



**Meeting:** LGB Autumn Meeting  
**Location:** Orchard Manor School  
**Date:** Monday 4<sup>th</sup> October 2021

<b>PRESENT</b>	Paul Donkersloot – Headteacher Maggie Carter – Chair of Governors Rachel Manifield – Vice Chair of Governors Gavin Garman – Governor Mary May – Governor Sarah Purnell – Governor Mike Muir – Governor
<b>IN ATTENDANCE</b>	Nicola Jones – Deputy Headteacher Rowena Schofield – Assistant Headteacher
<b>APOLOGIES</b>	Hayley Brice – Governor
<b>ITEM</b>	
<b>1.</b>	<b>Welcome and apologies, agree quoracy</b>
1.1	MC welcomed everyone to the first LGB of this year and thanked everyone for being present.
1.2	Apologies from HB.
<b>2.</b>	<b>Election of Chair and Vice Chair of Governors</b>
2.2	Clerk explained that one person had put themselves forward for Chair and one person for Vice Chair. Clerk explained that the vote would be to make a recommendation to the board of trustees for MC to be Chair and RM to be Vice Chair. Chair added that the term of office for Chair and Vice Chair is two years.
2.3	Governors voted unanimously to put forward MC for Chair and RM for Vice Chair.
2.4	Clerk explained that the recommendation would be taken to the board of trustees for approval. <b>AN</b>
<b>3.</b>	<b>Agree previous minutes, matters arising</b>
3.1	<b>Chair asked if the actions had been completed, including looking into the data inconsistencies.</b> Clerk and PD confirmed that these had been completed.
3.2	The minutes from the previous meeting were agreed.
<b>4.</b>	<b>Governance Information</b>
4.1	<b>Scheme of Delegation</b> Chair explained that this document explained what the LGB do and what SPT do. <b>Chair asked what the letter 'c' within the tables refers to and asked if it means 'contributes to'.</b> Clerk to check with SPT what 'c' stands for. <b>AN</b>
4.2	<b>Sub Committees Terms of References</b> No comments or questions.
4.3	<b>Governor Handbook</b> Governor said that there is a reference to member of the LGB not being governors although they might be referred to as 'governors'. <b>Governor asked if this was normal practice for LGBs.</b> PD explained that it is standard within trust organisations. Not all trusts have LGBs but SPT are committed to having representative bodies within each school. The term 'governors' used to be for local authorities who have more delegate powers. Chair added that governors within an LGB do not have the same responsibilities to governors within a local authority school, and this is what the reference is referring to.
4.4	<b>Member and Trustee Responsibilities</b> No comments or questions.

4.5	<b>SPT Policies Approved</b> Chair explained that these are the model policies from SPT which will be applied within the school. Chair explained that the benefit of using model policies is that they have been through the correct approval processes and governors have reassurance that the policies are suitable.	
4.6	<b>Meetings Overview</b> Chair explained that this is the schedule that SPT and the schools follow and includes dates for the whole year.	
<b>5.</b>	<b>Governance Compliance</b>	
5.1	Chair explained that at before, during the first meeting on the year, we need to make sure that governors have completed all of the relevant compliance documents.	
5.2	Governor said that one of the documents mentions Cornwall and not Devon. Clerk said she would ask SPT to amend this.	<b>AN</b>
5.3	<b>LGB Members and Responsibilities</b> Chair explained that the LGB roles have already been agreed so everyone is aware of their area of responsibility and who their link people are within school.	
5.4	<b>Skills Audit</b> Clerk said that she would follow up with anyone who hasn't completed the skill audit. Clerk explained that the skills audit information will be pulled together and inform governance training and development as well as governor recruitment.	<b>AN</b>
5.5	Clerk asked governors to sign the document and return it her at the end of the meeting if they have read the required documents.	<b>LGB</b>
<b>6.</b>	<b>Headteacher Appointment</b>	
6.1	Chair thanked everyone involved in the Headteacher recruitment process. It was a lengthy two day process with several activities for candidates to complete which meant a rigorous process. A lot of people around school and governors were involved including pupils who were amazing and provided brilliant feedback on the candidates. Chair said that we are happy with the outcome, and looked forward to welcoming Gary Quarless to the school in January. Chair acknowledged that colleagues from SPT were a key part of the process and that it was a mutually supportive decision. It is hoped that GQ will join us for the visioning day on the 1 <sup>st</sup> of November.	
6.2	PD said that he spoke to GQ today to confirm the details of the visioning day and GQ confirmed that he will be joining us. GQ will be spending some time in Cornwall and Devon this term to visit other schools. PD said that he made an agreement to speak to GQ again after the visioning day for a handover. Subject to GQ's agreement he will not be in a group for the visioning day but will be able to go around and meet as many people as possible throughout the day. We will also ask GQ to finish the day with thoughts and reflections.	
6.3	<b>MC asked if we have sent out any communication to parents.</b> Clerk confirmed that parents have been made aware. Clerk asked if governors felt it would be appropriate to share the document which introduces GQ, with parents. Governor said that the photos only seem to be able to be shared within educational settings and suggested asking GQ if they can be shared with parents. Governor commented that parents don't need as much information as staff and governors. Governors suggested to share the information about GQ with pupils via assembly or tutor time, with teachers able to refer back to the document if they need further information. Governors agreed that the document is quite personal and we should seek GQ's views on what to share with parents and when would be an appropriate time to do this. Governors suggested that we summarise the full document and share it with parents nearer the time. Clerk to liaise with GQ regarding this. Governor added that we are moving towards being more open and transparent so it would be valuable to send some further information to parents. <b>Governor asked if there will be an opportunity for parents to meet GQ as the new Headteacher.</b> NJ said that if GQ wants to do that, we will support him in doing so.	<b>AN</b>
<b>7.</b>	<b>Covid-19 Update</b>	

