

MINUTES
of the meeting of the Local Governing Body of
Teignmouth Community School, Mill Lane
held on Thursday 18 May 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
Samantha Tribble	Parent Governor	ST
Maggie York	Co-Opted Governor and Governor Responsible for SEND	MY
Rachel Hill	Local Governance Officer	LGO
Rachel Spanswick (until 18.30)	Potential new co-opted Governor	RS
Charlotte Gobel	SENDCo	
Apologies:		
Maggie York	Co-Opted Governor and Governor Responsible for SEND	MY
Andrew Webber	Non-teaching Staff Governor	AW
Absent without apologies:		

Key to acronyms

DSL	Designated Safeguarding Lead	IET	Ivy Education Trust
EHCPs	Education, Health and Care Plans	TCS ML	Teignmouth Community School, Mill Lane
EPs	Educational Psychologists	SEMH	Social, emotional and mental health
EYFS	Early Years Foundation Stage	LGB	Local Governing Board
SEN	Special Educational Needs	SENDCo	Special Educational Needs Coordinator
HT	Head Teacher	EY	Early Years
SMART targets	Specific, measurable, achievable, relevant and time-bound targets	CPD	Continuing professional development
SALT	Speech and Language Therapy	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	ASD	Autism spectrum disorder

The meeting opened at 5pm. The Chair welcomed all present and thanked Governors for their time and contribution to the school. Charlotte Gobel, SENDCo was thanked for presenting on SEND progress.

Item	Content	Action
0.1	<p>Update on SEND Progress</p> <p>Charlotte Gobel, SENDCo handed a presentation document to governors present on the progress of SEND based on the SIP and the recent Ofsted inspection. A redacted copy is on GovernorHub.</p> <p>CG continued. There are high numbers of pupils on the Mill Lane SEND register totalling 73 from the Reception cohort upwards. This could be because the school does not turn SEND students away and the provision is good. The school would like to keep numbers manageable so that the provision remains high.</p> <p><i>Q: With SEN numbers above Devon and National why are the number of pupils with EHCPs below Devon and National?</i> It is hard to get EHCP pupils because the support of EPs has largely been withdrawn.</p>	

