

MINUTES
of the meeting of the Local Governing Body of
Teignmouth Community School, Mill Lane
held on Thursday 16 March 2023 at 5 pm
in the Headteacher's Office at TCS Mill Lane

Present:		
Name	Title/Role	Initials
Luke Marchant	Acting Headteacher/Staff Governor	LM
Pat Henchie	Co-opted Governor	PH
Mark McCarthy	Co-opted Governor and Chair of Governors	MMc
Rachel England	Co-Opted Governor	RE
Jackie Jackson	Co-Opted Governor	JJ
Maggie York	Co-Opted Governor and Governor Responsible for SEND	MY
Andrew Webber	Non-teaching Staff Governor	AW
Rachel Hill (virtually)	Local Governance Officer	LGO
Jon Newman	CFO IET	JN
Rebecca Emery	Early Years and KS1 co-ordinator	
Apologies:		
Samantha Tribble	Parent Governor	ST
Absent without apologies:		
Maggie York	Co-Opted Governor and Governor Responsible for SEND	MY

Key to acronyms

DSL	Designated Safeguarding Lead	IET	Ivy Education Trust
MAMs	Moderation and Assessment meetings	TCS ML	Teignmouth Community School, Mill Lane
PPM	Pupil Progress meetings	T&L	Teaching and Learning
GAG	General Annual Grant	LGB	Local Governing Board
FAR cttee	Finance & Resources Committee (IET)	SENDCo	Special Educational Needs Coordinator
HT	Head Teacher	EY	Early Years
EAL	English as an Additional Language	LGO	Local Governance Officer
PSHE	Personal, social, health and economic education	PP	Pupil Premium
ECT	Early Careers Teacher	SIP	School Improvement Plan
TA	Teaching Assistant	EHCP	Education, Health and Care Plans
SATS	Standard Assessment Tests	LA	Local Authority
SCR	Single Central Record		

The meeting opened at 5pm. The Chair welcomed all present and thanked governors for their time and contribution to the school. Becky Emery, Early Years & KS1 co-ordinator and Jon Newman, CFO of IET were thanked for presenting to governors. The Clerk joined remotely using MSTeams. Permission was granted to record the meeting.

Item	Content	Action
0.1	<p>Update on Early Years</p> <p>Becky Emery, Early Years and KS1 co-ordinator handed a presentation document to governors present that was linked to the SIP strategy 'We will provide teaching and learning of the highest calibre Early Year's Foundation Stage' – implement provision consistently across EYFS. BE advised that she had met with PH, prior to the meeting to discuss the presentation. BE advised that she would talk through what has changed, how it is going and what will be worked on next.</p> <p>Changes and how it is going.</p> <ul style="list-style-type: none"> Staffing. There has been a change of reception teacher, movement of TA's and a new nursery teacher employed. Increased skilled support is available for TA's who now have a strong team in place. Lesson observations from SLT and appraisals have been undertaken. Planning. A progression of skills document has been put in place. Weekly meetings are planned. Staff are aware of who the marginal children are, what the expectations for each child are and whether children are moving forward. Activity sheets have been drawn up to ensure children are exposed to a rich variety of new words and that they are 	