7.1	PD explained that we are still having some staff absences from Covid but not a massive amount. PD added that compared to other schools in Cornwall, we haven't been hit as badly with cases, however it is still around and protective measures continue to be used.	
7.2	Clerk explained that at the beginning of September, the risk assessment was updated based on information and guidance that got released over summer. This risk assessment was shared with all staff and made available to parents. The guidance is moving away from measures such as bubbles and social distancing, with the focus now on maintaining good hygiene and enhanced cleaning which are measures that will likely continue for a long time.	
7.3	Clerk explained that two weeks ago, we had one member of staff and two pupils test positive, and there have been two positive cases amongst pupils over this weekend. Clerk said that we are following Public Health England guidance and conducting contact tracing where required. Clerk explained that all of the schools within SPT are following the general guidance for schools, however, are taking the health and social care approach regarding staff who are exempt from self isolation as they have been double vaccinated. As a school, if a member of staff is a close contact but double vaccinated, we are asking them to complete a PCR test and remain away from school until the result returns negative. This is an extra precaution compared to mainstream schools.	
7.4	Governor added that we are now asking parents for the relevant information to pass onto AN so we can complete contact tracing and ensure we are informing the relevant people of any positive cases.	
7.5	Chair said that the school seems to be on top of the process and it is good that we are consistent with other schools within the Trust.	
<b>8.</b>	<b>Development Plans</b>	
8.1	<p><b>School Development Plan</b></p> <p>PD explained that the existing SDP is not fit for purpose and we are clear on what it should look like now. The new SDP will be more accessible compared to the previous one. The SDP is not far from being ready to circulate.</p> <p>NJ explained that we are collaborating with different partners to make sure that the SDP is owned by more than one person. NJ explained that it is written as a three year strategic plan and is reviewed by trustees as part of the impact tracker meetings and includes key actions as well as headlines from the SIP visit.</p> <p>PD added that we are calling it a school improvement plan due to the school's current Ofsted grading.</p>	
8.2	<p><b>Governor Development Plan</b></p> <p>Chair explained that the template governor development plan has been shared with governors. <b>Chair asked how governors would like to put the document together.</b> Chair suggested using a group of governors to populate it then share it with all governors to review.</p> <p><b>Governor asked if it is a new format to before.</b></p> <p>Clerk said yes, this is the new SPT format.</p> <p><b>Governor asked if there is a completed example that could be shared.</b></p> <p>Clerk to ask SPT for a completed example of the governor development plan.</p> <p>PD asked if governors want a member of SLT involved.</p> <p>Chair said it would make sense and would make sure it ties in with the school development plan.</p> <p>Governors agreed that MC, GG and PD will populate the document as a first draft.</p> <p>Clerk to set up a meeting with MC, GG and PD and share the document for editing.</p> <p>Governor said that having some actions will be informed by the skills audit.</p> <p>Clerk to share the results from the skills audit once all responses have been received.</p>	<p><b>AN</b></p> <p><b>AN</b></p> <p><b>AN</b></p>
<b>9.</b>	<b>Head Teacher report presentation / questions</b>	
9.1	<p>PD explained that NJ and RS have put a lot of work into the Headteacher's report.</p> <p>NJ explained that for some areas we had to find different ways of sharing data as it is the first time we have presented the data in this way.</p> <p>RS explained that governors will have received the actual data in the summer term but with the new format, we have had to amend the way in which we are providing the data. The data within the Headteacher's report has been put together to create a baseline. We are still on track with progress but we are tracking it in a different way. We have previously focussed on cognition and learning but SPT would like us to make sure we are tracking the EHCP strands rather than termly narrative through the annual review process. RS explained that we are bringing this online and the</p>	

