurately assessing examination access arrangements?* (HT) I think this does. Assessments need to be done before children go into year 10. This is done in year 9 currently. They need to be in place before exams start. Whatever provision is in place needs to be the children's normal way of working before they are entitled to their provision in the exam. Attendance – *(GKS) There is a dilemma between prosecuting for non attendance and home education. The concern is for parents who were not well suited to home education and thinking about the vulnerability of those children to drugs etc while not in school. Was there anything else HT had to say about this?* (HT) Has met with County – Devon has a problem with attendance and elective home education. Regarding attendance and elective home education in the context of drugs and county lines there is a huge safeguarding issue by prosecuting children over non attendance. HT has told County we are taking a tough line, and have conducted pre prosecution meetings at the same time as we have put in mentoring to get the children in, but HT would like to discuss at the next attendance meeting with County what they would like us to do. We will keep working on attendance. We now have a car to pick children up. We have early help processes in Student Services. *Is there any evidence that prosecuting improves that child's outcome?* (HT) Not really, it certainly would not if they "jumped ship" HT We are constantly looking at how we can improve this. Having attendance as a standing item on SLT will focus our minds on it every week. I am interested to see what this work with the NLE from the Northeast brings. *(AB) Regarding outcomes – possibly the biggest risk for the Academy – do we maximise the use of resources to mitigate this risk?* (HT) I think we do, this year we have done a good job with interventions. We are paying for extra English and Maths over the holidays. Extra TA time. Regarding permanent excludees, we are sending work home and paying extra TA time to tutor them. We currently have a surplus to fund this however, there is no guarantee of Government pension or payrise after 2020 so this could change. *SEN, exceptional students and pupil premium – what reserves are going into this and the grey man in the middle? Do we have a good balance for best outcomes for the most children?* (HT) The funds are broken down in the pupil premium report on the website. We tend to look at it in terms of disadvantage and making up a deficit. There is an OFSTED document called a rising tide – investing in those children who may absorb a huge amount of teacher time, when you invest in systems and structures that start to bring them up then everybody flourishes. Petroc courses have been bought for children that have been permanently excluded. HT is keen to look at other schools for other resources that may work for example - mailshots for parents, laptops for children with no IT at home and proactively planning with Petroc for next year. As the need arises we adjust. *(JG) How close are we to this offsite provision?* (HT) has met with ??? our patch leader for SEN, and Mark ??? head of inclusion for Devon and spoken with Simon Niles who deals with capital strategy and pupil placement numbers - all are on board but we now need to it to go to the next level to get a sign off of resource. *(DG) How many students would you ideally like to be able to place?* (HT) About a dozen, but they are not put there and forgotten about, they will be taking appropriate interventions and will be linked with the school, this will not be permanent or full time. It is to be used as another tool in the box. HT noted that school culture plays a big part in acceptance, explaining to children about invisible disabilities and differences between people and children do accept differences.	HT		

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	Killacleave – (HT) Killacleave to be used as an offsite premises for SEN, can accommodate 12 children at any one time. *(AH) Could potentially permanently excluded children use this facility?* (HT) Yes potentially they could but this would be a pre-emption rather than mopping up. This is not crises management it is an intervention. We need extra resources for SEN children as the numbers are rising. *Could we do something else with the building that others can use? I.e. most pupils go through it at some stage so it's not a separate thing that is stigmatised. Are there any other schools in North Devon with that facility?* (HT) Pilton have Communication Interaction Resource Bank – which children can attend. But otherwise no. HT has not been vocal about this at NORDAB. Staffing – James Twomey now permanent. Other 3 roles - TLR3s, these are not permanent. School needs change and finance has meant these are not permanent. HT This report was organised around current OFSTED framework. I will arrange it around the new SEF and framework.			
4.2	Standards and Safeguarding update: -			
4.3	Health and Safety update: *(JG) Where it says accidents none, should the skiing accidents be recorded there?* (AB) The accident reports had not yet been passed on at the time of meeting, It will be picked up next time HLW to action this	HLW	23/05	
5.	**Reporting & Monitoring – Main Focus, Portfolio Reports and Questions**			
5.1	Personnel portfolio report: Recruitment - (HT) There is a recurring issue of recruitment. North Devon Head Teachers' meeting HT has decided to set up a "become a teacher in North Devon" website. We would all pay a small amount to maintain and we can advertise vacancies and pool CVs. HT will attend some recruitment fairs. More staff want to move to part time – *(AB) Can we offer jobs as part time and boost recruitment?* (HT) We have not turned down a request for part time yet – but we have not been actively recruiting part time staff. *(JG) Youth worker – is this contract for one or two years?* (HT) We want to carry on and it is in the budget for next year. HT to look into this (HT) Can we add to the agenda for this portfolio re staff support. A couple of standard questions ie how many people are off with stress etc? HLW to action	HT HLW	 26/04	
5.2	SIMG portfolio report: *(AB) Does anyone have any questions from the SIMG report? AB* *None*			
5.3	SEN/Safeguarding portfolio report: (JG) Year 9 and 11 are still the worst years for attendance. There is a plan to collect a pilot group of students if they are late – this has not started yet. (HT) This will have to wait until after exams – it will happen with year 11 initially. (JG) Behaviour data in some areas looks bad compared to previous years – this is largely due to staff charts and the simple way data is presented. We met with Carmel for meeting about SEN which was helpful. *(AB) How well is tech being used to record concerns?* (HT) We have introduced class charts and safeguarding recording at the same time – Edukey – any staff can enter a safeguarding concern. Friday mornings Steve and Sienna will meet and make sure everything is picked up. This could be used to look for patterns in children's behaviour for signs of Prevent. *(AB) Could tech be counterproductive? Is it checked regularly?* (HT) There is a cycle of meetings and it is tracked every Friday			
5.4	C&CD portfolio report: (HT) No concern regarding OFSTED guidelines. (JG) Computer space shortage, possible solutions of using meeting rooms or mobile laptops. (HT) We are going to do that. (JG) Petroc for vocational alternatives – Claire King Smith gave an overview of her role as a youth worker. RW has been updating website. Academy Facebook and Instagram feeds have been successful and received plenty of interaction. *(JG) What is happening about a school newsletter?* (HT) Year 7 have made			

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	one and year 8 want to be part of a newsroom. FOCUS magazine would like us to have a double page spread inside, RW has met with the editor and photographer to get content together. *(JG) Can FOCUS be accessed for those not based in Ilfracombe?* (HT) Yes, It can be found in the library. (ES) regarding Facebook and photo permission – Parents have given permission for students to have photos used online. However according to GDPR when students are 13+ they are to give permission for this themselves.			
5.5	Finance portfolio report: (AB) £200,000 surplus predicted. (HT) This will be absorbed as larger year groups come through. Current year 7 will be split into 7 groups rather than 6. (AB) New School letting system is up and running and is working very well. It saves a lot of time and effort. Little Extras Funding is to be used on the roof of Killacleave, and the car parks at the front of the school Finance policy to be adopted.			
5.6	Premises portfolio report: Energy and CCTV policies to be adopted. (AB) Main issues discussed were the disabled parking bays, and inappropriate use of them – there is a new sign up – blue badges only. (HT) One way system in the hallways is not to be implemented as it is not practical.			
5.7	Community portfolio report: (ES) Discussed the parent forum. Approximately12 attended. (AB) There was good engagement from parents. (HT) We hosted an event for local residents, HT gave tours of the building and it was well received. (ES) We have received some Rugby funding – we are focusing on Year 9 in general and girls. This is a 3 year project. (HT) Discussed Recycling – School Council also brought this up, they didn't feel there were enough bins in the dining hall HT. Crisp and Tetrapak recycling to be implemented. NDDH have made contact with us about career pathways into the NHS. HT spoke with them and they want to make students aware of all the different job positions in a hospital. Complaints policy to be adopted with a note to revisit re old materials to be updated - To be put under Personnel – HLW	 HLW	 23/05	
6	**Policies and Procedures**			
6.1	HLW to add school values to front of policies and the person responsible for that policy Anti Bullying Policy – (HT) some old materials in this that need to be updated. SLT will be looking at this again. – To be adopted now with a note to revisit. Exams Policy to be adopted School vehicle policy to be adopted Provider access policy to be adopted	HLW HLW	23/05	
7	**Governance**			
7.1	Training for Governors: *(ES) Data training, can this be organised?* (AB) Babcock do training on this, we are looking at doing something before a meeting, in house.			
7.2	Learning Walks: ES has completed one with HT. She felt this was really beneficial. ES reports the school was calm with good interaction with students and HT. ES to send HLW her report on this. She felt the school was well organised, well laid out and students engaged well in lessons and interacted with each other. ES was impressed at how calm the children left at the end of the day. Learning walks for Governors to be arranged – HLW	 ES HLW		
7.3	Competency Framework for Governors: (AB) Link sent out with the Agenda to resources for governors.	 AB		Sent with Agenda
8	**Part II**			

