

MINUTES
of the meeting of the Local Governing Body of
Teignmouth Primary School, Mill Lane
held on Thursday 25 January at 5 pm
in the Head of School's Office at TCS Mill Lane

Focus - Behaviour

Present:		
Name	Title/Role	Initials
Simon Shadbolt	Acting Chair	SSh
Annabelle Thomas	Executive Headteacher	AT
Luke Marchant	Head of School/Staff Governor	LM
Jackie Jackson	Co-Opted Governor, Curriculum & Delivery link	JJ
Samantha Tribble	Parent Governor	ST
Rachel Spanswick	Co-opted Governor, Curriculum & Delivery EYFS link	RS
Danielle Drew	Staff Governor (non-teaching) appointed by GB, Enrichment link	DD
Emma Moore	Parent Governor appointed by GB, Inclusion (SEND & PP) link	
In Attendance:		
Rachel Hill	Local Governance Officer	LGO
Apologies:		
Pat Henchie	Co-opted Governor, Finance People & Premises link	PH
Rachel England	Co-Opted Governor, Safeguarding, Attendance & Behaviour link	RE

Key to acronyms

GIP	Governance Improvement Plan	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
SCR	Single Central Record	SCR	Single Central Record
TGO	Trust Governance Officer	PP	Pupil Premium
HoS	Head of School	SIP	School Improvement Plan

	Housekeeping:	Action
24/3/1.1	<p>Welcome and Apologies: The Chair welcomed all present. Apologies from Rachel England and Pat Henchie were received.</p>	
24/3/0.1	<p>Update from Ivy Education Trust: Annabelle Thomas, Executive Headteacher, updated those present.</p> <ul style="list-style-type: none"> • IET School Health Checks have begun and will take place twice a year. The core offer will remain at TPS. • Wayne Westacott has been appointed as the Attendance Lead across all schools. Wayne will support TPS through strategy development and data analysis. • Head Teachers across the Trust are working with Jo Sparks. They are receiving group coaching on working together as a team. Two more sessions are anticipated. • On wider shared Trust roles, Katy-Anne Pritchard is now working with TPS in a SENDCo role. This has been a positive appointment. • 9th February 2024 will be the Trust Inset Day. The subject will be adaptive teaching and curriculum. • An IET Director of People will be in post March 2024. 	
24/3/1.2	<p>Declarations of Interest: None declared.</p>	
24/3/1.3	<p>Nominations and appointment of Vice-Chair: A call for nominations for the position of Vice-Chair had been emailed to all with the deadline for return of 22nd January 2024. No nominations for the position had been received. Rachel England has advised that she no longer has the capacity to consider the role. SSh advised that Rachel England had been asked to undertake the TPS Health Check which she had done. SSh advised that he will continue as Acting Chair for this academic year. Action: SSh to ask for Trust support in seeking new governors.</p>	SSh

	<i>GovernorHub which might help https://schoolgovernors.thekeysupport.com/the-governing-body/constitution-and-membership/governor-administration/right-to-time-off-work-as-a-school-governor/</i>	
24/3/1.6	Review Progress against Governance Improvement Plan: The GIP had been available for Governors to read in GH prior to the meeting. There was nothing further to add.	
24/2/1.7	Skills Audit: The NGA skills audit has been sent to all governors to complete and return to the LGO. The Chair asked governors to please complete if they had not already done so. Action: LM/PH/ST	LM/PH/ST
Standing Items:		
24/3/2.1	Matters Arising from meeting held on 16.11.23: Any matters arising are included within this agenda.	
24/3/2.2	Agree as a true and accurate record: AGREED that the minutes dated 16.11.23 are a true and accurate record of the meeting.	
Strategic Items:		
24/3/3.1	Acting Chair's Report: SSh advised that he will continue the role of Acting Chair for this academic year.	
24/3/4.1	Head of School and Executive Headteacher's Reports: Sarah Ryder (SR) the Connect School Improvement Lead and Andrew Swainson the Connect Head had visited the school on 05.12.2023 to provide a school improvement review: The HoS, Luke Marchant reported. A copy of SR's report had been available for governors to read in GH prior to the meeting. <ul style="list-style-type: none"> • SR had been part of TPS June 2022 Ofsted. The visit on 5.12.23 was used for school quality assurance purposes. • SR had looked at the transition from EYFS to Y1, an area marked for improvement in the Ofsted Report. • Geography and History were also areas for improvement. Progression was required and therefore a deep dive undertaken. • It had been a rigorous day. The children were interviewed, learning walks taken and lines of enquiry followed through. <p>Early Years and Y1 transition. The leaders of Reception and Y1 had worked well together ensuring a successful move forward. Engagement, pitch and expectations have improved. One major improvement is that adults are making sure they are clear about what the children are learning – not just what they are doing. Not doing 'jobs' but going to do 'learning'.</p> <p>Outside learning requires improvement. Renewing the outside area links into premises work.</p> <p>Science books are being reviewed as some work had been pitched too high for the children.</p> <p>Once feedback had been given by SR leaders acted on it immediately resulting in the maths lessons and the timetable being restructured.</p> <p>The second part of SR's visit related to Geography and History. Praise was given to the Humanities Lead for building his knowledge since Ofsted 2022 and his now strong expertise in History which is an asset to the school. SR suggested that progression maps within the subject were required. As a result, exemplar documents had been found and progression mapping begun.</p> <p>It is useful that the school has ensured separate subject disciplines. This has enabled staff to refine the deep dive process in line with SR's. The school can now drill down into individual experience within the curriculum. SR had commented 'I feel really invested in this school'. It had been good to hear praise and recognition of what the school has achieved since the last Ofsted.</p> <p>AT added it is useful to recognise the Trust's impact too. IET buy in SR. They can see the value in it. SR believes that the school has improved since the last Ofsted of Good.</p>	