	<p>baselines are being done this half term, ready for the Headteacher's report in January. RS said that the breaking down of cohorts into Learning to Learn (L2L), Bridging to Learn (B2L) and Ready to Learn (R2L) is really interesting. This is how SPT define the different types of learners within their schools. Governors can expect to see more links to this within the Headteacher's report in the future.</p>	
9.2	<p><b>Governor asked for an explanation as to what each cohort means.</b></p> <p>RS explained that R2L is the vast majority of our population, although this is not reflected across the Trust. B2L is pupils who we are still working closely with in terms of support with self-esteem. These pupils are not quite accessing learning without lots of support and are unable to access learning with their peers for all of the time. L2L is pupils who need lots of support and scaffolding. These are often our most complex pupils.</p> <p><b>Governor asked where this idea comes from and if it is evidence based.</b></p> <p>RS explained that it is the definition that the Trust uses to differentiate pupils within the population to monitor progress with different types of learners.</p>	
9.3	<p><b>Chair asked if governors could have a list of the new acronyms that SPT use and a definition of what they are.</b></p> <p>RS said that she can put this together with AN.</p>	<b>RS</b>
9.4	<p><b>Governor asked if the school can produce evidence to back up the information within the Headteacher's report.</b></p> <p>RS explained that each pupil has progress ladders related to age related expectations and these are clear for each subject. Although we only gather this data from reading, writing and maths, there are progress ladders for other subjects. This data is triangulated and we can make a judgment about where we are. This will include pre assessment and post assessment to make a judgment in relation to age related expectations. This would include learning walks, book looks and teachers moderating between themselves. This will then all be checked to ensure it is consistent across the school and with other schools. This will be looked at each term to monitor progress and support that needs to be place if pupils are not making expected progress. A range of interventions may be used to support pupils to make expected progress. This is all put into SIMS in the same way but the slight difference is that we are now using EHCP strands, whilst maintain cognition and learning for our R2L pupils. This will be kept on Evidence for Learning but at the moment it is paper cased. As a Trust, everyone is moving to Evidence for Learning. Blue class will be the first to move from paper based and use Evidence for Learning, as they are used to doing a lot of observations.</p> <p>RS explained that Evidence for Learning has powerful demos which can be shared with governors.</p> <p><b>Governor asked for an update on EYFS data as last year EYFS was not as strong as other areas.</b></p> <p>RS explained that our EYFS children are our pupils who have the most difficulty in accessing the curriculum. This year, EYFS is a focus for us and there is a new teacher who is developing the curriculum and baselining the children. This will inform what we are doing in terms of the curriculum. There have been some very rapid curriculum developments already and the children are very settled even though we are only four weeks in.</p> <p><b>Chair asked if Evidence for Learning is more typical for EYFS.</b></p> <p>RS said yes and they will be our Champions to help roll it out across the school. RS explained that EYFS is a very small cohort at the moment, however this is an area we are looking to expand.</p> <p><b>Chair asked how many pupils there are.</b></p> <p>RS said there are four.</p> <p>PD added that we are very pleased with the approaches taken and they are in line with our expectations. The staff within EYFS and doing a very good job.</p> <p>RS said that they are really taking on board the new things we are talking about and the environment has rapidly developed to reflect the new curriculum.</p>	
9.5	<p><b>Governor asked why there is only one vacancy, considering staff he has spoken to have mentioned there are currently a lot of vacancies.</b></p> <p>NJ explained that the number within the report is for the summer term which doesn't include people who have resigned over summer and September.</p> <p><b>Governor asked if the lack of staff is causing an operational issue.</b></p> <p>NJ explained that it is always better to have a full complement of staff but the teams are doing well to manage.</p>	

PD explained that due to the number of TA vacancies and the competitive market, whereas before we were asking for people with experience working with children and minimum qualifications, we are being a bit more flexible and looking for people who have the right qualities. We have one day put aside each week for interviews as we currently have an open advert for TAs so as soon as someone applies, if they are suitable, we will interview them the same week. Before we were sticking to a closing date, shortlisting, a date for interview and were often losing the goods ones as they get appointed elsewhere before we get a chance to interview them. This has made a difference however there is still a gap.

RS added that we are also making some internal promotions which has an impact. RS explained that the other schools within the Trust are also finding it difficult to recruit.