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	See Part II Minutes.			
9	**Any Other Business**			
9.1	Suggestions *(JOS) Can we have a focus board for a rolling 8th value?* (HT) We will have clip frames in each classroom so posters can be changed regularly. Cover supervisors now have full access to class charts. *(JOS) Lateness button on class charts?* (HT) We can talk about that possibility. *(JOS) Having same day head of department detentions and letter home to parents?* (HT) We do already do same day after school detentions. If there are two removals in a day that lead to an after school detention. *Corridors and classrooms seem very busy at lunch and classrooms are a mess. Could children be directed to clubs and activities? Should children have to attend these?* (HT) We could not fit all the children in. It is supposed to be their time and it would defeat the object if they were made to attend. Children should be reporting who has made the mess and we will clear it up and bring them back. Year 7 children who are not used to the freedom of lunchtimes tend to be the main culprits. There is passive supervision all lunchtime and every classroom can be seen into.			
9.2	Future dates –			
	Meeting Closed: 7:30pm			

Date/Time of Next Meeting:	23rd May 2019 at 5pm	**Location:**	PCRE2

Signature of Chair _____

Meeting:	LGB	Date / Time:	23 May 2019 at 5pm	Location:	PCRE2

Attendees:	Initials	LGB Role & Portfolio:
Andrew Bailey	AB	Chair – Premises, Finance, SIMG
Sharon Marshall	HT	Headteacher
Dave Addie	DA	Finance
Richard Annear	RA	SEN, SIMG
Jan Gatley	JG	SEN, C&CD

Attendees:	Initials:	LGB Role & Portfolio:
Giles King-Smith	GKS	Personnel, Community (Left at 7pm)
James O'Sullivan	OS	SEN, Premises
Ian Stuart	IS	Personnel
Emma Stratton	ES	Community
Dan Turton	DT	
Dave Gregory	DG	Associate

Apologies:	Initials	Reason:

Absent without Apology:	Initials:
Alison Homa Colin Turner	AH CT

In Attendance:	Initials	
Holly Lathbury-Wilson	HLW	Clerk to Governors

Minutes To:
LGB members
School website
Board of Directors

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

Min. No.	Actions & Decisions:	Owner:	Date Due:	Date Actioned:
1	**Pre-meeting Training/Student Reps**			

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	CPD training session - (HT) Discussing what CPD is and why it is important. We could be facing an Ofsted inspection in the next year although we are scheduled one for the year after. All governors are School Leaders and CPD is essential, all are a part of the CPD programme for the school and this should focus on improving and evaluating pupil outcomes, be underpinned by robust evidence and expertise, it should include collaboration and expert challenge and it should be ongoing. HT noted during the year there are training days and courses for governors to attend. *(AB) How would you measure the impact of the training?* (HT) In terms of staff training, re access arrangements, we would ask "Do the children use it in their GCSEs?" With the new KS2 curriculum children are coming through with better reading but poor word comprehension, all our TAs have been trained in a literacy comprehension program and are screening children, year 9 have been screened and year 7 are due to be screened. *(AB) do you think that's due to the primary curriculum or certain schools?* (HT) It's a common theme among secondary schools. Safeguarding - HT has met with the police and asked "what the biggest risk is to children in our area", the biggest concern is what they are putting about themselves on social media and online. (HT) We are responsive to what is being said to us and have addressed these issues with the students. CPD - In addition to the DfE guidance there is a new pilot Early Career Framework which we will be using to plan our CPD, this will be piloted from 2020. We offer in house training as well as exam board training, Conferences, Diocesan training, Reading days, Work shadowing here or at another school, Book/Journal purchase, Leadership Matters website, Exeter College learning walks, Dartmoor Teaching School Alliance, Peer observation, Staff library, Lesson observations, PST or mentor roles, Local meetings for HODs, SLT direct coaching. Staff can use these to develop their CVs and we can see what areas of development we need as a school. We have also changed our grading system for staff appraisals, and this has been shown to have a positive impact on staff stress levels. *(RA) Does this happen as a direct result of senior leadership or staff requests?* (HT) Both. Staff can identify their own needs through the appraisal process and we ask staff to identify their needs. If staff have concerns they can raise this with senior leaders who can also request lesson observations or further CPD. There is also a cycle of appraisal. *(DG) How do we know that all this is working?* (HT) There is a debate as to whether we can judge effective CPD by the data that comes out of a school. *(DG) Can it be measured by staff retention and turnover?* (HT) Yes, this is one of the things that is considered, however there are other factors. We adapt the CPD to the staff as needed, CPD surveys are a part of this. *(DG) Do you know why staff are leaving and what to pick up on if there are any issues?* (HT) There is an exit interview offered to every member of staff and any issues can be dealt with there. (GKS) Staff retention as well as recruitment is important. (HT) There are quite a few staff who have trained in house and progressed that way. If there are not any immediate routes of progression we can create them. (IS) The school has a good reputation and attracts people in. Staff survey - (HT) The staff survey was open to all staff and has been mostly positive. There are a lot of staff staying and progressing. On deciding what training people need, we stay on top of local and national developments and keep up to date. We compare how we perform against ourselves and other schools. As an isolated school, we need to work hard to make sure we are connected and networked with other schools. We are reviewing the meeting schedule and are looking at a 2 hour meeting after school every Thursday to include department meetings, pastoral meetings and any training, this has been run by the Unions and has received positive feedback. *(AB) In addition to what has already been mentioned is there anything else that we could add to the CPD process to help with reducing workload?* (HT) Aligning the meeting cycle is key along with reading days. This is something we can have a think about. (JG) Peer to peer observations can help cut down workload with sharing of knowledge. (HT) We had peer reviews this year which really helped. An Ofsted inspection will identify any issues. (AB) It is worth putting a paper together stating what we have done to decrease staff workload for the benefit of an Ofsted inspection. (HT) We are going to do this, detailing what we have done so far and asking for further ideas. (JOS) One model that has been used locally is getting rid of reports and meeting one to one with parents. (HT) We have looked at reports and	HT		

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	will be cutting the number of interim reports. In terms of contact with parents, this would potentially be a workload increase. We are considering a stand-down day next year for year 11. (DG) From a parents point of view it is important to have that one to one interaction with teachers. *(DG) Going back to safeguarding and the children's assemblies, is that it now or is there a follow up?* (HT) there will be another assembly. It is ongoing. HT ran through safeguarding issues that have been identified locally, which are fed into safeguarding training for children and staff. This covered County Lines, drugs, radicalisation online, social media, respecting the sea and local area. Social media is a big issue for children. (DT) Children use apps for school work and taking phones away can impact learning. (HT) The important thing is setting parameters for phone use, at home and at school. *(RA) How much of an issue is radicalisation at this school?* (HT) Extreme right wing radicalisation is a big issue in our area. Casual misogyny and racism is also an issue. Prevent training has been put in place to cover these. *(DG) would it be worth doing a slightly different safeguarding version for parents?* (HT) When safeguarding is done in tutorials that Powerpoint normally goes out to parents and this can be sent out with Parentmail. Parent's Survey - The parent's survey has been positive and most parents are happy with their children's learning.			
2	**Apologies, Business Interests, Housekeeping and Correspondence**			
2.1	Apologies for absence: None			
2.2	Declarations and confidentiality: Governors were reminded to keep information shared at meetings confidential.			
2.3	Housekeeping: (AB) Can all governors reflect on the strategic questions for each portfolio group before the next LGB meeting, noting whether we could improve on them. JOS has been promoted to HOD in another school.			
2.4	Correspondence: As per emails. HLW to email governors requesting outstanding skills audits	Clerk	04/06	
3	**Minutes of the Previous Meeting**			
3.1	The minutes of 4th April 2019 meeting were agreed as a true record. **Clerk to publish minutes**.	Clerk		
3.2	Matters Arising: Year 11 Final Sprint - (HT) We have had our challenges this year and have not yet had our data drop yet from SIMG. We have tried to cover every possible eventuality. We have breakfast for all morning exams and the library is open early and we have arranged pick-ups for specific students to attend exams. There has been 2-1 tutoring for children that have had permanent exclusion meetings, these children have had 2 hours of tutoring a day. Students have been issued with exam pencil cases. *(DA) Those students, do you feel they are now confident to take their exams?* (HT) Yes. We have managed to get them back into education with tutoring. These students have turned up for every exam. *(DA) have there been behavioural issues since they've been back?* (HT) They arrive at 9:15 and leave at 11.00 and do not interact with other children. (DA) noted that these children are now leaving school with some qualifications and this is a real positive. (HT) These children have also influenced other children to show up for exams. (AB) We can demonstrate to the LA this has a cost/benefit to give alternative provision and not exclude children. (HT) Met with the LA two weeks ago and showed them what we had done with those children that have been involved in drugs and faced permanent exclusion meetings. *(DG) On the subject of these students do we have an update on Killacleave?* (HT) I have met with the Head of Inclusion and Head of School Placements and they asked me to put a business case together, which has been done and sent. We are asking for between £60,000-£70,000 as a proposal for a provision for Killacleave to help prevent permanent exclusions. We are awaiting a response. We only need 3 children for this to be cost effective but it is a slow process. HT noted we would be aiming this provision at year 7 and 8 primarily. Steve Rogers has met with primary schools locally, to talk about helping with education healthcare plans before children come to the Academy. (RA) I am pleased to note the police comment about the school being a haven of calm. (HT) The police said with the demographic and the issues in the community the statistics from the school in terms of exclusions, poor behaviour and complaints don't tally. Which is really good. *(RA) Can the governors put some weight behind*	HT		

