

MINUTES

of the full meeting of the Local Governing Body of Teignmouth Community School held on Wednesday 18 September 2019 at 6 pm in the Library, Exeter Road.

Present: Karine Davies (Governor) Mark McCarthy (Governor) Mark Moore (Vice Chair) Vic Millard (Chair) Sarah Minty-Dyke (Governor) Jon Newman (CFO, OLT) Part meeting James O'Connell (Principal, ER)	Katy Quinn (Principal, ML and CEO, OLT) Sarah Sabourin (Governor Responsible for Safeguarding) Mike Stean (Governor) Annabelle Thomas (Head of School, ML) Gaby Willis (Clerk)
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	VM - 6 pm: welcome everyone to the first meeting of the TCS LGB for the new academic year. AT welcome as a new attendee and clarify that KQ still retains the Principal position at ML and AT has day-to-day responsibility. KQ - request that the LGB have a standing invitation for AT to attend each meeting and this was agreed by all. AT will not have an LGB vote, and will represent TCS ML.	Action
18.09.01	Apologies for Absence: Luke Williams (LW).	
18.09.02	Declarations of Interest: None.	
18.09.03	Annual Election of Chair and Vice Chair: GW: (taking chair for election item) -state that VM had agreed to stand as Chair of Governors for this academic year and that no other nominations had been received. SMD proposed. MM seconded. All AGREED. DULY APPOINTED. GW handed the Chair to VM. VM - MM has agreed to stand as Vice Chair of Governors for this academic year and that no other nominations had been received. VM proposed. SMD seconded. All AGREED. DULY APPOINTED.	
18.09.04	Minutes of Previous Meeting (12.7.19) and Action Points/Matters Arising:	
	230515: Training session across the MAT has now been set at Wednesday 16 October between 6 and 8 pm at ER. Action: AT to send a senior leader in her place to parent forum. Action: Confirm to GW governor attendance.	AT All/GW
	230507: AT spoke to parents and staff and very positive. Liked process. JPO reviewed in March and feedback mixed. Staff not keen on it at ER and parents ambivalent. Have changed this year to 2 parents' evenings and a meet the tutor afternoon/evening in October.	
	KQ - confirm the Chair of Chairs representative on the OLT Board will be Jan Caig from KK.	
	Action for VM of setting reserves target: Still in hand with Trust board and work being done with KQ and JN. Will be agreed at next OLT board and reported to LGB. Action for VM	VM
	Curriculum EOC – Agreed will pick this up at EOC as built into agenda cycle.	
	110703 TOR to include in Handbook. VM has drafted Safeguarding Committee TOR in SS's absence for discussion/approval. Will be presented as an item in this meeting.	
	MMc – suggest Strategic Intentions be included in LGB Handbook. KQ to consider. Handbook is new to TCS as an LGB so very much a document for governors to feed into and shape as wanted. Trust board will review this throughout the year to ensure consistent governance across all schools. Action (ongoing): KQ/GW/MMc and all board and LGB.	KQ/GW/ ALL
	MM - KPIs – question of how well these link Principals reports to Strategic Intentions.	