PD explained that we are expanding the pool of people that we are considering for TA roles. PD added that the pay scale will be the same as a mainstream school which is usually a less specialist and demanding role. We have appointed several new good TAs within the last few weeks.

NJ said that the average over the year is broadly in line with normal levels of leavers but we have had several resignations in a short period of time.

**Governor asked if we are doing exit interviews to find out why they are leaving.**

PD said yes. PD explained that we often appoint TAs who are graduates or good childcare qualifications who will move on after gaining some experience with us. There will always be turnover but we need to keep an eye on the percentage of turnover to monitor whether there is anything underlying that needs to be picked up. This doesn't seem to be the case at the moment and that is backed up by the exit interviews.

**Governor asked if SPT are flexible over pay or if they are governed by national pay rates.**

PD explained that the Trust is currently looking at demand in Devon and Cornwall, reviewing the current going rate within the market. It seems to be more difficult to recruit here due to the locality of the school with fuller employability compared to Cornwall.

**Governor asked if supply TAs are coming though when we need them.**

PD said we use supply sparingly and ideally only if we have long term absence. We prefer not to rely on supply as it is expensive.

**Governor asked how many supply people we have in on a normal day.**

NJ said it would be about eight to 10 each day.

RS explained that we often use supply for pupils who have E3 funding if the funding is only for a short period.

PD added that this exaggerates the number of supply for covering staff absence. Team leaders have cut the amount we are spending on supply cover.

NJ added that if a teacher is off, this is covered by a HLTA or a TA who knows the class and we are backfilling this with a supply TA.

**Governor asked if any activities have to be cancelled due to staff absence.**

NJ said it is rare that something has to be cancelled. The team are phenomenal at pulling together and other teacher will often jump in and cover some lessons.

Governor said it would be useful to know the direct impact staff absence has on the pupils.

NJ explained that the decision was made last year to increase the number of HLTAs and this has been positive in terms of continuity and relationships with students. NJ said it is important to have the right balance of teachers and HLTAs, adding that teachers sometimes need cover for professional development and meetings.

PD explained that we look at benchmarking for spending within each area to ensure we are not out of kilt and address any areas if necessary.

Chair said that benchmarking with the national picture as well as other SPT schools is good.

PD added that the benchmarking needs to be carefully considered due to the small cohort, however it provides something to compare with. PD added that it was used for due diligence when joining the Trust.

**Governor asked if the school could share a summary of what is being found within the exit interviews.**

PD said that this was a good idea and will be followed up.

Governor added that if you know why people are leaving, you can do something to try and prevent others from leaving.

AN

9.6	<p><b>Governor asked what Smoothwall is.</b></p> <p>RS explained it is the new firewall system. Before, we were using South West Grid for Learning but Smoothwall is a lot more fine tuned and you can do more with it. It helps us to prevent pupils from accessing things they shouldn't be accessing. There are different parameters for different groups of pupils including residential pupils. RS and JW receive alerts if a pupil is trying to access anything inappropriate and it can be followed up straight away. We can then do targeted work with pupils around online safety.</p>	
<b>10. Monday Start Time Consultation</b>		
10.1	<p>PD explained that the Monday start time is not in line with the rest of the Trust or nation. The Trust picked this up within the due diligence. The late start on the Monday allows us time to do training. A parent raised the late start on a Monday during a home visit last term and raised the issue that it causes for working parents. The late start time on a Monday does cause issues for parents who need to get to work and parents who have another child who starts school at the normal time on a Monday. Another reason for considering this is for pupils to have consistent guidelines and expectations throughout the week. We said to SPT that we would address this and although the Trust wanted this implemented for September, we have held it off to January due to the amount of CPD time we have needed following the changes in the summer term in preparation for the autumn term. With the school unification and moving into teams, summer wasn't a good time to make the change if we wanted to do it properly.</p>	
10.2	<p><b>Chair asked if PD is letting governors know now then sharing it with parents and staff.</b></p> <p>PD said yes it will be shared with stakeholders after governors have agreed for the consultation to take place.</p> <p><b>Chair asked where the time for CPD will come from to compensate for the lost time on Monday mornings.</b></p> <p>PD said that we will have to do the same as all other schools rather than have the luxury of Monday mornings for CPD. SPT have six INSET days compared to five which will help. PD said that when you have a look at all of the statutory training, there is a lot to cover and it takes up a lot of time. PD said that we recognise that it will take away time for quality CPD, especially due to the specialist knowledge that is needed within the school. For example, Rob Long has been able to do a session during INSET and followed it up with a couple of Monday sessions. This has enabled staff to undertake ongoing research projects and has been a great add on for staff development.</p> <p>Chair stated that we can't let the core statutory training slip.</p> <p>Governor said that it is important to have the same starting time as the rest of the Trust and is fully in favour with the proposal. Governor added that there is a need for CPD and it can be exciting, however it is often easier and taken on board more fully when there are no pupils in school and staff are really concentrating. It is possible that only using 6 days will ensure better quality CPD.</p> <p>Governor added that some people will only half heartedly listen to the training if they are preparing for pupils to come in on a Monday morning. Governor added that it will make taxis on a Monday easier and cause less confusion.</p> <p><b>Governor asked if transport are aware of the proposal.</b></p> <p>PD said that they will be consulted. We are hoping to get the proposal out to stakeholders and returned by October half term so we are giving people half a term's notice.</p>	<b>AN</b>
10.3	<p><b>Governor asked how the change will impact residential pupils who used to use that time to settle in to the residences.</b></p> <p>PD said that the timings are historical from when pupils came from other counties and were travelling further to get to school. We can always do with more time to settle pupils in but we have a smaller number of residential pupils at the moment. PD added that the residential come into school at the same time as day pupils due to sharing taxis.</p> <p><b>Governor asked if residential pupils come in earlier.</b></p> <p>PD said no.</p> <p>NJ said the start time was later due to pupils travelling a couple of hours to get to school. All students at Ratcliffe were residential pupils so they were all coming in at the same time so had that time to settle in before school started.</p> <p>Governor said that some pupils may be affected but it will be a very small number.</p> <p>PD said that there will be a period of transition.</p>	