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	the HTs letter to the LA? (HT) Definitely. (HT) On attendance, which is a problem currently, we do not prosecute too readily as it can lead to parents pulling children out of school. HT spoke to the LA and advised that we would be happy to be a pilot for a school that does not prosecute to see if we can pull those children back into attendance. Position of Assistant Vice Chair – AB noted that he would be happy to have two Vice Chairs. Before the next meeting if people can put names forward please. Ofsted inspection – We will be ready for this. Workload reduction – This has been covered previously.	AB	04/06	
3.3	Other Matters Arising: Microsoft Teams training – JOS has undertaken training, and is keen for us to take this software on. This is used by other schools locally and is very successful. *(DA) Can I still use my usual email?* (JOS) It can incorporate other platforms and uses email, chat, one note, calendars, sharing documents, community and training. It can be used to reduce time and increase efficiency. It can be used by teachers, professional learning communities, staff members and for CPD purposes. All portfolio groups can have separate channels and can streamline communication. Policies and documents can be added for others to read. *(DG) Will we still have access to documents and emails if we are not online?* (JOS) All documents can be read offline. It works across different platforms i.e. Ipad, PC, Mobile phone etc. JOS noted that it is very user friendly and there is a training academy to help with its use. HT, ES and AB in agreement to adopt this. HLW to get set up in the first instance.	JOS HLW	 04/06	
4.	**Updates for Governors incl. reports**			
4.1	School Improvement Plan – (HT) We are reviewing what we need to do re CPD and putting together the new SIP. HT has written a new SEF framework, based on the new Ofsted framework. HT will populate this over the next few months taking as evidence base what staff and parents have said. This will be turned around and fed into portfolio meetings for governors to take in. *(DA) Do you go back to parents after they give their views?* (HT) Yes, for example the mobile phone policy is a direct response to parent concerns, parents are being notified although we can do more. (DA) We should add to the top of the newsletters a note giving feedback to parents on any issues that have been raised. (HT) Yes this is a good idea. HT agreed there needs to be more feedback to parents. Personally replying to parents for each survey comment is not possible but parents do need to know that they are being listened to. HT to talk to Rob Whitney about parent feedback. Accident Reports – These have now been reported as per the 4/4/19 LGB meeting but were not taken to the portfolio group meeting.	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: Wellbeing – (GKS) I want to focus on wellbeing and mental health. The feedback from national research that a small proportion of staff found training and support narrowly focused on mental health to be helpful led us think that the focus needs to more on wellbeing in a broader sense. (HT) Noted that the biggest staff stress is workload, followed by external pressures, inspections and student behaviour. (GKS) We talked through the ten questions from Anna Freud Foundation. We will return to these and they need to be flagged up regularly. (HT) We could ask staff that have received external support to talk to governors, this can be done anonymously. *(AB) Do we need to review that strategic question?* (HT) I feel this question is OK. *(GKS) is there a question in the staff survey on wellbeing and support?* HT noted there is, there are 3 or 4 staff who don't feel their needs are being met. Some staff felt they could not talk to their line manager, HT has made provision for them	GKS		

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	to talk to others for example a governor or HT. (JOS) Other staff have a duty of care to make sure their colleagues are OK. AB and GKS noted most staff are happy. Policies - Outdoor Education and Absence and (Staff) Cover policies are OK to adopt. IS noted that two staff members' names are not on the policy yet, but will be added officially once they are fully qualified. SEN – HT noted we are in talks with local primary schools regarding students coming up with SEN. Steve Rogers has met with local primary schools and we are sending out a joint letter from ourselves and our feeder schools to families that are struggling inviting them to a meeting so we can get them involved in early help and get SEN assessed so the children are ready.			
5.2	SIMG portfolio report:			
5.3	SEN/Safeguarding portfolio report: Attendance and Exclusions – (JG) This is up and down. A few students make a difference to these figures. Steve Rogers has taken over SENCO in Carmel's absence. He is next year looking at having a timetabled weekly meeting with all heads of year regarding attendance. ACEs – (Acute Childhood Experiences) (JOS) Steve Rogers attended training in Exeter on class charts and feels it will be helpful to have in place and for teachers to have that information. (HT) We have had a lot of Child Protection referrals this year. ACEs can be used for staff to be aware of a child that has issues at home. Staff won't actually see what the issue is but are aware that a child may need some extra support when they are in their lesson. This will be introduced in September and will include staff training.			
5.4	C&CD portfolio report: School values – (JG) Do we need a strapline to go with the school values? (HT) Yes it is going to be "Life in all its fullness". This will be added to the new website and SIP. (JG) We also discussed making sure we are reaching parents and keeping up to date via social media.			
5.5	Finance portfolio report: Next year's budget – (AB) does anyone have any questions. *(DG) Is the deficit of £84,000 a concern?* (AB) Not in year 1 but an accumulative deficit in year 3 is more than our reserves currently so it is a bit of a concern. (GKS) We are not in the position to be making staff redundant due to a lack of funding which shows how well the school's finances are at present. (AB) This is a first draft. (HT) We can remove that projected deficit by not appointing to some of the things that we wanted to appoint to before September. 6th form funding is likely to go up by £200 per child, all of our finance projections involve worst case scenarios e.g. payrises and pensions not being funded. Our pupil numbers have also been higher than we expected which will increase our funding. *(JOS) Where are we with fairer funding?* (HT) We are not sure where we are with this yet. HT noted our biggest expense is transport due to our rural location. We do have money to pay for what we need as we do have carry forward. *(DG) Do you have any figures on how much the new school is costing compared to the old school?* (HT) Gas and water are costing a lot less. Electricity is a lot more, we have looked at alternative suppliers. We need another year to compare figures. Risk Policy - (AB) There is a risk register which looks at the principal risks to the school but we do not currently have a risk policy, this is being worked on.			
5.6	Premises portfolio report: H&S Policy – (AB) There are no changes to this. It is being checked to make sure it does not conflict with the Outdoor Education Policy. AB noted it is a live document and staff can make changes to the third arrangements section which deals with how staff manage risks.			

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	Parking – (AB) The mini buses have been moved from directly outside the school gates and disabled access has been improved. Lockdown Policy – (HT) We have undertaken some training with staff but have not yet undertaken training with the children. The alarm sound has to be changed as currently messages will appear on computer screens when the alarm is triggered but the alarm sound needs to be adjusted. We are awaiting engineers to change the alarm to a continuous sound and will then go through a drill after half term. *(DG) What need do we have for this.* (HT) It is government policy in response to terrorist threats and knife crime. We have had experience of a dog on the grounds and cows being loose in the car park. (DG) My concern is that children would panic. (HT) We are currently only talking to staff about this with a view to introducing it to children. HT noted that we can use a light hearted story to introduce this to children as they will need to know what to do particularly in between lessons. Security Policy – To be adopted. CCTV Policy – To be adopted.			
5.7	Community portfolio report: Local projects – (HT) Year 11 are doing dress down Friday and instead of bringing in money are donating items for the food bank. We will be looking at issuing food bank vouchers. *(ES) is this something we are going to continue year after year?* (HT) We need to talk to tutors and students and find out what they would like to invest in, but I don't see why not. Disadvantaged families – (HT) We will be looking at helping with emergency bedding and supplies for the Salvation Army next year. Student numbers – (ES) Admission numbers are increasing. We will have an extra tutor group in year 7 due to rising student numbers. Recycling – Links sent on with Agenda. (HT) We are looking at a water cooler instead of water bottles or cartons which are expensive. ES noted there are not many places for children to fill water bottles. (HT) We will ask Pickwell Manor for water cooler provisions HT to chase this up with Rob Whitney. HT noted that year 9 have shown interest in a recycling scheme. School Council – Mental health and environmental awareness are the two main themes children would like to discuss. Child in care Governor – ES has put herself forward for this role and will be linking with Michelle Lamb.	ES HT	04/06	
6	**Policies and Procedures**			
6.1		Clerk		
7	**Governance**			
7.1	Training for Governors: (AB) Training needs to come from Skills Audits once these are completed. HLW to chase outstanding skills audits. *(RA) Re Governor Space and further training, is there any information on the best training courses to attend for those who need to catch up?* (AB) Babcock training is very good and is recommended. Online learning and identifying gaps in knowledge and reading up can be beneficial. A good starting point is the NGA. Chair review – (AB) The 360 review may not be the best way to do this and I have identified what training needs to be done individually and researched this seperately.	Clerk		
7.2	Learning Walks: JG will be doing Safeguarding and SEN with Steve Rogers after the exam period.	Clerk		
7.3	Competency Framework for Governors: -			
8	-			
9	**Any Other Business**			