	<p><i>Q: Do you have a route for achieving an Ofsted rating of Outstanding – a document? Is the SIP geared to the next stage forwards?</i> Yes. Each strand of the SIP takes us to excellence. Y1 and EYFS are important. LM and AT will be visiting an outstanding school shortly.</p> <p><i>Q: Does bedding in for a longer time help?</i> We can take the Marine Academy as an example. Their systems and processes are well embedded with good consistency.</p> <p>There were no further questions.</p>	
24/3/4.2	<p>Steplab Coaching: The Executive Headteacher, AT reported. A copy of the Steplab coaching report January 2024 had been uploaded to GH prior to the meeting. AT is taking training in this method which she will then feed out.</p> <p>AT had visited an Outstanding school in Plymouth. The school has a high number of PP students. They reported that using Steplab had been transformational for their school. Steplab is research informed and talks about deliberate practice. It enables targets to be followed up and carefully planned CPD is put in place.</p> <p>Steplab has a two-week cycle with follow up. It is about Behaviour change and challenging ourselves. It is based on Education Endowment systems; a two-way process. Steplab is cognitive.</p> <p>The school did have concerns about how Steplab could fit it in because of capacity. As a result, the school has adjusted staff meeting time to give staff time back. Lessons have been filmed which is useful. It is about the teacher teaching not the children. It is about positive relationships. Each coach has 3 different staff to coach. Steplab is not connected to appraisal.</p> <p>It is anticipated that it will be fully rolled out after half term. Feedback has been positive. It gives a precision focus on what staff are doing and how they are teaching.</p> <p>Steplab is a Trust initiative. All schools are working with it.</p> <p><i>Q: Is this something that staff might see as a reason to stay with the school? Is it helping them as teachers, or indeed the opposite?</i> The impact has been positive so far. The expert teachers' approach has been impressive. LM added the method is non-judgemental. It is about intensive professional development. The reflection and dialogue after coaching is valuable.</p> <p><i>Q: how do you measure success and impact?</i> The small steps are measured by staff meeting their weekly targets. Ultimately, it's on people outcomes.</p> <p><i>Q: Could you use staff surveys?</i> Yes. That's a good idea. Action: AT</p>	AT
24/3/4.3	<p>Review Days: AT reported. The IET Primary term dates for the 2024-2025 academic year had been uploaded to GH prior to the meeting.</p> <p>IET had asked each primary school to look at a possible shift in term dates for the 2024-2025 academic year. The change in dates would be better for everyone's well-being in the busy Autumn Term and also enable parents to take children on holiday during a cheaper travel period. The date changes had been agreed by IET and parents notified.</p> <p>TPS is proposing that three review days on 20th December, 4th April and 18th July remain as non-pupil days.</p> <p>Discussion and comments from governors were invited.</p> <p><i>Q: What is a Review Day?</i> It is when parents are invited into school. Children can come in too. At the most recent Review Day there had been an 87% attendance rate. It gives staff the ability to access lots of families to talk about attendance or other matters.</p> <p><i>Q: Is it an all-day event?</i> Yes. It takes place between 8am and 4pm. Parents are allocated a time that can be changed if required.</p> <p><i>Q: What happens if a parent is working?</i> We can do telephone calls or evenings. Virtual is also a possibility. Most schools need to report once and hold two meetings.</p> <p><i>Q: What is the feedback on reports?</i> Mostly positive. Reports are sent out before Review Days. We talk about strengths and next steps. Parents can see books as well.</p>	