10.4	<p><b>Governor asked what the implications will be with the timetable and asked who will be teaching the extra lessons.</b></p> <p>PD explained that part of the consultation with staff will be looking into that but we don't have the answers for this yet. This will need to be discussed and staff given the opportunity to ask questions. Governor said that a lot of staff value the time they have on a Monday morning but they will instead be teaching another couple of lessons and have less time to prepare throughout the week. NJ said that we will have to have a look at the amount of directed time.</p>	
10.5	<p>Chair said that governors need to sign to agree for the consultation with stakeholders to take place and for the school to look at the implications.</p> <p>Clerk asked if governors could sign and return the document after the meeting.</p> <p><b>Chair asked if it is a LGB decision.</b></p> <p>PD explained that SPT are aware that the consultation is going ahead and the LGB will make a recommendation to SPT. The idea is that the LGB advocates for the school and is the voice of the school's stakeholders.</p> <p>Clerk to check the process for making the recommendation to SPT considering the next LGB is not until January.</p>	<p><b>LGB</b></p> <p><b>AN</b></p>
10.6	<p><b>Governor asked if it is being driven by SPT or parental feedback.</b></p> <p>PD explained that the concern was raised by parents and is being considered due to parental feedback.</p> <p>Governor said that it is important that this is made clear to stakeholders.</p>	
<b>11.</b>	<b>Impact Tracker Meeting</b>	
11.1	<p>PD explained that a large part of the meeting looked at the Headteacher's report. The Trust were very positive about the dialogue that has started around the impact tracker meeting and is favourable compared to how the meeting has run with other schools within the Trust. The professional dialogue is appropriate and provides enough challenge and support. It is a very helpful meeting. The type of dialogue is what we want to encourage through the LGB.</p> <p>Chair added that progress is on track.</p> <p>PD said that if we continue on the current trajectory, the meetings will not continue. There is still work to be done however the meetings could finish at the end of the academic year.</p> <p>NJ said that we celebrated the increased tutor time with classes and the impact that has had on behaviour, as well as our plans for CPD.</p> <p>PD added that they didn't think the narrative was celebratory enough but we were cautious as we didn't want to encourage anything anecdotal. We are conscious that we need to be able to back it up with evidence so we are not making those statements until we have the evidence to back them up.</p>	
<b>12.</b>	<b>Governor Monitoring</b>	
12.1	<p><b>Safeguarding and Health &amp; Safety</b></p> <p><u>Safeguarding</u></p> <p>GG explained that the main areas looked at were the changes to the CPOMS categories and the multi incident reporting systems that the school has. GG added that there was an issue around the building contractors and although they are self contained within the site, we would like to see their DBS for the SCR.</p> <p><b>Governor asked if their DBS's have been done through school.</b></p> <p>GG said no and we don't have anything to say that they have been done by the contractor. The school was initially told that the people holding the gate are DBS checked but if they are off sick this could be an issue and as they are regularly on site they are likely going to see pupils around the site.</p> <p><b>Governor asked if they are likely to have access to children unsupervised.</b></p> <p>PD said that they are not 'on site' as they are behind a barrier.</p> <p>GG explained that JW did a risk assessment and has asked to see a copy of this.</p> <p><b>Governor asked if other contractors' DBS's get done.</b></p> <p>GG said it depends if they are supervised.</p> <p>PD said that if we have not got a DBS for them, they have to be escorted.</p> <p>GG said that the regular contractors are likely to see pupils at some point. GG said that there was a hole in the fence but this has now been covered up.</p>	<p><b>JW</b></p>