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	<p><i>Q: What could the percentage of EHCP pupils be in the future?</i> Not that high because our provision is good. Many SEND pupils fall within the speech area of need which we are good at managing on a daily basis. Being able to provide intervention early makes an impact.</p> <p>The group of EYFS children on the SEN register for spring are being closely monitored. Until professionals have been involved they won't move up.</p> <p><i>Q: In the range of diagnosis what does APD mean?</i> Auditory processing disorder. It is to do with memory.</p> <p><i>Q: What does DLD mean?</i> Developmental Language Disorder.</p> <p><i>Q: What does SpLD mean?</i> Specific learning difficulty. It is to do with language.</p> <p>The assessment process for autism spectrum disorder (ASD) takes approximately two years. The school sends off the paperwork and then has to wait for it to be assessed. The school has provided a nurture group to support these children whilst they are on the list.</p> <p>At their inspection Ofsted identified that the SEND School Improvement Plan was not measurable. The target plans have now been reworked to demonstrate desired outcomes. The next step is converting the desired outcomes into SMART targets which will be met by the end of the year.</p> <p>SEN learning walks provide quality assurance. Target 1's measurable, precise focus is for the SENDCo to upskill staff so that all teachers and TA's have sound knowledge of SEND pupils in their class and to plan accordingly to meet their needs. LM added that when Sara Ryder undertook her review she had been impressed with what Charlotte Gobel has achieved. At the Ofsted inspection it was clear that targets and MyPlans required more precision. Charlotte has driven this forward and shifted how SEN is approached across the school.</p> <p><i>Q: Is there a clearer picture of how pupils reach desired outcomes?</i> Yes. We can now demonstrate this.</p> <p><i>Q: How do you feed back to parents?</i> They get a copy of the targets. The future for SEND at Teignmouth Primary will be more about the children's voice and parents.</p> <p><i>Q: How have you supported teachers and TAs to meet targets?</i> I have spoken a lot more with TA's this year as they are dealing with interventions. SALT is our biggest need across the board. We held a whole school staff meeting on 1st Feb on Colourful Semantics and will hold a whole school staff meeting on blank level questioning in June.</p> <p>Because of the SMART targets we are able to hold teachers to account further. Every teacher is a teacher of SEND. We now have more rigour ensuring that children get what they are entitled to.</p> <p>All speech children have been observed by Charlotte Harthill (CH), Treetops Speech and Language, who is now working with the nursery children. This has ensured quick interventions when required. Charlotte will continue to assist with speech needs and will come in twice per half term.</p> <p><i>Q: How do you involve parents?</i> Parents receive a copy of their child's MyPlan and we also meet with them.</p> <p>Target 2 of the SEND SIP was to create consistent approaches to supporting pupils SEMH through Nurture sessions. The question raised by Ofsted was 'how do you measure it?' We now have a concern form completed by the teacher and parent. The first initial concern goes on the form and this is the start of a paper trail. Following this CH observes and confirms the need. At the beginning of the year, all children who have been triaged to attend the Nurture groups are profiled using Boxall Profiling. From this profile groups are created. Any new children who join the Nurture groups throughout the year are also profiled. Progress is assessed through provision maps or My plans. At the end of the year, remaining children are Boxall profiled again. Nurture groups are evaluated every term and the sessions are planned to follow on week by week.</p> <p><i>Q: What has turned out to be the biggest needs?</i> Social skills and anxiety.</p> <p>The two Nurture Rooms have been revamped. One is learning based the other nurture based. Over the last two terms the school has created ASD groups and built strategies to help the pupils. This has had good feedback from parents. We also have an anger management group.</p>	

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	<p>The future for SEND at Teignmouth Primary is about children's voice and how we can support them to take ownership over their plans.</p> <p><i>Q: Is it about personally knowing their struggle and how to overcome it?</i> Yes. Sometimes children don't or can't communicate about what they are struggling with.</p> <p><i>Q: Are there SEND pupils on the student council?</i> There aren't any barriers for the SEN cohort to student council or to pupil voice.</p> <p>Charlotte was sincerely thanked by all governors for her presentation, hard work and achievements with SEND at Mill Lane.</p>	
23/5/1.1	<p>Apologies: Apologies were received from Maggie York and Andrew Webber.</p>	
23/5/1.2	<p>Declarations of Interest: None declared.</p>	
23/5/1.3	<p>Election of Chair: MMc's term of office as Chair and a governor at TCS ML ends on 13th June. Action: MMc to put together handover documents and redraft a role description. Documents to be shared with the LGO and HT prior to distribution to Governors. Governors could consider rotating Chairs until a Chair is nominated. Action: MMc to draft the agenda for the next meeting with the HT and LGO.</p>	<p>MMc</p> <p>MMc/LGO/ HT</p>
23/5/1.4	<p>Proposed new co-opted Governor Rachel Spanswick: An application to become a co-opted governor had been received from Rachel Spanswick and a redacted copy had been circulated on GovernorHub prior to the meeting. RS was invited to explain her motivations for joining the LGB and aims for becoming a governor. RS explained that her background is Early Years having run nurseries. She is an independent custody visitor volunteer. RS is interested in outcomes for children. She is used to working as a team and is keen to be part of the local community and volunteer.</p> <p>RS left the meeting for governors to discuss her nomination and vote. MMc proposed the appointment of RS. Governors were unanimously in favour and duly APPOINTED.</p> <p>RS was invited back into the meeting as a guest. MMc confirmed that RS's appointment will go to Trust Board on 18.07.23 for formal ratification. MMc advised that he had spoken with RS about the possibility of becoming the link governor for Health & Safety and Policy monitoring aspects.</p> <p>Due to MMc's term of office ending, the link governor role for performance data will become vacant. JJ expressed interest in taking this on in addition to her current role.</p>	
23/5/2.1	<p>Matters Arising from meeting held on 16.03.23: Action: MMc to meet with MY regarding SEND and transition.</p>	<p>MMc</p>
23/5/2.2	<p>AGREED that the minutes dated 16.03.23 are a true and accurate record of the meeting.</p>	
23/5/3	<p>Chair's Update:</p> <ul style="list-style-type: none"> • There will be an IET training event at the Passage House Inn, Kingsteignton on 23rd May, 4.30 start. RE to advise whether she can attend. RS is welcome to attend. • NAC identified the large number of Early Help cases the college has. LM advised that TCS ML has appointed an EH co-ordinator this year who is not the DSL which has resulted in lowered child/need cases. • NAC has held a meet and greet staff and governors' session which had been successful. This could be an opportunity for future activities. Term 1 would be opportune to hold a parents/governors meet and greet as new Reception parents could be involved. A meet and greet with staff in the Summer term to reflect on the year would be beneficial. Action: LM to provide possible dates. 	<p>LM</p>
23/5/4	<p>Headteacher's Report/Update: The HT's report had been circulated to all governors prior to the meeting and was taken as read.</p> <p>LM reported that last term the Safeguarding audit had taken place, Sarah Ryder had visited to review the SIP, a Health & Safety audit had taken place and TCS ML were the guinea pig of a Trust evaluation tool.</p>	