Signature of Chair _____

9.1	Suggestions – (JOS) Can water fountains be put on every level? Class charts, can students have access to see how they are performing? All agreed this was a great idea, this could be followed by a student app. More recycling bins, HT agreed this is to go to premises portfolio group. Could there be a staff seating area outside? HT noted that Marlborough bank would be a good place for this. (JOS) At South Molton children are contained in their own dining rooms, this helps avoid food being dropped on stairs etc. HT noted the only problem is it is our only wet weather space and it does not have capacity for everyone. Currently food can be eaten in the hall or taken outside. We can clamp down on children walking through corridors with food.			JOS Clerk		
9.2	Future dates –					
	Meeting Closed: 7:25pm					
Date/Time of Next Meeting:	4th July 2019 at 5:30pm	**Location:**	PCRE2			

Signature of Chair _____

Meeting:	LGB	Date / Time:	4th July 2019 at 5pm	Location:	PCRE2

Attendees:	Initials	LGB Role & Portfolio:
Andrew Bailey	AB	Chair – Premises, Finance, SIMG
Sharon Marshall	HT	Headteacher
Dave Addie	DA	Finance
Richard Annear	RA	SEN, SIMG
Jan Gatley	JG	SEN, C&CD
Alison Homa	AH	(Left at 7:05pm)

Attendees:	Initials:	LGB Role & Portfolio:
Giles King-Smith	GKS	Personnel, Community (Left at 7:05pm)
James O'Sullivan	OS	SEN, Premises
Ian Stuart	IS	Personnel
Emma Stratton	ES	Community
Dan Turton	DT	
Dave Gregory	DG	Associate (Left at 6:45pm)

Apologies:	Initials	Reason:
Ian Stuart	IS	Holiday

Absent without Apology:	Initials:
Colin Turner	CT

In Attendance:	Initials	
Holly Lathbury-Wilson	HLW	Clerk to Governors

Minutes To:
LGB members
School website
Board of Directors

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

Min. No.	Actions & Decisions:	Owner:	Date Due:	Date Actioned:
1	**Pre-meeting Training/Student Reps**			

Signature of Chair _____

	None AB Thanks to governors for their enthusiasm and commitment this year. AB noted that at SIMG we talked about QA, month by month the cycle of the school to check on learning and invites governors to get involved, learning walks and attending meetings. Could governors make a commitment to attend one item per term. To be emailed out to governors **Action** AB noted that one persistent question at the Ofsted inspection was how do you know these processes are working? By coming into school and attending meetings we can say that we can see ourselves. ES noted that she may struggle with work commitments for this. *DA Can these be booked in advance?* AB These will be pre booked meetings so yes. AB noted he should attend the post exam inquest.	HT Clerk		
2	**Apologies, Business Interests, Housekeeping and Correspondence**			
2.1	Apologies for absence: Ian Stuart on holiday.			
2.2	Declarations and confidentiality: Governors were reminded to keep information shared at meetings confidential.			
2.3	Housekeeping: Skills audits some still outstanding. *RA IS this an annual thing?* AB noted that it should be done regularly.			
2.4	Correspondence: As per emails.	Clerk		
3	**Minutes of the Previous Meeting**			
3.1	The minutes of 23rd May 2019 meeting were agreed as a true record. **Clerk to publish minutes**.	Clerk		
3.2	Matters Arising: Parent feedback - HT To report on parent feedback. Re parents expressing concerns online, HT spoke to RW and both agreed that when this does happen we cannot get involved but continue to put out information and invite parents to see us if they have concerns. We have been approached by the junior school and will be giving them some support on this. Parents know how to get in touch if they need to. The parent survey is generally positive. 87% percent of parents are happy they know who to contact if they have a concern. SLT roles and responsibilities – No questions and nothing to add to this. Position of chair – *AB Is there any interest in standing for chair? DG Could you explain how much time this takes?* AB I am still adjusting to this. The start of the post was unusually busy. AB noted that he also chairs the primary trust but it is on average about one day a week for this role. AB I would happy to be chair for another year but would like a co-vice chair or more involvement in chairing portfolio groups. HT noted we have an overlap in Governors and Directors and this needs to be spread out. Vice chair – AH happy to continue with this position and possible co-vice chair with another person. This person could potentially be chair in the future. RA has put himself forward for the co-vice chair role in the future. JOS replacement – No interest currently. HT noted we will have some new staff in September and we can approach them at the time. This may be the wrong time of year to ask more from staff due to exams, performances etc. HT noted that some may not be aware they are capable of this role until asked. *AB Would it be worthwhile asking members of staff who have held this role before?* JOS noted that John Wormseley has expressed an interest previously, JOS to speak to him again. **Action**. AH noted that she is not a parent at the school anymore so her position as governor has changed. **Action** do we have a position for Associate or foundation governor? HLW to check. HT report, SEF and SIP – Ofsted framework has changed and the format of these documents has changed. HT noted that the she has marked the school against the criteria for good and outstanding for each element of the Ofsted framework. The SIP is also based around the Ofsted framework and looks at SEF information on where we are doing well and where we need to improve. We have just received a data drop and will have this information on 11th July. There are currently some gaps but HT to update this and send out again – **Action**. HT noted that these three documents give a good indication of how we will be judged as a school. *JG You say you have some money for the off site?* HT Yes, we received £40,000 for this and	HT Clerk		

Signature of Chair _____

	work will begin next year. *AB When do you think you will get the pupils?* HT September/October. We have two new tutors in year 7 and year 8 who will have some more needy children and we will see over the first month where the needs are of those children coming up from primary school. *AH DO these children still stay in all our data?* HT Yes they do, our exclusion figures have gone up this year with lots of children having unmet needs and this is an attempt to meet these needs. HT noted that with PP Students there is a big gap between these children and others nationally. We are in an area of high disadvantage and we have discovered that what helps these children to thrive is a whole school ethos and quality of teaching. Some PP money can be used to fund training for staff for this purpose. These interventions are more effective when they run alongside what is happening in the classroom. *AB following on from that, what are we doing to go into primary schools to identify children with needs?* HT Part of the problem we have for children coming into year 7 is education healthcare plans for children with needs not being in place and having difficult family circumstances. We often don't know about these needs until the child is with us. Steve Rogers has been working with Ilfracombe Juniors and Berrynarbor schools and getting the early help process going and an education healthcare plan in place before children come up to us. HT noted that if we can put provisions in place for these children this will benefit the school and those children. We will be adding a plan for the family and accelerated learning program groups and the offsite provision will hopefully be up and running. *ES if they do not have the healthcare plan and they don't qualify for EHCP?* HT We would look at our own screening, LUCID screening, accelerated reader star tests etc. In terms of accessing funding and supporting the family we would like to get in before the children leave primary school. We are paying for two days education welfare support from Babcock at a cost of around £19,000 per annum. For the same amount of money we can buy one day of that time and 3 days with a Home School liaison officer. RA Does that come from PP budget? HT No the bulk goes on Student Services, Pastoral Coordinators and TAs who are trained to bridge that gap. *RA Is this in line with the whole ethos?* HT Absolutely, and at the last Ofsted inspection they looked at PP spending and deemed it to be appropriate. *JG Can PP departments ask for money for anything they need?* HT They still can, children have a revision guide for each subject, uniform etc. HT Noted she has spoken to Peter Church at Pip and Jims who is willing to hold a uniform exchange for us. *AB Is the PP spending evidence of them closing the gap?* HT It is from last year's data. *AB Can we see what is spent the most?* HT No it is hard to see which bit of intervention has made the most difference. The better the teaching the better performance of the PP student HT noted that good teachers will notice where a child has knowledge gaps. *AB Re boys giving them permission to learn, is there anything that you have done this year that has been effective at doing that?* HT Year 11 have been challenging and I wouldn't say we have cracked it with them. HT to report back in September. Year 9 are another challenging year but their behaviour is improving. RA this could be a function of the techniques you have put in place. Year 11 – This has been a challenging year and a lot of these students will be returning next year. AH noted that she has followed these children from year 1 and the behaviour has been consistent. HT noted that during exams behaviour was exemplary. On the last day children were polite and courteous. This behaviour continued into the prom. SIP – All to refer to the governor monitor line please. HT Report – Steve Cronin has been working on an independent advice and guidance document for pupils and parents, this will be going out to families so they can see what to expect in each year group. *AB How well attended was the last parent forum?* HT very well attended. RA It might be an idea to have an extra-curricular parent forum? HT Yes, parents have asked to look at CAM results in September so this could be tagged onto this.			
3.3	Other Matters Arising:	JOS		