	<p>NJ added that the DBS checked contractors who are on the gates should be escorting others on and off site.</p> <p>PD said that he will check with JW what information we have as part of the contract around DBS's. <u>Health and Safety</u></p> <p>GG said that some staff are unaware of what will be inside the new buildings.</p> <p>PD said that there may be some confusion around what will be in the vocational building as plans for this are still work in progress and we are looking at how best to use the space. Ideas are still being developed with staff responsible for those areas of the curriculum.</p> <p><b>Chair asked what involvement the Head of PE has had with the plans.</b></p> <p>PD said that they have been able to advise on a couple of changes but by the time it was commissioned, there was a finished product and we didn't have time to do consultation with the school.</p> <p>NJ said that the plans reflect the fact we do not have a space large enough to have all pupils or all staff in one space. This will support with CPD and enhance the curriculum. The configuration of the inside has been altered from the original design to ensure the space is effective.</p> <p>GG added that the swimming pool is still not in use.</p> <p>PD explained that this is due to a series of physical issues with the swimming pool.</p> <p>GG explained that if everyone uses Access Net it will be a good risk register. GG said that this replaces OSHENS and does more as a system.</p> <p>PD added that the Trust is commissioning a new IMS which will triangulate with CPOMS and other systems. PD said that we are not sure when this will come on board.</p> <p>NJ said that each school will have an implementation plan.</p>	<p><b>PD</b></p>
<p>12.2</p>	<p><b>Community Cohesion</b></p> <p>MMA explained that her role is to improve and raise the profile of the school within the community. MMA explained that she has been working with MS and AN to discuss ideas and how to engage with the local community. A lot of progress has been made so far and we are pleased with the visitors we have had so far. The strategy proposal if the Trust's vision on how to develop this further. The strategy has been created by AW and suggests widening the group further to include members of SLT, parents, support staff, the local community etc. This will involve more ideas and working with people within our community and could be a wonderful initiative.</p> <p><b>Governor asked how far the 'community' goes.</b></p> <p>MMA said we are working with Dawlish and Teignmouth communities at the moment with people coming into school as well as pupils joining in with events going on in the local community. There are more ideas to expand to Exeter but we don't want to do things too quickly.</p> <p><b>Governor asked if we go to other schools to, for example, play sport.</b></p> <p>MMA said yes that is already in place but there are more opportunities we can get involved with.</p> <p>NJ said that Covid hasn't helped but pupils join in with sports festivals and activities, including our Sports Leaders getting involved. Some of our year 7s have also been working with a local artist from Teignmouth.</p> <p><b>Governor asked if local businesses come into school.</b></p> <p>MMA explained that that is part of the Post 16 programme.</p> <p>PD added that on Wednesday, himself and NJ are going to visit the Estuaries Multi Academy Trust schools with the new CEO of the Trust to see some of their sites and talk to them about the possibilities for further inclusion. This is a big first step with this area.</p> <p>Chair added that MP Anne Marie Morris visited the school last week.</p> <p>PD explained that she met with GC, PD and MC.</p> <p>Chair said that MP Anne Marie Morris and her researcher said that they didn't even know we were here. She was shown around and we explained what we do. She was very interested in the Forest School. She has said that if there is anything she can do to help, we can pick up the phone to her.</p> <p>NJ said that she made a nice comment – "this school is what all special schools should be like".</p> <p>PD explained that it was a very constructive meeting with a range of topics about what we were doing and what we have the capacity to do. PD said that it was a different reception to most MPs visiting most special schools.</p>	