Item	Content	Action
	<p>understanding them. Staff are pushing for more with key questions and are working to close the gap between those children within the emerging category and expected. More able children continue to be pushed. Staff undertake weekly overviews with parents and this provides the opportunity to share learning at home. A variety of real-life experiences have been offered with a train ride to Dawlish, visits to Teignmouth beach and park and the Lifeboat centre.</p> <p><i>Q: What are MAMS and PPMs acronyms for?</i> MAMS is Moderation and Assessment meetings. This is a way of guaranteeing that the information and data from teachers is accurate. The SLT undertakes external scrutiny so we know that the information is recorded and accurate. PPM is Pupil Progress meetings which allows for an extra level of accountability and scrutiny to the data.</p> <ul style="list-style-type: none"> • Observations. The school wanted to work on the consistency of observations within EY to ensure high-quality interactions are taking place. Staff have made a conscious effort to remark on the remarkable. Activity overviews take place. Shrec approach training and use links into high-quality interactions. Staff expand on what children are seeing and their vocabulary constantly and encouraging conversation. Two members of staff are on an early language development course and feeding back key skills to members of the team to strengthen observations further. • Provision. Staff took a step back and looked at provision and what was required for the children. Every area of learning is now covered within the three rooms. It is key to ensure that all members of staff know what planned activities are. This links in with clear objectives which are shared with all. Staff are also making with the children for example pancakes and brownies and this is exciting for them. We enhance our provision; this might be linked to the story we are looking at that week. Training has taken place and we are looking at the transition for our children from Reception and ensuring all opportunities are given to them. <p><i>PH commented: the development has been rooted. All staff are 'singing from same sheet'. The EY team has influenced rather than enforced which is really powerful.</i></p> <p>LM added one of the main comments from Ofsted was how to build consistency amongst the team and BE has been very successful at building this culture. This is largely due to enabling a meaningful input from the whole team. Many of the systems described guarantee that in terms of future planning the practice will be consistent. LM noted that he was confident that the school was moving towards meeting the Ofsted target. External quality assurance takes place next Friday when the School Improvement Partner is coming in to take a deep dive into EY and we will be able to show the huge progress that has been made.</p> <p><i>JJ commented: I am particularly excited to hear about all the experiences that the children are having. Perhaps some of these they don't have the opportunity for with their families.</i></p> <p>LM added the awareness of parents is important, either through Facebook or other means, that the Nursery is a happy place and that the school is looking to grow its provision by increasing wrap around care.</p> <p><i>JJ commented: It is so important to keep parents involved.</i></p> <p>BE added that by visiting local environments the children want to go back and often do so with their parents.</p> <p>LM noted that a further success has been that BE has worked with curriculum leaders across the school. The curriculum is really rooted in EY and as a result the cultural capital is broadened</p> <p><i>Q: One of the Trust priority areas is reading. How effective is it in EY and how are you monitoring it?</i> We start with music and singing. Stories are at the forefront of everything that we do. We look at what the children are interested in reading. We took it back to basics after lockdown with nursery rhymes and puppets. We steered away from whiteboards. From summer 1 we have our read write inc in preparation for coming into Reception. We are passionate about storytelling, story telling voices and having a variety of key texts that they have chosen as a class. LM added one of the strategic challenges in reading has been the influx of new staff. The school has had nine new staff to read write inc as a scheme this year. BE has worked hard to provide coaching sessions, breaking down key processes and staff meetings about training.</p> <p>The school's projected outcomes are on track to be in line with national levels. Hopefully with further team building and expertise we will exceed it.</p>	

Item	Content	Action
	<p>What next? BE continued that the school will be creating a skill progression document for the environment and would like to develop an outside area to support the children’s development further, this will be actioned over the next two years. The school will continue to develop the recording of observations and is looking at providing extended wrap around care. It is hoped that this will impact on numbers coming into the school.</p> <p><i>Q: Are there any other priority areas that need to be actioned?</i> We will continue with early language development.</p> <p><i>Q: How does the transition to pre-school take place?</i> Our main feeder Nursery is Happy Days. When we receive a list of the children coming through we go and visit them in their nursery, we start a conversation with their key worker, we meet parents and we invite the children into our school as well as with their parents. For children who are on site the transition is easier. The message is that they are not moving schools but moving rooms.</p> <p><i>Q: Do you have a mix of social backgrounds?</i> Yes.</p> <p><i>Q: Quite often in the transition for children with challenging behaviour the information doesn’t get passed on, which can be frustrating for parents and the school.</i> Yes, we try and keep the communication channels with the previous school open for as long as possible.</p> <p>BE was thanked for her presentation and left the meeting.</p>	
0.2	<p>Update on Finances. Jon Newman, Chief Financial Officer for Ivy Education Trust updated governors present. Prior to the meeting management accounts to December 2022 had been circulated.</p> <p>JN gave a brief overview of the school’s position in terms of budgets and income and handed out a document to those present. The main income for next year is GAG income which is based on pupil numbers from last year. This is topped up periodically with government grants.</p> <p><i>Q: Is income for PP students hard to get?</i> It is fairly easy to get. There are systems in place for new parents to apply. Pupils no longer need to sign up as PP to be eligible for free school meals. JN continued. We now know our income for next year which is going to be in the region of £1.5 - £1.6 million.</p> <p>Costs were read. For many years staff costs have been planned and monitored. This year the Trust budgeted for a 3% increase for teachers which has been nearer to 6%. Support staff costs have increased from a budget of 3% to 8%. This means that we will spend more this year than budgeted and there is likely to be an overspend. We will need to rely on a collective tightening throughout the year.</p> <p><i>Q: Is this a national problem?</i> Yes. We do have reserves. Without them we would struggle. Next year the support staff pay award has been offered as another flat rate pay award. In addition pension costs will rise by 2%. We also have pupil numbers dropping off slightly.</p> <p><i>Q: Is the government increasing the amount paid per pupil?</i> No. This year the school has had to find the money. At the moment I am budgeting for a 5% pay-rise for teachers and 8% for support staff. Devon is one of the poorest authorities and underfunded. There are challenges. Currently we have 231 pupils funded but only 205 next year. JN will speak further with AW and LM about the situation. This year there is likely to be an overspend for the Trust. The gap between how much the income increases and pay awards are challenging for next year. AW added that the school is planning for the situation and will manage. JN added we are looking at how we can pool our talent across the Trust.</p> <p><i>Q: Do staff feel nervous because they could be moved from school to school?</i> The advantage is that you can keep the talent within the Trust. It grows the team and cross-school collaboration as schools are cross pollinating as well. We also brief staff early so there is time to support them if they have to move on. Sometimes we have to speculate. Our Nursery is an example. We have to maintain a certain ratio of staff to children. We have good forecasting systems which enables us to make plans to make savings. MMc added a deficit budget in itself is not a problem, it is about knowing that there is a planned route out of it which is key. JN continued if the pupil numbers remain stable this will help the situation. MMc added that the picture is the same for many schools across Devon with a 20% reduction in the birth rate. However, SEND provision schools remain hugely oversubscribed. LM added that an important strategy for TCSML is increasing the numbers in the Nursery and Reception.</p> <p>JN was thanked for his presentation and left the meeting.</p>	
23/4/1.1	Apologies:	