	Action: To be considered by Principals for next meeting.	AT/JPO/ KQ
	110709 VM – have discussed the date of the first meeting of the Safeguarding/CiC/Personal Development/ Behaviours committee. Action: SS to advise GW and committee members date of this meeting.	SS
	JPO query about ML covered on policy has been done.	
	Agreed minutes as a true and accurate account and duly signed by VM as Chair of Governors.	
18.09.05	<p>EOC Committee Report – MM - advise, with apologies, that the minutes are still rough draft - due to workload of Clerk. Report is of good performance for ML but not so at ER.</p> <p>MM: Mill Lane, overall outcomes looking good. Above national on combined measures. KS1 and 2 broadly school is on positive improvement trend against most measures. Improvement priorities around SEN and boys reading, KS2 reading. Gap Analysis shows some good news across the board. Attainment levels high, progresses expected to be very strong. SEN is key issue in reading, maths and writing showing a big gap. Need to do better in recognising SEN earlier focus for ML. Highlight some outstanding work around Disadvantaged Students. Mass withdrawal of external support and funding in this area. In terms of ML results the challenge is maintaining the exceptional progress achieved around Year 3 and 4. SEN, KS2 and boys reading at KS1 and 2 are areas for focus. <i>JPO left meeting at 6.22 pm to briefly attend the Year 12 Induction Evening.</i> Maths big improvement from last year and things have improved with interventions. Change away from setting is significant and from pupil led learning to some extent. Far better understanding of those interventions that are working and those not working - through provision mapping.</p> <p>SMD: With SEN gap how does that manifest in a primary school as many SEN needs are not labelled until a certain age?</p> <p>KQ: We are seeing more SEN now in primary than before. A lot of our SEN is around speech language and communication. Early identification of vocab gap in nursery is key. Those children on SEN register now are there for a good reason. Core SEN children this is where it is a real barrier to their learning.</p> <p>MM: Overall strategic view around ML is this is a school performing really well at the moment. If Governors were asked to identify improvement areas I would say SEN but understand context, something around KS1 and 2 progression, which have some difficult cohorts. Boys reading around KS1 and 2. Will start to look at Science and History in EOC Committee.</p> <p>MMc: Numbers on gap, is that relative to average cohort for those groups?</p> <p>KQ: Yes. Colour coding (in report), green is where 'other' group outperformed. Amber is 'have improved' but still a gap. In my time at ML we have never had a set of results above national in every measure until these. Challenge is to maintain level of attainment next year. Thanks to hard work of team and teachers at ML.</p> <p>VM: As JPO is out of the room, hold ER report and come back to it when JPO returns. (6.29 pm).</p>	
18.09.06	<p>FHRE Committee Report: VM: Committee Minutes – highlight on 01 the meeting was not quorate, therefore no decisions taken. Note that there is a conflict between Terms of Reference for this committee and for the other 2 committees in that the quoracy of EOC and the Safeguarding (draft document) is '2 governors' whereas FHRE it is '2 non staff governors.' Decision to be made of what quoracy should be. Need to be consistent with all committees and believe that '2 non staff governors' is more appropriate to ensure transparency and integrity. (Discussed further in 18.09.09 below).</p> <p>Appraisal process has now commenced across the school. Appraisal of CEO has been successfully completed by MM representing the LGB, and VM representing OLT. This was supported by an independent educational adviser,</p>	