	<p>MC explained that although the school is physically in her constituency, a lot of the pupils are not in her constituency. We hope that this is the start of a constructive relationship and we hope she went away feeling positive.</p> <p>PD added that she urged that she is happy to help where she can and is keen to make sure she is there to expediate anything we feel is needed. She said she doesn't want things to be held up within the local authority.</p> <p>MC said that we provided her with an insight into some of the pressures we face, not necessarily just locally but SEN from a national perspective and how it impacts all of us.</p> <p>PD explained that they also discussed the Covid responses and how this could be improved in the future and the likely impact it has had on mental health. Also discussed was the cohesion of services and the frustration around not always being able to work effectively with other services. She was interested in this.</p> <p>Chair added that the 'every child matter' focus is still pertinent.</p> <p>MMA explained that the Trust's vision is to develop something much bigger.</p> <p><b>Chair asked how that will take shape.</b></p> <p>MMA explained that there will be more members within the group but this will likely need a Chair and proper minutes to be taken. At the moment, it is a tighter group. There will need to be a lot more organisation if we have more people come in to join the group.</p> <p><b>Chair asked if there is something similar in other SPT schools.</b></p> <p>PD said that we would be the first one and the strategy will evolve.</p> <p><b>Chair asked who this sits with.</b></p> <p>MMA said it sits with her at the moment but it will be discussed how this will develop.</p> <p><b>Governor asked if we have thought about how we can measure outcomes from all of the community engagement.</b></p> <p>MMA said up to now, we have a clear record of what is being done as well as photos and feedback from people. The prefects were involved when the Mayor came to the school and the pupils fed back what they learned from her visit. We need to pin down how we can measure the impact.</p> <p>NJ added that there is also a link with personal development and life skills.</p>	
12.3	<p><b>Assessment, Progress and Curriculum</b></p> <p>RM said that she has acknowledged within her report that it is early days in terms of the journey around curriculum but was keen to look at the knowledge of SEN.</p> <p><b>Governor asked if signing and Makaton is something that staff know how to use, even if it just a few words. Governor said that total communication is important and asked if staff have access to a database of signs if they need to use it.</b></p> <p>Governor said that the SALT team have access to a database.</p> <p>RM said that we are really fortunate to have dedicated SALT staff and it was great to meet with JP who is a very impressive individual and has had a lot of training in those areas.</p> <p><b>Governor asked if it is an area that we could develop more.</b></p> <p>NJ said that it is an area that we want to develop and part of CPD is to develop total communication and ensure everyone knows where to access any support for this.</p> <p><b>Governor asked how staff currently get support if they need it.</b></p> <p>Governor said they go to the SALT team.</p> <p>Governor said that if it is used all of the time, pupils will get to know them.</p> <p>PD explained that we are at the early stages of JP's involvement and we are lucky to have our own committed SALT team. The developments seen JP's approach since we have given her the room to develop is impressive. PD agreed that the database should be available to everyone.</p> <p>Governor added that this will be more and more welcomed as different pupils come to our school.</p> <p><b>Chair asked if RM knows what deep dive she will do in the future.</b></p> <p>RM said she is still considering what to do.</p>	
12.4	<p><b>EYFS and Post 16</b></p> <p>SP apologised for not having an EYFS report ready on time but will share it as soon as it is completed. SP explained that when looking at Post 16, the evidence was amazing and evidence was available to back up everything we are being told. SP said that Post 16 is an area as a school we can be very proud of.</p>	SP

	<p>Chair said that it is good news that there are relationships with local businesses and that they have the ability to accommodate work placements for our pupils.</p> <p>Governor said that these relationships have developed over a number of years and there is always an interesting range of places to go. A lot of local businesses are willing to welcome children.</p> <p>SP said that an interesting development is the sensory side of things. It will be interesting to see how this can enhance the lives of pupils and how we can best prepare them for the start of their adult lives.</p>	
12.5	<p><b>Personal Development, Behaviour, Wellbeing and CPD</b></p> <p><u>Personal Development</u></p> <p>Governor asked if the school has looked into volunteers who are skilled at grant applications.</p> <p>PD said that this is a good idea and to watch this space. PD added that there will be a person responsible for this.</p> <p><u>Behaviour</u></p> <p>Governor said that it would be nice to see some evidence for the Behaviour Watch and PI data.</p> <p>NJ said that this is within the Headteacher's report.</p> <p>Governor said that it would be good if governors are shown the evidence behind the data.</p> <p>Governor said that the changes have resulted in improved behaviour and there is data to back it up.</p> <p><u>CPD</u></p> <p>No comments or questions.</p>	
12.6	<p><b>Wellbeing Survey</b></p> <p>Chair explained that the wellbeing survey took place in the summer term. Chair asked what the school is doing about the information gathered through the survey.</p> <p>Governor said she would worry that the information is already out of date. Governor said that her personal feeling is that there have been vast improvements already and it can only get better.</p> <p>Governor said that whilst it is informative and important, it is already out of date so is not sure how it can be used meaningfully.</p> <p>Chair asked who the comparative schools are.</p> <p>PD said they are schools with similar profiles and statistics.</p> <p>Governor said that there are certain areas where there are high numbers saying they strongly disagree. Governor said it would be interested to do the same survey again as a comparison to see whether these areas have improved.</p> <p>PD said that when we reviewed the results, it was felt that an interim survey would be useful and that one could be done this term. Although we were on an upward trajectory during the summer term, it is possible that there could have been a hangover from historical issues.</p> <p>Chair asked when the survey is usually due to be completed.</p> <p>NJ said that SPT do it once per year.</p> <p>Chair said it could be useful to do one every six months.</p> <p>Governor asked who staff can go to if they want to talk about wellbeing or mental health.</p> <p>PD said that there is a wellbeing group.</p> <p>NJ added that we also have two counsellors and BW who is the wellbeing lead. NJ explained that within the CPD survey, there was a question around strategies to support staff.</p> <p>Governor asked how often the wellbeing group are meeting.</p> <p>NJ said they meet every half term and discuss pupil and staff wellbeing, activities, anxiety etc. The piece of work that Rob Long has been doing with staff also helps staff to be equipped to work with out young people.</p> <p>Governors suggested that the survey should be repeated towards the end of this term.</p> <p>PD said that this was the feedback from the wellbeing group and we will share governors' views with them.</p>	AN
<b>13.</b>	<b>Safeguarding</b>	
13.1	<p>Chair said that governors should be aware of their responsibilities with regards to safeguarding and must read the KCSiE and Safeguarding and Child Protection policy. Chair asked governors to make sure they sign to say they have read the KCSiE policy.</p> <p>Chair asked if staff have had their safeguarding training.</p>	LGB