Item	Content	Action
	Apologies were received from Samantha Tribble.	
23/4/1.2	Declarations of Interest: None declared.	
23/4/1.3	Welcome to Andrew Webber: AW was welcomed as an appointed staff governor for Mill Lane.	
23/4/1.4	New Governor/Parent Governor/Chair Recruitment and succession planning A new governor email has been sent to parents and an article placed in the Newsletter but with no responses. The Chair added that it could be advertised to local businesses and within the local community. The LGO has signed TCS ML up to Inspiring Governance and Governors for Schools. A 'meet the governors' session has been programmed for Friday 31 st March.	
23/4/2.1	Matters Arising from meeting held on 26.01.23: (i) Charlotte Gobel will attend the May meeting to update on SEND progress. (ii) Ongoing action for governors is to review training options and skills on the NGA learning link and GovernorHub knowledge base The Key. (iii) Action: MMc to follow up with MY to meet with the SEND link at Exeter Road. (iv) Action: JJ to email LM about the Community Larder provision for parents. (v) Incorporating behaviour within the link governors' cycle of business. This will be actioned when the cycle of business is drawn up for the next academic year All other matters arising have been actioned.	MMc JJ
23/4/2.2	AGREED that the minutes dated 26.01.23 are a true and accurate record of the meeting.	
23/4/3	Chair's Update: The Chair advised that he had attended the Trust Chairs' committee on 21 st February 2023. Items to feedback are as follows: <ul style="list-style-type: none"> The Trust-wide financial position could be better. Staffing and energy costs remain two key risks. A recovery plan for deficits within school budgets are in place. JN is working with HT's for the FAR budget review which is at the end of March. Nick Hill from IET has been working trust-wide on how to energy costs. TCS ML should be energy efficient with new systems. Trust-wide priority areas are attendance and persistent absence. Attendance figures are problematic across Devon as a whole. There is also a national negative picture. Inclusion and what the Trust should be supporting had been discussed. SEND and reading are priority areas. Staff wellbeing was discussed. An Inset Day had been held on 10th February with positive feedback. Staff are in favour of cross-trust collaboration. Safeguarding and GDPR audits are underway if not completed in some schools. MMc asked if there were any priorities for TCS ML that governors wished to raise. LM noted that with reference to inclusion TCS ML is looking at how to meet the needs in-school of children with very high needs who are waiting for a placement into a specialist school. It was agreed that the perception of TCS ML as a good school requires marketing. LM agreed and advised that this formed part of the action plan for the summer term. The best way to support EAL children and understanding cultural changes and upskilling staff for a smooth landing was discussed.	MMc
23/4/4	Headteacher's Report/Update: LM referred to SIP areas in his report which had been circulated to governors prior to the meeting. Persistent Absenteeism. Raising the importance of attendance with families has been worked on by TCSML in the wake of post-covid anxieties and illness in December. Individual wellbeing and patterns have been researched in depth and involved teachers and TA's. The result has been a 28 percent reduction in persistent absenteeism in 9 weeks. The team has played to school strengths and adopted a multi-pronged approach. SLT have a core group of families to champion with positive coaching conversation. Patterns for persistent absentees have been researched. The school is in line with national figures for persistent absenteeism but the goal is to be better and to continue working on this issue.	

