

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

Present:		
Name	Title/Role	Initials
Simon Shadbolt	Chair	SSh
Annabelle Thomas	Executive Headteacher	AT
Luke Marchant	Head of School/Staff Governor	LM
Pat Henchie	Co-opted Governor	PH
Rachel England	Co-Opted Governor	RE
Jackie Jackson	Co-Opted Governor	JJ
Samantha Tribble	Parent Governor	ST
Rachel Spanswick	Co-opted Governor	RS
In Attendance:		
Rachel Hill	Local Governance Officer	LGO
Danielle Drew	Proposed new staff governor	DD
Emma Moore	Proposed new parent governor	EM
Sarah Dudley	Assistant Headteacher (Teaching and Learning lead)	SD
Absent:		
Maggie York	Co-Opted Governor	MY

Key to acronyms

PPA	Planning, preparation and assessment	T&L	Teaching and Learning
TCSER	Teignmouth Community School Exeter Road	TPS ML	Teignmouth Primary School, Mill Lane
GH	GovernorHub	LGB	Local Governing Board
ToR	Terms of Reference	EHT	Executive Head Teacher
P&P	Pay & Performance committee	SCR	Single Central Record
TGO	Trust Governance Officer	PP	Pupil Premium
HoS	Head of School	SIP	School Improvement Plan

	Housekeeping:	Action
24/2/1.1	<p>Welcome and Apologies: The Chair welcomed all present and in particular Danielle Drew, proposed new staff governor and Emma Moore proposed new parent governor. SSh reiterated the two core functions of the LGB; to receive the Link Governor Visit Forms and HoS reports.</p>	
24/2/1.2	<p>Declarations of Interest: None declared. The Chair reminded all present to respect confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.</p>	
24/2	<p>Proposed governors: DD and EM were asked to briefly leave the meeting whilst governors considered their applications, a redacted copy of which had been posted in GH prior to the meeting.</p>	
24/2/1.3	<p>Proposed new staff governor, Danielle Drew: AT advised that Danielle Drew runs the After-School Club. DD is also a parent, versatile, a TA at school and would be a good asset to the LGB. Following the nomination process staff had appointed Danielle Drew as a Staff Governor. It was proposed that DD's appointment be considered, upon full recommendation from the LGB, at the Trust Board meeting on Tuesday 12 December 2023.</p>	LGO
24/2/1.4	<p>Proposed new parent governor, Emma Moore: AT advised that Emma Moore has a good skillset to bring to the LGB. She currently volunteers part-time in Reception at Mill Lane and works as a Food Technician at TC SER. The Chair advised that following a full nomination process, there is one candidate for one vacancy. Recommendation is sought from Governors to the Trust Board that EM's appointment as a Parent Governor be considered at their meeting on Tuesday 12 December 2023.</p>	LGO
24/2/1.5	<p>DD and EM were invited back into the meeting as guests and were advised the outcome of the governors' decision above. Their applications would now be forwarded to Trust Board for</p>	