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	<p>Sarah Ryder (SR), the Connect Academy Trust School Improvement Lead review: Visit notes from the review undertaken by Sarah Ryder and Andrew Swainson, Connect Head on 24 March 2023 had been circulated to all Governors in advance of the meeting. EYFS, Writing and SEND were reviewed and areas for improvement noted.</p> <p>EYFS The review had been very positive and SR commented on how much the school had evolved in this area since the last Ofsted inspection. The quality of interactions with the children, breadth of the curriculum and consistency of staff practice were viewed as a strength in the growing nurseries. Future work will be about developing from Early Years into Year 1 and the school would like to work on outdoor space education further.</p> <p>SEND Since the last Ofsted systems have been developed by the acting SENDCo. SMART targets on IEPs have been driven forward.</p> <p>Writing Outcomes are in line with national and progress is positive. Children are now building year on year.</p> <p>The final aspect SR asked to look at was assessment of foundation subjects. SR advised that recording on target tracker was 'over assessing' in her view and recommended this element is dropped.</p> <p>SR has been booked to come in to review the school again for later in the year.</p> <p>MMc acknowledged that following the Good Ofsted inspection of last year, to receive this report proves that the school has pushed beyond, this has been evidenced by an external party and is something to be proud of.</p> <p>Attendance Attendance has improved with the new processes put in place and there has been a drop from 50 to 25 in persistent absentees. The message is that attendance is a symptom of wellbeing and staff need to understand their responsibility.</p> <p>Moving forwards the renewal of some TA contracts could be in jeopardy due to budget restraints and the school will notice their absence as they have been used for interventions. The school will be looking at different intervention models.</p> <p>Data outcomes TCS ML continues to use White Rose. Maths attainment has been static. Having looked into books it was found that children were working towards a level and raising expectations was required. The school needs to expose pupils to a high level and work on how teachers can scaffold them to reach this level.</p> <p>The greater depth level remains fairly static and marries up with what has been seen on learning walks. How to aim higher will be part of CPD moving forward.</p> <p>SEN progress has been skewed by children who are on role but not in school. The school is holding weekly check ins to ensure children are being pushed further.</p> <p>Trust self-evaluation: RE noted that the school's approach to attendance is refreshing and it is evident that teachers are trying to find the problem and fix it. LM continued there are certain key families we will start meeting with in July and then again in September.</p> <p><i>Q: Is this something you have discussed with other HTs?</i> I have discussed it with Katy Quinn and Paul Cornish. The method enables parents to feel part of the solution.</p> <p><i>Q: There is a projected budget gap for SEND next year. Is this going to impact on provision?</i> Part of the answer will be how we look at using TAs. The other aspect is first quality teaching. We will need to rigorously timetable. At present we have two TAs per class but the impact of budget constraints will alter this next year. TAs will not be able to pick up interventions on cuspings. The positive side is that children will be taken less out of curriculum time for intervention.</p>	