Item	Content	Action
	<p>Richness of curriculum The school is pleased with the continuing richness of the curriculum. Deep dives and quality assurance into subjects continue. RE, described by some children as boring in the last Ofsted, is now loved by pupils and reflected in behaviour and attitudes. This is also reflected in PSHE. The broader cultural capital is evident. Deep dives in music have taken place showing the children's appreciation of the artistic aspect. The school would like to see a shift in some subjects with regards to delivery and retention of knowledge and so certain subjects will be highlighted.</p> <p>Assessment and cultural capital One of the challenges and opportunities for this year has been the number of new staff to the school. How to nurture these talents whilst embedding successful systems is key. ECT's and TA's are on track with assessments. The school is continually mentoring, observing and cascading knowledge. The SIP area of writing will be quality assured by the school improvement partner next week.</p> <p>Next half term the focus will be on key outcomes for Y2 and Y6 SATS and the school is preparing children for the challenge by working with them and revision will start after the Easter half-term. The school has had good movement on forecasts and how the children are getting on in their preparations. Funds will be invested into the catch-up tutor to work alongside and support these children. There will be some staff changes but the positive work will continue.</p> <p>EY is a reflection of good leadership with an excellent team and setting that enables the children to have a rich deal. The school is thinking about how it can secure those systems as teams change and provide an outdoor provision with a measured approach to this addition.</p> <p>A safeguarding audit from Babcock has taken place. A quality of education audit will take place next week and a GDPR review will be undertaken. The safeguarding audit was positive and recognised good governor input. The audit was evidenced by pro-active actions. SEND updates. The school currently has some complex EHCP cases and is trying to pursue funding for these pupils with some success.</p> <p><i>Q: How many children are on the waiting list?</i> There are a few on the waiting list. Problems are that it is hard to attain an initial assessment without an educational psychologist and the school is also working with parents to understand how to identify needs. Placing children to special school is very difficult. The school improvement partner will be asked to review the SEND targets to ensure that the school is on track.</p> <p>Leadership and management Nursery numbers are growing significantly. The school is constantly marketing this area including the wrap around care to be put in place this summer. However, the school's reputation in town needs lifting. This is the reason why the name change to Teignmouth Primary School is being requested and rebranding taking place. The 50th anniversary of the school is coming up next term. Various socially responsible activities will be organised within the community to celebrate this and which the school will look to build into the curriculum. In year numbers have risen and the school would like to get to 260 by the end of year.</p> <p>Behaviour and attitudes Children have welcomed new EAL children well and celebrated them at school. It is lovely to see the class shine like this. They are accepted and included. The school needs to celebrate that we are not racist. We have seen a reduction in negative incidents as well. It is usually about ten children contributing to this, not always the same children.</p> <p><i>Q: How are you reducing negative incidents?</i> We are looking at individuals and what their issues are whilst working with the Social and Mental Health (SEMH) team. We are also looking at reinforcing clear boundaries with whole school team and this has helped to lower incidents. Training for staff has been undertaken and strategies implemented for home as well as class. We are also making sure that the behaviours highlighted are not necessarily negative ones, so spreading positivity. Day suspensions have reduced. Attitudes and behaviour are about positivity in lessons and learning behaviours for life and we want to build on this next year.</p> <p><i>Q: KS1 behaviour seems to be tricky. Is this a Trust-wide trend? Is it because of lockdown?</i> Different aspects are brought to bear with this. Some of it is due to the fact that children missed early socialisation or experienced early trauma because of lockdown and we have looked at how</p>	