	approval on the 12.12.2023. Subject to satisfactory DBS, reference checks and Trust Board approval they would be welcomed as governors at the next meeting of the LGB. The LGO briefly outlined the induction process and advised that she would be in touch shortly with next steps.	LGO
	Standing Items:	
24/2/2.1	Matters Arising from meeting held on 21.09.23: Any matters arising are included within this agenda.	
24/2/2.2	Agree as a true and accurate record: AGREED that the minutes dated 21.09.23 are a true and accurate record of the meeting.	
	Strategic Items:	
24/2/3.1	Matters arising from IET: <ul style="list-style-type: none"> The Chair advised that IET have reworked the Visit Form to include the 5 Pillars. TPS ML now needs to look at linking the pillars with link governor roles. AT advised that a new strategy and Vision for IET is currently being written. This will be presented to schools in January. School Vision statements will be rewritten in January. One of the messages is about how it will be delivered to schools. This might come from the Trust team. 	Chair/LGO
24/2/4.1	<p>Head of School's Report: LM introduced Sarah Dudley (Assistant Headteacher and Teaching and Learning Lead) to governors. LM reported that one of key areas at TPSML is handwriting. It is also a SIP target. SD would also update governors on the reading framework.</p> <p>Handwriting – Sarah Dudley SD handed out a presentation document named Handwriting Guidelines and Progression July 2022. SD to email a copy to the LGO for distribution to governors. This document details the objective, aims and expectations for handwriting. It includes Inclusion for children who experience handwriting difficulties and Handwriting at Home. The document also details how handwriting is taught to all pupils beginning at Early Years to Upper Key Stage. How correct posture and pencil grip is also detailed.</p> <p>At the Ofsted inspection before covid handwriting and presentation were noted as a positive. However, handwriting has been hit by covid and particularly years 3,4 and 5 are struggling with it. As a result, the school went back to the drawing board and developed three clear aims to address this issue. TPSML purchased the Letter-join scheme. This scheme and Lesson Planners are used as the basis of handwriting teaching as it covers all the requirements of the National Curriculum. Letter-join provides activities to help with motor skills. SD then outlined the next steps. Impact will be seen but it will be in the longer term.</p> <p><i>Q: How do you know when progress has been made?</i> Progress is evident in the written work.</p> <p><i>Q: Are there any objective tests?</i> No, objectives are set within the National Curriculum. All teachers have transcription within their timetables. Letter-join resources help support spelling as well. LM added that writing outcomes will be assessed through a deep dive which will take place next week. A qualitative review will take place alongside this.</p> <p><i>Q: Is there a catch-up intervention in place for children in Year 5 who are not the best at handwriting?</i> We have adapted the intervention used for Years 1 and 2. There is a catch-up intervention scheme that looks diagnostically. This can be used through the TA and extra provisions from the teacher. I-pad games can be used independently with the children. The older pupils can have independent practice. We can also provide thicker pencils or pen grips. All children write in pen in KS2. We work adaptively to ensure children have pleasure in writing. We ensure our teachers are constantly aware of issues. We also ensure all teachers are upskilled.</p> <p><i>Q: Are you comfortable with your parent engagement around this approach? Do you think there might need to be more?</i> Yes, I think so. <i>Can we simplify some of the key points?</i> I'm more than happy to do this. <i>It might be helpful to have a couple of sheets about it?</i> Yes, we can look at this at the Parent Forum.</p> <p><i>Q: Is there something they can use at home?</i> They can go onto Letter-join, but we don't want them using their finger for everything.</p> <p>Reading Framework SD spoke about the context behind the reading framework. The audits had been researched to ensure the school was meeting these in the areas of Early Years and Early Reading. Discussion took place as to how embedded poetry and rhyme was in the school. It had been agreed that</p>	<p>SD/LGO</p> <p>SD</p> <p>LGO</p>

	<p>school should continue working on how to improve poetry and a poetry spine had been developed. A copy of this was handed to governors' present. SD to send an electronic copy to the LGO for distribution.</p> <p>The poetry spine progression begins with nursery rhymes and songs in EYFS, and then moves through to more challenging poetic features and language as the children progress through the key stages. They will encounter this varied selection of poems in reading lessons, where vocabulary and meaning can be explored and explained, together with the development of their wider reading skills. Each year group will learn by heart at least one poem per half term to be performed and shared with their peers, parents or visitors.</p> <p>Good quality non-fiction books have been assigned to each class and children are read to daily by their class reader.</p> <p>PH noted that Teignmouth has an active poetry and writing group and members might be able to come to school and read poems and stories with the children. PH to follow up and to let SD know if this could be a possibility.</p> <p>SD left the meeting at 17.35</p>	PH
Reports from Link Governors:		
24/2/5.1	<p>Safeguarding, PSHE & Behaviour: Rachel England</p> <p>RE's Single Central Record Visit Form had been uploaded to GH prior to the meeting together with the Safeguarding Visit form dated 22.09.2023. RE advised that she visits every half term. Andrew Webber had been poorly on her last visit to go through the school's SCR. CF and LB had completed an SCR week commencing 02/10 which had been emailed for RE's review.</p> <p>The staff survey had been reviewed in June. Both Claire Fleming and RE had reflected on the need for continuous CPD in all areas.</p> <p>RE had met with Claire Fleming to talk about safeguarding concerns and issues that can be raised. CF will send her safeguarding and mental health action plan to RE and they will develop a theme together to explore for the next meeting.</p> <p>RE has attended the KCSiE, Inset Day and IET safeguarding training.</p> <p>RE encouraged all governors to contact her for any specific safeguarding training requests and also if they wanted to talk through anything they might see of a safeguarding nature that they didn't know how to deal with.</p> <p><i>Q: How did you find the safeguarding training?</i> It was very good. TPSML has a high proportion of children who need the limited Early Help services. There is a good split between safeguarding and the early help co-ordinator.</p> <p>AT updated those present that Laura Pearl stood down from her secondary safeguarding role and is no longer sharing the Trust safeguarding role with Claire Fleming. Claire has been booked onto SCR training with Jon Galling who will be working on a one to one basis with her.</p> <p>PH advised that she had also met with Claire Fleming to discuss the Safeguarding Policy and school practice.</p> <p>Governors discussed the Employee Assistance Programme for staff and how it will continue to be signposted. RE noted that she will review mental health of staff and children in Term 5, May.</p>	
24/2/5.2	<p>SEND & Pupil Premium: Maggie York</p> <p>No report received.</p>	
24/2/5.3	<p>Quality of Teaching and Curriculum: Jackie Jackson</p> <p>JJ's Visit Form dated 28.09.23 had been uploaded to GH prior to the meeting. The objective was to observe a KS2 moderation and assessment in English with the focus of reading and writing.</p> <p>JJ had also spent time after school with Sarah Dudley to meet teachers, not to look at results but to look at what assessment looks like. There had been detailed discussion about pieces of</p>	