Signature of Chair _____

		HLW		
4.	**Updates for Governors incl. reports**			
4.1		HT		
4.2	Standards and Safeguarding update: Nothing to report outside of Portfolio reports.			
4.3	Health and Safety update: Nothing to report outside of Portfolio reports.			
5.	**Reporting & Monitoring – Main Focus, Portfolio Reports and Questions**			
5.1	Personnel portfolio report: GKS noted we spent a lot of time talking about staff wellbeing and welfare, including workload, lesson observations, to reduce staff stress. HT noted that this is a huge issue, the most common area people felt impacted on was workload. Teacher's workload is disproportionately spread out and affects wellbeing. IS and GKS expressed concern at HT workload. HT noted reducing staff workload is going to put pressure on senior teams and this is something that needs to be considered. This will have a knock on effect on governors. GKS noted that flexible working requests can only be accommodated so much. *AB do you have more flexible working requests now?* HT Yes we do, the ones we have had to date have not been stress related, they have been health related and the majority are for those with young families. *AB Do you have requests for job share?* HT No we have not yet. This may be easier for support staff but not classroom based staff. HT noted that we need to be careful of how decisions impact others. *AB Do we benchmark how much of their time teachers spend in front of the pupils?* HT What percentage of their working time is impossible to quantify. As far as the timetable goes, we meet statutory requirements and we know how many free and teaching periods teachers have. Correction - JOS to be head of PE at South Molton not Second in PE as minuted.	GKS		
5.2	SIMG portfolio report: Paul Roberts has compiled a Quality Assurance and self-evaluation cycle report which we discussed. We are going to go down to 4 Data points per year and it could be up to three months between each one, we need to make sure the governors are in and still holding the school to account. PR suggested attendance at exam review meetings, SLT work and assessment scrutinies, have involvement with SLT and student voice activities and involvement in learning walks. A good idea in the first term is for all governors to take part in something. HT to add this requirement to the end of the Improvement Plan **Action**. AH noted that the main aim is keeping the school to account and when Ofsted come in and being able to answer the question "how do we know".	AB HT		
5.3	SEN/Safeguarding portfolio report: JG Asked Steve Rogers was he happy with attendance, he said he was not and that we had policies to put in place for next year to improve this. Class charts have been amended and will be utilised better. Using one platform for attendance behaviour etc so everyone can see the whole picture including parents, this will have links to parentmail. *AB What exactly are the school doing to improve attendance?* JG SR to meet with all year heads every week HT there is a whole absence plan. In terms of having external eyes on this we have an NLE visit on 17th June and went through this with a fine tooth comb and was happy with the plan. JG noted that absences are skewed by certain few pupils. HT all the children that joined us in year 10 and 11 are persistent absentees these bring the figures down. RA The biggest thing SR can do is fortnightly meetings with HOY. HT noted that the school ethos is important. JG Local feeder schools helping with transition to secondary schools. If we can EHCPs identified sooner hat would be good. Safeguarding audit coming up on Monday this has been requested. Mobile			

Signature of Chair _____

	phone policy has been a success. Children have been talking to each other more. HT noted that school council year 9 said this has had a positive impact on mental health. *AB Have you had any questions on this from primary schools?* HT received questions from Combe Martin but not the other feeder schools. *DG Have we seen a workload increase with SS?* HT they have not said so. *RA Re safeguarding in and out of school, can we issue 6th formers with lanyards?* HT the areas outside Student Services we want to reserve for this purpose and we are looking into 6th form coming into main reception rather than the student entrance. ACES – RA noted this will be added to teachers via class charts. HT on each tile it will have a note of which child is SEN ACES etc, This will not show the details, but some examples would be a bereavement, parent separation, abuse etc. JG If staff are aware of that they can handle these children better. JOS noted that knowing each student in a school of 900+ students is difficult and the class charts will help with information sharing.			
5.4	C&CD portfolio report: Joe Matthews from SIAMS has looked at SEF examples from other schools that have already been inspected so we now what we need to be doing. JG noted that Joe will be doing whole staff training on vision and values. James Twomey has been missing from two meetings and has sent on a brief report. There will be an additional tutor group for year 7-8 and those children will now additional literacy, numeracy and life skills. In KS4 8 Students are to have extraction provision in Petroc. JG noted that Ofsted are focussing on intent, implementation and impact of curriculum. **Action** HT to put on agenda for September for HODs to explain how this is being implemented. *AB Have you had any feedback from students yet about the strapline?* HT primary school students thought it was great. We have not gone out to all staff with it yet. JG Joe Matthews will be including that in his training day in September and it will be launched then. HT noted the new website will feature this when it is live, this will be sometime in September.	JG HT		
5.5	Finance portfolio report: AB Next year we are looking at a carry forward of £230,000. We have a reserve policy of one month of staff costs. *GKS which equates to?* £400,000. But when things are as tight as they are currently we need to ask is there any better use for that money? HT noted we will be looking at one more appointment next year. We have been stable without lots of redundancies which is not the case everywhere. AB the school have managed their finances very well. RA This has to be good for staff retention. AB There is uncertainty as to how the school will be funded in the next few years. We have been asked to set a budget when we don't know the income. *ES Re electricity what steps have been taken?* AB Elec use has been quite high, Julie McCarthy has had people come in to look at air movement and heating system and found that one fan has been coming on at all times which has been costing money, this has now been dealt with. *DA Do we have any redress against this?* AB Julie McCarthy Will follow this up informally. *ES What have we done about the cost of our energy provider?* HT we have swapped providers where possible and have made savings here. Julie McCarthy has looked into this in some detail. Alcohol – Alcohol can now be consumed on premises. The Academy financial handbook stated that alcohol cannot be bought from school funds at all. This has been sidestepped by setting up a PTA and this will be launched to parents in September. A parent has contacted HT to say they would like to fundraise for the year 11 prom so it can be free, this is another benefit of having a PTA in place.	AB		
5.6	Premises portfolio report: *DG Is there a minimum amount of people needed at a meeting?* AB No not at portfolio meetings, there are normally 3 present but JOS was away. There should be a governor and a member of staff. JG Re blinds, a lot of staff don't have blinds but noted that they need them. JG noted that in science a video was on and even though blinds were down the video could not be seen. HT The blinds are to specification but they are not always effective. *JG Can this be added to the portfolio group to add or replace blinds in classrooms where necessary?* HT This has gone to site staff previously and has been refused, it can be brought up regularly in order to bring the issue to the front.	AB		