	<p><i>For me it is challenging as I need to get childcare to attend.</i> We appreciate the knock-on for parents. If we went back to the other method we wouldn't get the engagement.</p> <p><i>We need to look at how it affects attendance. It is 3 days?</i> It doesn't count against attendance. It is classed as a non-pupil day. It means three less teaching days a year. It does not have a negative impact on our attendance data.</p> <p><i>Q: If parents don't come in can the children still come to school?</i> No.</p> <p>As a parent I like the one to one. It enables time with the children. It is nice that you have the individual time with the teacher.</p> <p>Governors APPROVED the 2024-2025 IET Primary Term dates.</p>	
	Reports from Link Governors:	
24/3/5.1	<p>Safeguarding, Attendance & Behaviour: Rachel England</p> <p>RE's Visit Forms for Behaviour, Safeguarding and SCR check had been uploaded to GH prior to the meeting.</p>	
24/3/5.2	<p>Inclusion (SEND & PP) and Delivery: Maggie York (resigned)</p> <p>No report received.</p>	
24/3/5.3	<p>Curriculum & Delivery: Jackie Jackson</p> <p>No report received. JJ advised that she would be looking at maths next week.</p> <p>The Chair advised that he had spoken to the Trust about governor visits and how often they should take place. The advice had been for governors to aim to go in once a term and preferably link their visit to a forthcoming LGB meeting.</p> <p><i>Q: With Curriculum & Delivery it is difficult as there are so many subjects. Could we look at a programme?</i> Yes, we could look at how we measure curriculum.</p> <p><i>Q: What should we focus on?</i> Rather than review subjects you could review the process.</p> <p><i>Q: Can we agree at what we look at in the year? Is it worth looking at subjects that need more attention?</i> Action: LM and AT draw up a list of subjects that might need support.</p> <p><i>Q: How long should the Visit Report be?</i> Half a side of bullet points. The Visit Report should be an engagement piece around triangulation. Governors should also look at atmosphere and behaviours in class.</p> <p><i>Q: Does that mean coming in during the school day?</i></p> <p>AT added thinking more broadly; visits are also about looking at delivery, the SIP and shared pedagogy. Pupil Voice can be reviewed without the HoS being present.</p> <p>AT suggested Maths and Humanities could be areas for focus. It could also be useful to look at the SIP for RAG rating and milestones.</p> <p>Action: JJ/LM to draw up a matrix and share at the next LGB.</p>	<p>LM/AT</p> <p>JJ/LM</p>
24/3/5.4	<p>EYFS Curriculum & Delivery: Rachel Spanswick</p> <p>No report received.</p>	
24/3/5.5	<p>Finance, People and Premises: Pat Henchie</p> <p>PH's Visit Form had been uploaded to GH prior to the meeting.</p>	
24/3/5.6	<p>Inclusion (PP & SEND): Emma Moore</p> <p><i>Q: What is required of the link governor for Inclusion?</i> The LGO suggested researching the Key on Governor Hub for this information and that she would forward relevant links to EM. Pat Henchie, EM's buddy would also be able to offer support in this area.</p>	
	Policies:	
24/3/7.1	<p>Use of Reasonable Force:</p> <p>This policy will be uploaded to Governor Hub for approval following the meeting. Action: LGO</p>	LGO
24/3/7.2	<p>Admission 2025-2026 arrangements:</p> <p>This policy had been approved by AT/LM and was RECOMMENDED by governors to the Trust Board for approval. Action: LGO to forward to Trust</p>	LGO
24/3/7.3	<p>Nursery Admissions Policy:</p> <p>AT advised that the Nursery Admissions Policy was a new policy. It was not a statutory policy but considered good practice. Action: The Nursery Admissions Policy is uploaded to GH following the meeting for governors' approval within 7 days. Action: LGO to forward to IET once approved by governors.</p>	LGO

24/3/7.4	Policy for approval at April 2024 meeting: Disability Equality Scheme and Accessibility Plan (annual)	LM
Governor Visits and Training		
24/3/8.1	Safeguarding Training: Danielle Drew is Safeguarding Level 3 trained. Emma Moore is Safeguarding Level 2 trained. Emma Moore attended DES Introduction for local or hub board members (webinar) on 02.11.2023 Danielle Drew will attend the DES Introduction for local or hub board members (webinar) on 08.02.2024. Rachel Spanswick has attended DES training on autism and sensory awareness. Action: RS to forward LGO dates and titles of training modules.	RS
	Dates of Next Meetings, all at 5pm in the HoS office: 18 April 2024 Now the 27 June 2024 to enable the HoS to report on statutory data returns. Action: LM to focus on data in his June HoS report.	LM
24/3/9	AOB: <ul style="list-style-type: none"> LM advised that he has written a children's book. It will be published in May. This has been declared to the wider Trust and information sent to parents. LM will be careful not to promote the book to children or profit from families. <i>Q: With the changes of grants for two-year olds do you anticipate being busy?</i> Yes, we are meeting in April to discuss this. Numbers in school have grown. We have asked the EY lead to go on course to look at impact. We have 24 first choices for Reception. The PR campaign is having an impact. Nursery has 46 children. Pupils represent a good mixture from the community. Facebook advertising is working well. Our Pan is 40. <p>The meeting closed at 6.25</p>	