	<p>work and how to take pupils to the next step and also how to identify high achievers good work on assessment and moderation across staff.</p> <p>LM added that moderation assessment meetings are key to ensure that judgements the staff are taking are accurate.</p> <p>Going forward JJ advised that she would like to watch a lesson being taught to see how it matches up with what she had seen.</p>	
24/2/5.4	<p>Early Years: Rachel Spanswick</p> <p>RS advised that this had been her first visit to school and that she had buddied with PH for this one. A copy of RS's Visit Form had been uploaded to GH prior to the meeting. RS had met with Becky Emery and had a tour of the school. As the nursery classes were out of school hours no pupils had been in attendance. RS had also attended an Early Years staff meeting. The focus of the meeting was timetables and activities, focusing on personal, social and emotional development as there are some fundamental skills that need to be learnt before more structured learning in other areas. RS had asked how Becky felt about the new ratio of two-year-olds, which is now currently 1:5 instead of 1:4. Her personal view was, she would still prefer the 1:4 ratio, but understands the why the headteacher has made that call.</p> <p><i>Q: Can you see the benefits of the link governor tying in regular visits?</i> Yes. And you get the feel of the school.</p> <p>Link roles to be assigned for new governors at the next LGB meeting</p>	Chair/LGO
24/2/5.5	<p>Finance, People and Premises: Pat Henchie</p> <p>PH's Visit Form had been uploaded to GH prior to the meeting.</p> <p>The objective for the visit had been to meet with the HoS and Site Leader and establish her remit. In addition to meet with the school DSSL and discuss the Safeguarding Policy and school practice. PH had then walked around the outdoor environment.</p> <p><i>Q: Will your next visit include looking at the outdoor environment as a learning environment?</i> Yes, and to look at the cost benefits of this.</p>	
24/2/5.6	<p>Pay & Performance: Maggie York</p> <p>RE, JJ and LM from the P&P committee confirmed that the P&P review took place on 09.11.2023 and that the process was followed in line with the Trust's policies.</p>	
Finance and Resources:		
24/2/6.1	<p>Review of the School Risk Register:</p> <p>A copy of the Risk Register as at November 2023 had been uploaded to GH prior to the meeting. LM reported that two areas have been ranked more highly on review.</p> <ol style="list-style-type: none"> 1. The flood in terms of premises. This has taken out two classrooms. Measures have been put in place to reduce the impact on children. The forecast is for works to be completed by March/April time. Builders access to the area will be required and safeguarding procedures need to be looked at. The outdoor toilet will be viable throughout winter. The area might be dried out by December. There has been the mixed blessing of a spare classroom. 2. The other area of risk is recruiting sufficient learners. There has been a drop County wide in numbers of children. The school is working on advertising with the marketing department to raise the school profile. There will be an early indication next month of student numbers. The school needs to look at the cost implications of this risk area. <p><i>Q: Is that a national trend or Devon?</i> I'm unsure of the national figures but it is definitely a Devon trend. We are thinking it is because of the cost of living and covid. AT continued this is a trust-wide trend. We have never marketed so much and yet the figures remain low. We need to start planning for staffing.</p> <p><i>Q: When do you get indications of numbers?</i> January, March and then April. We will try to keep single FormEntry.</p> <p><i>Q: Can I join you to see how you do it?</i> Trust-wide Risk Register training might be useful.</p> <p><i>Q: With less staff and more SEND pupils the risks are quite high. How has it been going with less TAs in classrooms?</i> What has been difficult is supporting intervention outside of class. Also in terms of preventative strategies with behavioural needs. We have focused on how we can maximise the quality of teaching and learning. We looked at priorities first and foremost. SEND and Early Years reading have been prioritised. How to manage this is a challenge. The quality of teaching is stronger this year. Learning in class from deep dives has been strong.</p> <p>AT continued we need to work smarter and do the best with what we have.</p> <p><i>Q: How is management going to monitor this so that it doesn't become a staff sickness issue? Do we have strategy?</i> Focus is on monitoring wellbeing. We will plan anonymous surveys to give voice and new CPD or messages check at leadership level. We are implementing Step-lab</p>	