Signature of Chair _____

5.7	Community portfolio report: ES noted that HT has visited primary school visits and transition days. HT noted these went well. Busy year and year 11 leavers were finishing exams when we met. Prom went well and beach clean planned for after. HT noted the beach clean went well and some drinks bottles were found, we cannot be sure it was our students but they were cleaned up anyway. HT noted that we have some drone footage of the prom and it was a success. Food bank – This is ongoing. Year 11 have been gathering food for this and continue to have dress down Fridays. We will continue this to the incoming year 11. This can become a year 11 standing item. Universal Credit – Need will increase as UC is rolled out over Ilfracombe. The school have already bought quite a few uniforms already. It is good to hear the uniform swap?? Will be rolled out. *JOS Does this include PE kit?* HT We have some already in store. Rotary – Rob Whitney attending rotary as a regular School Events - All of year 10 took part in "you're hired" which was a huge success. Community events – We have recently had North Devon Sinfonia and the Bulembu choir. These were very popular. Activity days – These have had a low uptake from year 10 but we have put on super learning days for English and Maths for those not taking part in activity days to attend. Exams – These went well and the breakfast on exam mornings had a good uptake. Recycling – To be a standing item. Buses – AB noted that Julie McCarthy has spoken to Filers regarding parking buses near the school entrance, there has been some improvement regarding this. Child protection – Parents to get consent of children before posting online. This is something that parents need to be updated on. Mobile phone policy - HT noted we have had no negative feedback from anybody. AB noted we are to approve the policy in September when we have had a chance to read through it and trial it. **Action** Year Chaplains – GKS There was a year chaplain meeting yesterday which Joe Matthews convened and overall the feeling was very positive. Feedback has been positive. As it was the first year it had been rolled out everyone was "finding their feet" a little, and scheduling has been an issue. One solution has been to be more clear about chaplains having a meeting with the HOY as early as possible in the year to build that relationship and look at dates ahead.	ES Clerk		
6	**Policies and Procedures**			
6.1	Mobile phone policy – To be approved in September when everyone has had chance to read through it. CPD Policy – To be adopted Restraint Policy – JG noted is there a more up to date one? HT to look through this. Subject to cross referencing September 2018 on the front this is to be adopted. **Action** Social Media Policy – To be adopted Business continuity plan – to change Pat Glover as chair HLW **Action** Discretions Policy – To be adopted Governor Expenses Policy – To be adopted Equality Policy - To be adopted	Clerk		 10/07 10/07
6.2	**End and start of term arrangements** HT These are all ready to go.			
7	**Governance**			
7.1	Portfolio Strategic questions - All happy with these questions as they are. *AB do people think they have been a help?* JG Yes they help to focus on what needs to be discussed. GKS they are not a checklist they are a guide and are very useful.	Clerk		

Signature of Chair _____

	LGB Strategic questions – All happy with these as they are. Governance review – AB noted this is to be arranged, the last one was with Babcock but HT is not sure Babcock are the best people to go with. AB to look into finding an external review of governance. **Action** We are looking at board wide and chairing training. GKS noted he was happy with the way the governors and HT interacted and felt that governors were listened to. HT noted that this has not always been the case. DA we are here to help and to be held to account. GKS The school ethos extends to the governing body too. Training for Governors: RA noted he needs to do an induction and some external courses. JOS gave a small demo on how Microsoft Teams would work with the LGB. All happy to go ahead with this. To be set up by Rob Whitney and Sean. **Action** JOS and HLW to get governors set up. ES noted she has experience with this and is happy to help take over. Sean to get us set up at the first governor meeting. RA noted that everyone needs to be using it for it to be effective.	AB Clerk		
7.2	Learning Walks: RA Learning walk, took place at lunchtime and felt he got a good feel for the school. RA also took a learning walk with Paul. Found this very useful. As governors looking into classrooms gave a good overview for the school that you don't get from a piece of paper. JG noted that the relationship between teachers and pupils was great. Being shown a seating plan and this information was very helpful. RA as a non teacher I enjoyed this and it was nice to see the end result in the classroom. ES noted she really enjoyed her learning walk. The atmosphere on the whole was positive.	Clerk		
7.3	Competency Framework for Governors: -			
8	**Part II** -			
9	**Any Other Business**			
9.1	Suggestions – Staff to be able to wear shorts in hot weather. JOS noted that this has been dealt with previously and agreed that staff could wear shorts if necessary.	JOS Clerk		
9.2	Future dates – Calendar to be finalised and sent on in the next few days.			
	Meeting Closed:			

Date/Time of Next Meeting:	TBC	**Location:**	PCRE2

Signature of Chair _____

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

Attendees:	Initials	LGB Role & Portfolio:
Andrew Bailey	AB	Chair – Premises, Finance, SIMG
Dave Addie	DA	Finance
Richard Annear	RA	SEN, SIMG
Alison Homa	AH	(Left at 7:00pm)

Attendees:	Initials:	LGB Role & Portfolio:
Giles King-Smith	GKS	Personnel, Community (Arrived at 6:00pm) (Left at 7:05pm)
Ian Stuart	IS	Personnel
Emma Stratton	ES	Community
Dan Turton	DT	
Dave Gregory	DG	Associate
Steve Rogers	SR	Deputy Head (left at 6:00pm)

Apologies:	Initials	Reason:
Ian Stuart Janet Gatley	IS JG	Holiday Holiday

Absent without Apology:	Initials:
Colin Turner	CT

In Attendance:	Initials	
Holly Lathbury-Wilson	HLW	Clerk to Governors

Minutes To:
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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

Min. No.	Actions & Decisions:	Owner:	Date Due:	Date Actioned:
1	**Pre-meeting Training/Student Reps**			

Signature of Chair _____

	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	HT Clerk		

Signature of Chair _____

	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			
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		

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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 ??????	HT Clerk		

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	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			

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	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.			
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			

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	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		

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		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.			
	Meeting Closed:			

Date/Time of Next Meeting:	31 October 2019 at 5pm	**Location:**	PCRE2

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Meeting:	LGB	Date / Time:	31st October 2019 at 5pm	Location:	PCRE2

Attendees:	Initials	LGB Role & Portfolio:
Andrew Bailey	AB	Chair – Premises, Finance, SIMG
Sharon Marshall	HT	Head teacher (left at 7:15pm)
Dave Addie	DA	Finance (left at 7:35pm)
Richard Annear	RA	SEN, SIMG
Jan Gatley	JG	SEN, CCD

Attendees:	Initials:	LGB Role & Portfolio:
Matt Clewer	MC	Incoming Staff governor
Mike Higgs	MH	Incoming Staff governor
Ian Stuart	IS	Personnel (left at 8:00pm)
Paul Roberts	PR	Deputy Head

Apologies:	Initials	Reason:
Emma Stratton	ES	
Giles King-Smith	GKS	
Alison Homa	AH	
Dan Turton	DT	Family commitments

Absent without Apology:	Initials:
Dave Gregory	DG

In Attendance:	Initials	
Holly Lathbury-Wilson	HLW	Clerk to Governors

Minutes To:
LGB members
School website
Board of Directors

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

Min. No.	Actions & Decisions:	Owner:	Date Due:	Date Actioned:

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1	**Pre-meeting Training/Student Reps**			
	Progress 8 training: This is how governors can use the information to hold the school to account. Progress 8 is about the student's progress over 8 subjects to push a broader curriculum. It compares the progress of the students in school to students nationally. P8 comprises English and Maths, 3 Ebacc qualifications, 3 Other qualifications, these can be GCSE or BTEC. P8 look at students and group them by their KS2 scores, low, middle or high ability. Attainment 8 is what they have achieved looking at all of their grades. For the full English GCSE students will have to take both Language and Literature. Scores are added up and divided by ten for example, a score of 66 is 6.6 attainment 8 score. We would take the A8 score and compare it to the national average this gives the progress score. *DA The progress is purely predicated on KS2 results?* PR Yes, these are the SATS, the average of the reading and maths score. *DA P8 is not predicated on opinions?* HT Yes, where the child will end up is based on their SATS score, classroom reports are not taken into account. AB noted that the new curriculum will mean that students have more than the SATS results to be taken into account. PR Last year we achieved overall -0.26, the more students in your cohort the more accurate these scores are. Our current status is below average. Maths is currently lower than we would like and one of the lower scores. We would like a progress score of above zero. 109 Of our 148 students were doing the full P8 curriculum last year but if you were to take out the students that did not do P8 our score goes up significantly. Students with a negative overall score on average do worse at KS4 than other pupils with similar starting points. *MC What happens if the school decides to give a greater range of subjects?* PR They will still ask for 3 EBacc subjects etc. PR noted that it does focus on progress and not just on the end results, there is a greater focus on the more and less able. *DA Why are students that are not attending but still on our books having their results counted?* HT Some students that are not attending regularly due to medical conditions are still on our books, another student that joined us in Sep to Jan and then went back to the school she came from remained on our data, this negatively impacted it. HT noted that there are limitations, there is pressure for every slot to be filled, it does not serve children with SEN, schools with a large number of SEN students may be disadvantaged by their score. If a child wants to do 3 options focussing on the arts, this can be problematic if they do not fill in the required subjects. Pupil background is not taken into account with scores. PR noted that there is a proposal to have different P8 scores for rural, coastal and disadvantaged schools. There are issues with P8, it does not take into account a flexible curriculum and context. It does not take into account variability in terms of KS2 data. As a town with a separate infant and junior schools this can be an issue. Age 5-18 inclusive schools have had the most improvement. We have focussed on the quality of curriculum and education. JG That can be so demoralising for the staff and for the community. PR noted that the Ebacc target has not been helpful and the new Ofsted framework is starting to reflect this. RA two types of people who might look at P8 are potential parents who may not understand the nuance and the LEA. HT In terms of the parents we are the best scoring out of the big schools in North Devon. PR Parents can look at the school league tables. MC The main thing is getting people through the door and looking at the school for their children. AB noted that the regional schools commissioner's office will also look at P8 results. *RA what effect does a group of people looking at the P8 score have on the school, does it affect funding?* HT no it will mean more children will come through the door. AB If it was awful we would have had intervention. HT This year's cohort are a lot more stable that last year but they are not working hard enough, HT and PR and looking at this.	PR		
2	**Apologies, Business Interests, Housekeeping and Correspondence**			
2.1	Apologies for absence: ES, GKS, DT and AH.			
2.2	Declarations and confidentiality: Governors were reminded to keep information shared at meetings confidential.			