Item	Content	Action
	<p>to support these pupils. KS2 has had a rapid decline of negative behavioural incidents. The school has put further adult support into Y1. The Inclusion team are working with this cohort in the afternoons. We are looking at hotspots and using tutor time to keep outcomes high. An improvement has been seen this half term.</p> <p><i>Q: What support systems are in place for negative behaviour?</i> It is multi-faceted. We are working with Early Help much sooner and getting in before the problem arises. It reduces the stigma of it if a group of parents can understand that they are not alone with the challenges and we also offer training for them with an external person.</p> <p><i>Q: With regards to absenteeism, are there cases when you use the LA?</i> Yes, with unauthorised holiday in particular. If it goes over a certain trigger point then DCC is involved.</p> <p><i>Q: How often do you have to do the application for those pupils on part-time timetables?</i> The school has to do the application half termly. We currently have three children on part time timetables. For any child accessing alternative provision the school has to undertake robust safeguarding checks and on-site visits.</p> <p><i>Q: One of the action points from the last LGB meeting was to invite governors to attend pupil progress report meetings. Has this been done yet?</i> Yes, this will take place in the last week of March. Anonymity of children will be upheld.</p> <p><i>Q: Has the opportunity to meet with ECTs taken place?</i> Yes. Further opportunities may be available in the summer term.</p> <p><i>Q: Has extra support been made available for teachers if they need it?</i> Yes. Weekly coaching sessions are held and observations of senior teachers made available. Maintaining processes to keep training relevant and confidence enhancing is also key to improvement.</p> <p>LM was heartily thanked for his report. Governors noted and approved the positive vocabulary used to champion absenteeism and agreed that the school currently offers a positive setting for children to thrive.</p>	
23/4/5	<p>Results from Trust-wide staff survey:</p> <p>Results from the trust-wide staff survey have been received. Congratulations were extended to LM on the positive feedback from TCS ML. Twenty-three staff responded, nearly all of whom were teachers.</p> <p><i>Q: Is there anything we can do to help the lack of response from non-teaching staff and can we do anything around engagement to improve this?</i> This could be due to the fact that the survey was sent by email. There was also no room for comments after questions which we will address. We will promote the fact that support staff can fill in the survey during the day. It was suggested that some of the terminology was aimed at professional staff. The school held a staff wellbeing session on Wednesday. Notes were placed in suggestion boxes. Negative comments mainly related to IT issues being stressful and relationships with some parents being difficult. The school is looking at how to support staff further with these issues.</p> <p><i>Q: Is it possible that themes or trends for non-teaching staff were not represented in the survey and this affected their response rate?</i> Yes</p> <p><i>Q: How are you going to support issues highlighted in the survey?</i> We will hold weekly meetings to recap key messages and what the Trust can do to support.</p> <p>From the feedback it is evident that most staff find their workload manageable – this is a positive picture against the national trend.</p> <p>Action: MMc to draw up summary notes from the results of the survey to share with the Trust. LM noted that he would like to know what habits are working well across the Trust schools.</p>	MMc
23/4/6	<p>Name change process:</p> <p>AW passed a document to governors detailing the name change process. The rationale behind the name change is that the school would like to establish its primary identity. A logo based on the children's designs has been developed and it is based on growing and green behaviours. Uniform prototypes which are smart, primary and affordable have been drawn up to show to parents. The formal name change needs to be ratified by governors and then the Trust board.</p> <p>To allow governors time to read the proposal it was AGREED that governor ratification would take place online following the meeting using GovernorHub. The LGO would then request the TGO to place the proposal on the agenda at the next Trust Board meeting.</p>	LGO
23/4/7	<p>Feedback from Committee meetings and Link Governor Reports:</p>	
23/4/7.1	<p>Safeguarding and Behaviour:</p>	

Item	Content	Action
	RE reported that an SCR check had been undertaken. This had been a straightforward visit. RE has attended training on Safer Recruitment. RE will attend Mental Health training on the 20 th March.	
23/4/7.2	SEND, Inclusion and Pupil Premium: An update had not been received from MY. Charlotte Gobel will present at the next LGB meeting.	
23/4/7.3	Early Years: PH was thanked for her report. PH assured governors that BE does hold people to account but based on positives and an empowerment of others. This is a positive to sell to prospective parents along with the quality of the EY team.	
23/4/7.4	Curriculum & Quality of Teaching: Nothing to raise.	
23/4/7.5	Finance & People: This has been discussed above. MMc met with LM and AW last week. This will be followed up with an in-depth review in line with the Trust finance policy. MMc will follow up with MY from a SEND and PP funding perspective. Energy efficiency and conservation is encouraged within school particularly if it can engage the children.	MMc
23/4/8	Policies & Procedures:	
23/4/8.1	Site Security: The Site Security policy 2022 was APPROVED . Any concerns are to be drawn to AW's attention.	
23/4/8.2	Policy for approval at the next meeting: Medical Procedure	
23/3/9	Governor Visits and Training: MMc advised that he had attended Governor update training in February. Common issues across Chairs in Devon had been discussed along with retention of non-teaching staff. It had been noted that pupil numbers are declining apart from in specialist schools. <i>Q: Are numbers declining in both primary and secondary schools?</i> Yes. There have been updates made to the Attendance policy. LM confirmed that he was clear on the changes. An attendance charter for keeping children in school and a staff wellbeing charter are being developed and will be brought to the next LGB for consideration as to whether TCS ML should sign up to them. There is a new self-evaluation tool for Prevent.	
	Date of Next Meeting: 11.05.23, 5pm. As the scheduled date of the 4 th May will clash with elections the next meeting will be held on the 11 th May.	
	The meeting closed at 19.03	