	<p>coaching. We are monitoring workload and building in processes to check with people. AT added stress risk assessments are in place and signposting for the assistance programme as well.</p> <p><i>Q: Sometimes people don't ask for help as they feel they are failing if they do, how do you respond to this?</i> We have a mental health champion for staff. DD noted that TA's always check in and are supportive of each other.</p> <p>The Chair noted that challenges are ahead – innovation and prioritisation are important. I'm assured you are looking at both of those.</p>	
24/2/6.2	<p>Receive and monitor monthly management accounts from CFO: The TPS management accounts dated 03.11.23 had been uploaded to GH prior to the meeting.</p>	
24/2/6.3	<p>Review Health & Safety site specific arrangements and audit if undertaken: The DCC H&S Audit report 2022 had been uploaded to GH prior to the meeting. The H&S report for Autumn Term 2023 had been uploaded to GH prior to the meeting. The Audit had been positive.</p> <p><i>Q: What Governor training is there in terms of H&S?</i> The Chair advised that H&S is an HoS and Trust responsibility.</p> <p>LM noted that the playground next to the recently planted tree has had to be closed as the roots are coming up. Safely managing this issue is an ongoing aspect.</p>	
24/2/6.4	<p>Review Staffing provision and wellbeing including staff absence rates: Staff absence rates are as follows: Absences for HT1 (days missed through sickness) Teachers – 6 days in total (amongst three staff) Support staff – 9 days in total (amongst five staff) Number of return to work meetings carried out: 8 Staff members currently being monitored via 'Managing sickness absence' policy – 1 staff member (currently at first meeting stage) Absences for HT1 (days missed through other reasons, such as compassionate leave, training, medical appointments etc) Teachers – 11 days in total (amongst three staff) Support staff – 1 day in total</p> <p>A free flu jab is being offered for all staff members.</p> <p><i>ST noted that leadership is key with sickness absence. The absence rates above indicate good leadership.</i></p>	
Policies:		
24/2/7.1	<p>Curriculum & Assessment Policy: The Curriculum & Assessment Policy had been uploaded to GH prior to the meeting. Governors unanimously APPROVED this policy. AT noted that this policy has been updated and is evolving.</p> <p><i>Q: What is the difference the between the yellow and purple writing?</i> It denotes two different staff.</p>	
24/2/7.2	<p>Policy for Review at February meeting: Use of Reasonable Force. Noted.</p>	
Governor Visits and Training		
24/2/8.1	<p>New governors and ST to complete safeguarding training. New governors to complete Induction training. The following governors attended the IET Level 2 safeguarding training on 05.10.2023 Maggie York – in person Jackie Jackson – in person Annabelle Thomas Rachel Spanswick – in person Pat Henchie – in person</p>	LGO
	<p>Dates of Next Meetings, all at 5pm in the HoS office: 18 January 2024 18 April 2024 20 June 2024</p>	
	AOB	

	<p><i>Q: What would you like to see included in the next meeting?</i> AT suggested Step-lab coaching. LM suggested Sarah Ryder external review feedback on Early Years. End of term data could tie into SR's visit. Governors were encouraged to send in ideas.</p> <p><i>Q: how often should we visit school?</i> Every half term or a strong once a term visit. Short and often - lighter check-ins, watch a lesson then at points in the year when there are more strategic review moments.</p> <p>LM to put Christmas dates on GH. The meeting closed at 18.25</p>	LM
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