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	<p><i>Q: You will need an understanding with class teachers as well. How will you support them?</i> We will aim to maximise the impact of the teacher in front of the class.</p> <p><i>Q: Is this an issue to flag up with the Trust?</i> We will need to push to get EHCP funding to ensure we can support the children. We will be refining the structure and systems. Governors are encouraged to have a closer focus on this.</p> <p>LM continued that Annabelle Thomas will be returning as Head Teacher on August 25th. LM will be on leave the first two weeks of term.</p> <p>Action: LM to put RE in touch with the ECT teachers so that she may meet with them. To note ECT is now an internal structure, not a policy. PH to meet with the Year 1 teacher.</p> <p>JJ expressed interest in reviewing the deep dive into curriculum in the Autumn. Behaviour training will be held again in the Autumn term and governor review of this would be welcomed, together with Safeguarding and SEND because of triangulation.</p> <p>School growth</p> <p>There has been a huge push to increase numbers. The Nursery is now at 49 children. Reception to Y6 will start with 190 pupils. However, there is a large Y6 cohort leaving and a small Reception cohort joining. Increasing pupil numbers needs to remain a focus for next year. Establishing the new name of the school should improve perception. Community projects will be held around the town in the future. The school will be involved with Teignmouth week commencing 10th July and holding a celebration of the school with members of the community on July 11th from 2-4pm. The marketing team will send out invitations shortly.</p>	LM/RE/PH
23/5/5	<p>Plan for refresh of green behaviours:</p> <p>At present the school has 6 green behaviours. It used to be 10. Ideally staff would like to narrow it down to 3 or 4 green behaviours. One suggestion has been aspiration, responsibility and respect. Independence and resilience have also been mooted.</p> <p><i>Q: Is there anything around caring for each other. Kindness and care?</i> Ideally, we are looking for skills you can scaffold for learning and life. I will take your suggestion back to the team. <i>Kindness and care could come into aspiration.</i> Yes, it could be a behaviour that we can teach.</p> <p><i>Q: Are you currently consulting?</i> I have spoken to the SLT and staff. We will focus on this in September.</p> <p><i>Q: Would you ask School Council for their suggestions?</i> Yes, we want pupil voice as well.</p>	
23/5/6	<p>Branded jumpers with new name/logo:</p> <p>Examples of three possible jumpers and logos were shown to governors.</p> <p><i>Q: Which is most available in shops?</i> They have to be ordered, but the cost should be lower than in the shops. There is a facility in the budget to pay for the first jumper for each child. PE kit will be simple white round neck T's. Trousers, shoes and T shirts will remain the same as now.</p> <p><i>Q: Could we do a badge that's stitched on?</i> This option could lead to a range of blue jumper shades. Governors liked option B of the jumpers which was also the consensus choice of staff.</p>	
23/5/7	<p>Review of the School Risk Register:</p> <p>A copy of the school risk register had been circulated to Governors prior to the meeting. The HT drew attention to the highest areas of risk and further action required</p> <ul style="list-style-type: none"> • Recruiting sufficient learners. Twenty-one children will be coming into Reception. The school needs to maintain marketing impetus. • IT. Investment in IT infrastructure and hardware has been implemented, however the risk can't be lowered until new systems have been embedded and staff confidence in them maintained. • Safeguarding is a low risk but the impact remains high if it does not operate effectively. • Other areas for note are the school budget because of pupil numbers and staff retention. <p><i>Q: Is it worth reviewing the risk around teaching and learning in light of TA provision next year?</i> The risk would lie around the TAs structuring, but the quality of provision is not at risk.</p>	
23/5/8	<p>Feedback from Committee meetings and Link Governor Reports:</p>	
23/5/8.1	<p>Safeguarding and Behaviour:</p> <p>RE was thanked for her reports and asked if she would like to draw anything to governors' attention.</p>	