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2.3	Housekeeping: New governors – New governors were introduced and current governors introduced themselves. Mike Higgs and Matt Clewer.	Chair		
2.4	Correspondence: As per emails.	Clerk		
3	**Minutes of the Previous Meeting**			
3.1	The minutes of 26th September 2019 meeting were agreed as a true record. **Clerk to publish minutes**.	Clerk	05/12	
3.2	Matters Arising: Attendance figures for Boys and Girls – HT to send out to governors with the minutes. Attendance to the end of September was 95.7 for year 7, 93.7 for year 8, 94.6 for year 9, 92.13 for year 10, 97.3 for year 11 and overall is just below 94. 1.1% of the absence is holidays and the number of holiday requests has been double than for the same period last year. HT noted that we have had a successful meeting with the LA about attendance and that we are doing everything we can. HT and SR are the only members of staff who are signing holiday forms but parents are going without permission anyway. *MH If the school closes for adverse weather does this affect attendance?* HT No. MC Berrynarbor have given two weeks at half term to reduce term time holidays. RA The difference of cost in flights during term time can be hundreds of pounds. MH When a parent thinks about a day off, do they see it as one day or do we make them know that it will affect the previous day and the day after. HT Has done presentations for parents on this. MC Noted that we have had negative comments from a parent regarding rewarding or penalising students for attendance which is due to "luck". Each governor to attend at least one event every year – AB explained to the new governors what is expected of them and what events would be acceptable. *MC As a staff governor is there any conflict of interest?* AB A disciplinary panel may be one to avoid as well as staff discipline panels. Flu Jab for staff – This has been advertised and has been well taken up by staff. Curriculum, quality of education judgement – The new Ofsted framework has far less focus on data due to the incentives to get children through P8 rather than the quality of education they receive. HT has noted that in a recent Ofsted inspection for another school there was no discussion of data, this is positive in some ways due to looking at the quality rather than outcomes but those inspectors would need to be highly trained. HT handed out a curriculum overview document to governors. The Quality of Education Judgement which is part of Ofsted framework, is divided into three distinct areas, Intent, Implementation, Impact (and a 4th I Integrity) *HT Are we as leaders and governors doing what we are doing for the right reasons, and for the best for the children that we have in front of us?* AB Noted that the intent is set by the strategy and the impact is our job as overseers. HT Our intent of what is offered comes through the curriculum statement and this ties in with the strapline "Life in all its fullness". This also ties in with SIAMS and Ofsted, they talk about children flourishing. When Ofsted come in they don't look at the data in contextual terms, but they will look at it in relation to your curriculum. How leaders are ensuring appropriate contents, subjects, year groups and timetables. They will also look at behaviour, attitudes and personal development. As governor you would need to look at the curriculum statement. We review our curriculum annually and have done for some time. What we deliver and what we set out to achieve is clearly set out. We have reorganised the curriculum statements and review so it is parent friendly and governors are aware of what we are doing. *JG What is the reason we look at it?* HT because cohorts vary and national requirements change. Each year group differs from the year before. *AB You view the curriculum as everything that happens to the child?* HT we count it as everything that happens when the child comes through our door, this includes personal development. HT has given governors outcomes and details of which subjects are stronger than others. In terms of the curriculum impact we have a quality assurance cycle which tells that the Senior Leaders do throughout the year. AB Governors can come in and request to see this. *HT How could we as governors have any handle on what is taught?* Every department and subject has a Curriculum Overview document, and this means that HT and governors can view these. We also have a rationale for the curriculum on each of these. We can look at this and adapt if	HT		

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	necessary. *JG Are these available for parents to see?* HT When we have completed KS5 they will be under the curriculum section on the website. HODs have enjoyed doing these. We will be doing training later in the year for HODs. *MC Is this the first time parents will be seeing this?* HT They have had information on the website but not in this format. MH Parents can be more involved in their child's education. HT It is a work in progress. HT noted that staff have undertaken training on how to ensure that children are learning and retaining the information. *AB Do you have an overview on how we want the children to develop?* HT These are articulated in this document. JG Noted that an important point is seeing how many changes we have made and how much work has gone into this. Our outcomes and staff knowledge are measured and evidenced by work scrutinies, student voice, outcomes and ongoing assessments, departmental overviews, CPD, appraisal, informal support, QA cycle and training records. Looking at a 3 year trajectory of P8 it is showing the use of research is having an impact on outcomes. HT to send this document out to governors to read. **ACTION.** Ofsted say that leaders should construct a curriculum that is ambitious for everybody including disadvantaged children and children with SEN to give the knowledge and cultural capital that they need to succeed in life. The School's ambition is to have the Ebacc at the heart of its curriculum in line with DfE guidance. Currently we cannot expand languages due to the status of foreign teachers. How as a governor would you know this? Answer – curriculum statement reviews regularly, understanding of student provision, and knowledge of curriculum statement. When you see implementation it is really talking about teaching and learning. Sources of information for governors, SEF, external reviews, Parent survey, Staff survey, Student voice, HT report, Lesson observations, QA cycle. Ofsted wants to see exam results, and be hands on in the inspection, that pupils are ready to progress, work is of a good quality, and they read widely and often. Governors can and should be checking the impact of the curriculum by Exam results, work scrutinies, challenging through PF groups. Ofsted make their judgement by looking at outcomes, lesson visits, work scrutiny, conversations with staff and students. The important thing is everyone having clarity on what should happen and what does happen. HT noted that currently the enrichment survey had marked only 78% of children as having taken part in an enrichment activity when in fact 100% of children have been involved in one way or another. Only 66% of parents said that their children had taken part in enrichment activities. We are not marketing well enough that every child is regularly involved in curriculum enrichment. *DA Does that say something about deprivation and how engaged those parents are?* HT Yes it might be, but we know that those children do 3 or 4 things a year. RA The important thing is communication so that parents know what is available. HT noted that there will be a communication to parents next week regarding this. *RA What social media do we use?* HT Facebook, Instagram and Twitter. *MH Do we use Youtube?* Parents do find time for checking social media so this would be a good way to contact them. RA For children to do things regularly they have to enjoy it. *JG Have the overviews been done by the HOD?* HT Yes, but they are for the whole department to work from. *DA Are these live documents? Teachers are aware of them and are using them?* HT Yes these are being used. And teachers are working with me on these so everyone knows what is going on. We also talk to children. *DA Could we implement a strategic plan, to make sure that every level has to pass commentary so there is always a link and they are aware of what the next level are doing?* HT This would work, it could be done at departmental level. MC As far a science goes everyone in the department has been given a remit for schemes of learning so people are engaged in the development of staff. *RA is it fair to say that in terms of what Ofsted are coming to look at we are somewhat ahead of the curve?* HT Yes we are because we have been quite traditional and in the last inspection our curriculum was praised as being very good. RA we can confidently justify everything we do. AB From what I've seen we are a little bit ahead of the game. SEF – We are measuring ourselves against the criteria for outstanding in the Ofsted framework. HT invited any questions from governors. AB noted that this document as well as the HT report gives a good overview of the whole school. *AB you have been doing training on ACES but how do you use them?* HT The staff are aware of them as they are available on class charts. The more ACES the more potentially volatile a child will be. Staff are aware that behaviour management will need to be looked at. Compared to last year this term has been calm and classroom management has improved and this is partly due	HT	05/12	