	<p>PD said that the majority of staff have done the training and the DDSL is picking up the last few who were not able to attend the original training. We are close to finishing this. Staff also need to have signed to say they have read the two policies and we are following up with people who have not yet done this.</p> <p>Chair asked if the capacity issue around the DSL and DDSL has been looked into compared to the other schools within the Trust.</p> <p>PD said that the other schools were surprised by the large amount of capacity we have and that we have dedicated staff to this.</p> <p>Governor asked who the lead governor for whistleblowing should be.</p> <p>Chair said that it is the Chair.</p> <p>Governor asked if the policy will be updated to reflect this.</p> <p>Clerk said yes.</p> <p>Chair asked what the referral form is and it is covered by the CPOMS system or if there is another process that staff need to follow.</p> <p>PD said that he wasn't sure but will follow this up.</p> <p>Chair said that we don't want to be duplicating work.</p> <p>Governor asked if we are moving away from MASH.</p> <p>PD said no.</p>	<p>AN</p> <p>AN</p>
<b>14.</b>	<b>Policies</b>	
14.1	<p>Clerk explained that we are currently in the middle of the consultation process for the HR policies which involves comparing the OMS policies with SPT policies. Clerk explained that there are no major differences between the policies but small ones around timescales and process. Clerk said that there shouldn't be any differences that will cause any issues. The policies and information has been sent to SPT to be shared with unions this week. Once unions have been consulted, we will move onto the next step.</p> <p>Clerk explained that in the meantime we are using both the OMS and SPT policy for HR processes and ensuring that we are applying the policy fairly and staff are not worse off using the SPT policy compared to the SPT policy.</p>	
14.2	<p>Governor added that it is clear on Every which policies are the new SPT policies and which OMS policies have been removed.</p>	
<b>15.</b>	<b>Concerns or Good News Stories</b>	
15.1	<p>Governor said that there is a lot going on before Christmas and this will be shared with governors as it happens.</p> <p>PD said that the social medias are full of celebration.</p> <p>Chair said that it is amazing what we have done over the last few weeks and it is great to see it all on social media. This is good news in terms of raising the profile of the school. Chair said that it tells such a good story.</p>	
15.2	<p>NJ shared that 100% of our leavers are in education, employment or training, not just the pupils who left this year but the year before as well. This is an indication that pupils are going onto the right courses/training and are sticking with it.</p> <p>Governor said that this is brilliant news.</p>	
<b>16.</b>	<b>AOB (submitted 7 days in advance to the chair)</b>	
16.1	<p>Chair said on behalf of all of the governors, she would like to formally thank PD for what he has been able to do in such a short time. Chair said that PD has come in and steadied the ship and helped developments and support, with the right approach, humour and calmness. Chair recognised that amount of progress over the last few months.</p> <p>PD said that it the best bit has been seeing the team working together and said that the school is a quality organisation that will go from strength to strength.</p>	
16.2	<p>Governor shared that an ex-governor recently passed away and details of the funeral can be made available to governors.</p> <p>Governor said she has sent a card from the staff and governors and will be attending funeral.</p>	
<b>17.</b>	<b>Next Meeting</b>	
17.1	Monday 24 <sup>th</sup> January 2022 at 5:00pm	

Meeting finished at 7:35pm

Signed .....

Date .....

DRAFT