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	<p>RE responded that she wanted to flag KS2 pupil voice. A group of 4 children described that they had worries but didn't really know who to talk to about them. Sometimes they didn't feel listened to by adults in the school and being told not to worry wasn't very helpful. As a result of this Claire Fleming has met with staff and talked about adult availability to respond to this group and identified with KS2 the adults they can chat to.</p> <p>JJ added that this linked to her visit to school council. It was clear that council members understood their role but clarity around strategies of how to get their class involved following discussions required development.</p> <p>RE continued that she had met with Jon Ball regarding the school trip policy. The Key on GovernorHub mentions that the staff code of conduct should be included in this policy. They had also talked about inclusivity with the idea being to make sure everyone can attend. The policy is due to be reviewed in September.</p>	
23/5/8.2	<p>SEND, Inclusion and Pupil Premium: MMc suggested that at the next LGB meeting Claire Fleming, Designated Safeguarding Lead, is asked to present to Governors on how the school develops wellbeing for staff and students within the school. Action LM to invite CF.</p>	LM
23/5/8.3	<p>Early Years: PH advised that she would be visiting the school to focus on the transition between Nursery and Reception and then KS1. BE to write the title.</p>	
23/5/8.4	<p>Curriculum & Quality of Teaching: JJ was thanked for her reports. JJ has attended a PP progress meeting with LM and Paul Corrie and a staff meeting about how to manage SAT tests. JJ also attended a school council meeting.</p>	
23/5/8.5	<p>Finance & People: MMc reported. There is nothing further to report since the finance update at the last meeting. MMc will meet with AW to talk about checks and balances of financial approvals. Discussion took place around whether staff should be more ambitious with their budget requests. LM responded that they were going through the process to check impact before requesting. MMc has met with LM for a behaviour update and spring term performance data. Action: MMc to provide a summary report in time for the next meeting. There is a bid in from the Trust for an outreach provision for nurture – inclusion in setting. Teachers and TAs would be funded by Trust. With this provision, TCS ML needs to be mindful of the school's reputation and that it is not detrimental to the children at school. LM suggested that it should be viewed as therapeutic sessions. This provision should not deplete from the nurture provision for pupils.</p>	MMc
23/5/9	Policies & Procedures:	
23/5/9.1	<p>Medical Procedure: <i>Q: In redrafting of policies do you draw on external input and how do you ensure it is compliant?</i> <i>Action: LM to discuss with AW</i> Subject to a satisfactory response the Medical Procedure policy was APPROVED. <i>Q: How do parents know about aspects of policy?</i> It will be in their welcome pack – also if parents come in we inform them then.</p>	
23/5/9.2	<p>Policy for approval at the next meeting: Disability Equality Scheme and Accessibility Plan</p>	
23/5/10	<p>Governor Visits and Training: None</p>	
23/5/11	<p>Pay & Performance mid-year monitoring review: The meeting moved to Part II minutes The meeting returned to Part I minutes</p>	
	<p>Date of Next Meeting: 22 June 2023, 5pm Sincere thanks from the school were extended to MMc for his support of staff, pupils and Governors during his term as a Governor and Chair. MMc's leadership has been much appreciated and it will be a loss not to have him on the Board. The wonderful legacy MMc will leave from his time with TCS ML was acknowledged.</p>	
	The meeting closed at 19.45	