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	to class charts and ACES. JG noted that if staff can see that a child has a large number of ACES (staff don't see what those ACES are) they can be aware if that child is not in a good frame of mind and the approach to that child will be different. HT recruitment – Recruitment is taking place on 2, 3 and 4 December assuming we have a good quality range of candidates. We currently have 2 completed and 6 incomplete candidate entries. HT has already shown 3 candidates around the school. *MH Do we have a plan B ready to roll if we don't find the right person the first time? Or is the approach different?* AB No currently but we will have to advertise again. *MH Are there seasonal aspects to this kind of work?* AB No, not really. We will be looking at the people that did apply and what skills they are lacking. We need someone who has the relevant skills and experience for the post and someone who has the right attitude and ethos. *MC If that doesn't fit there is a risk of them coming in with radical ideas that won't work for this school?* AB the team we have are skilled in HT recruitment and we are confident in what we are after for the incoming HT. We are not afraid to say no to candidates that are not right for the role. JG noted that we are asking that the candidates have researched the school and have knowledge of us. AB We would look at an online psychometric test to measure their EQ. MH There are a category that interview well but may not be suitable for the job. *MH Is there a probation period?* AB No, as it is a big commitment and is not appropriate at that level. AB notified the governors of the plan for the first two days of the interview process. Candidates will be given a tour of the school and we will need DBS information. Each candidate will have roughly an hour with each interview panel. We need to be clear that we ask the same questions to each candidate. We will have an exemplar answer for each question. Each panel will give their total scores at the end of each day. We will not eliminate after the first day unless it's obvious they are not suitable. 2nd day, there will be 2 panels, and the candidates will see a student panel. JG noted that she is not on the panel for her PF group. AB This can be amended. **ACTION.** The candidate would not be asked to demonstrate teaching. Since the role has been made public set meetings have taken place and HT has been involved in the planning but not the selection of the incoming HT. AB noted that the aim of this talk is to instil confidence that this process is being done with due diligence. *JG when do we get to see the candidate information?* AB If you are on the interview panels you will have sight of this, on the final day, the panel which deals with selection will need someone with safer recruitment training. Several questions will cover more than one area. We will not be asking supplemental questions as it is difficult to do this fairly. The only exception would be to ask to demonstrate an example. *RA Could someone external with safer recruitment training sit in on that panel?* AB no but we would have to do that training. AB to let governors know how to do this **ACTION.** At the end of day 2 we would be looking at cutting down candidates. *MC If you look at the shortlist and find that you only have 3 would you still go through this?* AB Yes if we still felt we could appoint any of those people. The final day is off site. This will involve asking the candidates to give a 20 minute presentation to the panel. This will be followed an hour of questioning by the panel. *JG Will we have all the questions and exemplars beforehand?* AB The advice would be no, to keep confidentiality. MH It would be important to be looking at how a candidate would interact with a challenging student, parent and member of staff. AB noted that this is covered on day one in an exercise for candidates. This will be circulated to governors. **ACTION. Currently with LN.** Governor learning walks – **ACTION** HLW to talk to LN regarding this.	Clerk Clerk Clerk	11/11 05/12 05/12	
3.3	Other Matters Arising: Reflections – IS this has been outstanding and has been successful in making governors aware of what we are doing in personal development.			
4.	**Updates for Governors incl. reports**			
4.1				
5.	**Reporting & Monitoring – Main Focus, Portfolio Reports and Questions**			

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5.1	Personnel portfolio report: IS There is something that we wanted to bring up at LGB level, looking at more flexible roles for female staff with young families. There is the issue of lack of women In senior roles, we need to be sensitive to this. If you offer staff more flexible roles there comes a problem with continuity. We need to think in terms of impact on the children. MH Measuring the impact of the confusion on the student versus the importance of flexible hours for staff. HT Has spoken to some of the female staff with young children, we want them to apply for higher roles but hours are an understandable barrier. For parents evenings now we have used an IT room for films for children so parents can attend with younger children. AB to have childcare we would have to apply for an extended age range but we are obliged to consider any flexible working request. HT There is no obvious solution. We are aware of this issue. MH The needs of the student must come first. *Could we do a survey of those people that this affects?* HT Has spoken to those people and the answer is that there is nothing at this point that can be done. MC Noted that women still tend to be the primary care giver for children and this affects careers. DA It is a societal issue which comes down to who is the higher wage earner. Killacleave – *IS Is this happening and ready to go?* HT We are advertising and are nearly ready to go with this. IS I am keen to see the site. **ACTION**. *JG When is the plan to have it open?* HT when we have appointed we will look at getting it up and running. *RA are you recruiting internally?* HT Yes we are.	IS HT	05/12	
5.2	SIMG portfolio report: People present on report needs to be amended. **ACTION.** The results are self-explanatory and this has been discussed tonight around the curriculum guidance by HT. No questions from governors.	AB Clerk	11/11	
5.3	SEN/Safeguarding portfolio report: SEN Register - Main concerns are the SEN register needs to be more populated, this has affected our figures. Children need to be identified before they come here. *AB Re the SEN register, if teachers identify a child but a parent doesn't would we put them on the register?* HT Yes we would. HT noted that we currently have some A level students who are SEN and this is an amazing achievement. MC Once students realise the benefit that SEN provides that can overcome some of the stigma of being on the register. Looking at data from last year students have made huge amounts of progress since being on the SEN register. JG The audit suggestions were made about how we keep the central record and most of these recommendations have been put in place. Bullying - RA anti-bullying week is coming up in a couple of weeks, we have had conversations explaining to children what bullying is and isn't. Parents also need to be made aware of this. JG We talked about children needing to be asked how they want bullying dealt with. MH Noted that bullying is constantly evolving and keeping up with social media can be important. The potential to fly under the radar is critical. JG The Mobile Phone Policy has made a massive difference. RA noted that a lot of bullying by its nature can be very hidden, there are certain techniques we can use such as being aware of the signs, PE staff being vigilant, having anti-bullying ambassadors, CCTV, making sure the children feel they have a trust in the school and staff members. *MC How do we tackle the word Grass or snitch?* HT loyalty to ones friends is the biggest obstacle we face. We want children to own up to their actions rather than being told on. This links to the school value of Integrity. DA Change the narrative from telling tales to caring and voicing concerns. Focus on the person who needs to be cared for rather than the bully.	JG		
5.4	C&CD portfolio report: JG noted that this meeting is moving to a Monday at 10:10 and we could do with another governor on this panel. MH has offered to sit on this panel. **HLW ACTION.** JG noted that we are looking at another large cohort in year 7 next year. There have been a number of extra and enhanced curriculum events which have been published on social media.	JG Clerk	11/11	
5.5	Finance portfolio report: No report this time.	AB		
5.6	Premises portfolio report:	AB		

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	Looking at strategic questions. HT noted that there is the issue of sliding doors sticking by student services. Apart from this we are as secure as we can be. AB noted that Filers have been asked to not park immediately outside the entrance. Some drivers have honoured this and some have not. We have looked at getting a pedestrian crossing outside the school and this is being reviewed. HT We could ask the traffic warden to come along and fine people parking outside the school. RA Due to recent events in the news of school children being knocked down now might be a good time to highlight these issues. DA noted that the 30 mph limit needs to be reviewed. AB noted we can liaise with the LA or DC and see if there is a possibility of a pedestrian crossing. *MH Might parking be reviewed? MC Do the buses need to park there?* AB This has been discussed, can buses park in a bus stop? If Filers did not park there this would improve visibility. It doesn't solve the problem of drop off and pick up time. We are looking around for other examples of what we can do about this. *MH If there is no solution, is there a person who could attend outside the school during these hours?* AB Could they provide a crossing patrol, this could be good for the pupils. DA buses are parked so close together visibility is virtually zero. Speed bumps are too far apart. AB or JM to contact LA about the pedestrian crossing or other action we can take **ACTION**.	JM	05/12	
5.7	Community portfolio report: Governors that are Social Media active, could a form of words be put out to criticism online? DA noted that he has replied in the past to online discussions. AB If it was highlighted to the school then the school could act on this. I would be concerned about a governor taking the decision alone to reply online. HT noted that we currently counter criticism by ignoring it and putting out a positive counter post. AB If anyone sees anything they should contact the school and let them know and the school will deal with it. No action taken regarding this.	ES		
6	**Policies and Procedures**			
6.1	• Teacher's appraisal Policy • Equality Policy • Discretions Policy • Safeguarding and Child Protection Policy – Page 6, date needs amending. • Homework Policy • Presentation Policy • Teaching and Learning Policy • Marking and Feedback Policy • Emergency evacuation Policy • Emergency closure Policy – This is to go to SLT and update contacts. • Security Policy All happy to adopt policies pending amendments.	Clerk		
6.2				
7	**Governance**			
7.1				
7.2				
7.3	Competency Framework for Governors: -			
8	**Part II**			

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	Exclusions – The last two have been declined. -			
9	**Any Other Business**			
9.1	Suggestions – Governor Social, HLW to email govs to agree a date. **ACTION**. **Suggestion Box – Could this be moved to digital? To be discussed at the next meeting.**	Clerk	05/12	
9.2	Future dates –			
	Meeting Closed: 8:			

Date/Time of Next Meeting:	5th December 2019 at 5pm	**Location:**	PCRE2

Signature of Chair _____