	<p>Kevin Freedman, who also verified the integrity of the process. Now the process of appraisals throughout the school - leadership and staff - is underway.</p> <p>Item12- Communications and Website: KQ: The OLT central team recognised a central need for improved website and communications so have appointed a member of staff for responsibility across the Trust. Tasked initially to look at ER and Trust website. Will be funnel of all information onto website and Facebook for meaningful info for parents and staff. Will then move on to ML needs.</p> <p>VM: Will this be a progressive improvement? When should we expect to see positive changes?</p> <p>KQ: Has been given until half term to ensure compliance for ER and Trust websites.</p> <p>Action: Review after half term.</p> <p>SS: ML, from parent point of view, has improved, school manager at ML is doing this.</p> <p>Future action: At future meeting invite website member of staff to present improvement plans.</p> <p>Item 13 – VM: Estates, seeking LGB approval for remedial action of ongoing floor problem in hall at ML. Various financial routes for funding the repair have been explored over the last few months and reported here. None, including insurance, funding bids etc, have proved possible. Satisfied as Chair of Finance that options have been exhausted. DfE recently offered a loan which committee agreed was not the right route to take. The estimated cost is £16k, and, in light of the above, the recommendation of the Finance Committee is that we fund the repairs from the operational budget of the coming year. Proposal is that we fund the £16k from the operational budget. VM asked if any more information was needed by Governors. None requested. VM proposed. SMD seconded Vote taken. All AGREED. APPROVED.</p> <p>Action: JN to proceed with authorising this.</p> <p>JN: Management Accounts. Looking at July position. Headline figure looking at £180k more income than anticipated - coming from variety of sources. Nursery was very well supported this year, had increase to the SEN funding to a slightly higher level as EHCP plans were approved throughout the year, and for additional students taken on role. Pleased with the staffing spend to budget. Lots of time spent on setting staff costs and robust monitoring over the year. After 11 months we are within £24k of a £5.7m staff budget. Expect slight overspend on full year to finish approx. £20k over. Restricted funds are not free for any use and these need to be unpicked from the main budget during the year end audit. <i>JPO re-joined meeting at 6.45 pm.</i></p> <p>VM: The external auditors report is made at the end of November. It is then that we will have final clarification of the year end finances. Questions invited on management accounts position. VM: It does seem to have been a well-managed performance this year, and well done all round. Feel controls are much sharper and processes are more in place than they have ever been, and in considering the difficulties faced in last couple of years. JN: Controlled sections now regarding internal audit in ESFA handbook, required to be very precise and we are rightly held to account.</p> <p>MM: I understand link between finance as ‘enabler’ and the performance priorities for the school. However, less clear on the link between where spending to improve areas and where we are making savings in a conscious way? Finances are now so tight that there seems no scope for proactive spend choices, but that we are reacting to who ‘comes and goes.’ Must come a point where it can be demonstrated to the LGB where we are consciously making spend/save decisions?</p> <p>KQ: At recent RSC annual review, part of the discussion was regarding school resource manager support, so there is a 3year plan drawn up looking at areas for savings that we can consciously decide upon. Work being done by JN and team to set PS up. Finance in good place and under control vs the 2 years we</p>	<p>KQ</p> <p>KQ</p> <p>JN</p>
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	<p>have just had, and in the coming year we will be able to do more of the work you suggest. JN: Staffing line running at 78-79%. Discretionary spend is around 20% but that covers basic maintenance and costs to keep the schools operational. There is discretionary money, but it is relatively small amounts as budgets are tight.</p> <p>VM: Some 5 years ago had £200k plus reserve as a fund to be used to support extra initiatives. This has now virtually disappeared and, as with nearly all schools in the same 'budget cuts' environment, we are playing catch up as to strategic and creative use of funds. KQ: Staffing costs are historically high, and this has been discussed extensively at FHRE and in the L and M portfolio. Leadership are fully aware of the work needed to improve this to bring us into a comparable benchmark position. We attempt to save in other areas of discretionary costs. JN: Since Trust expansion greater resources have come into the MAT, and staffing has come from a combination of ER and ML. JPO: Believe that the only place can say we are expensive is Sixth Form and our extra vocational offer. They are the few high performing areas above national. Staffing expensive but it is having a result. TAs and support staff are stretched in mainstream curriculum.</p> <p>No further questions on FHRE report. JN left the meeting at 6.52 pm.</p>	
<p>18.09.05 contd</p>	<p>EOC: ER – MM: Outcome results are poor and below predictions in some areas. However, confident at EOC as to measures that the school has already in place, under JPO's leadership, to turn these around. School subject leaders are managing performance in their teams. 'Basics' piece about STRETCH programme. Reduction in bureaucracy in terms of helping staff to manage improvement with better plans. In performance terms needing to get basic things right and quickly. Confident right procedures and leadership are in place for achieving that. JPO: Comparing across schools in Devon we are 'top' of bottom third. Schools in Devon have, generally, performed badly compared with national. 0.14% average in Devon, and TCS are -0.28%. The picture, with exception of sixth form and Voc Ed, is quite consistent. Have determination and a real impetus and momentum to change this.</p> <p>MM: Performance figures document was discussed at EOC. Overview around EBACC as year on year entries are increasing which means more students are doing more difficult subjects. This may start to put pressure on results and this is a general national trend. Falling off in terms of overall progress, 3 year declining trend. Attainment sliding marginally. Most concern around basics - levels 5 or above in English and Maths. Big focus on Maths last year and marginal improvements but not as significant as would have liked. English for first time in many years has fallen back.</p> <p>Action: Second page from IDSR showing 3 year trend. Governors to look in detail at this outside this meeting.</p> <p>MM: Across the board the performance needs to be better and school's current improvement plan focuses on this - but significant focus is on SEN and DS. Previous action plans have not borne fruit and will be looked at again at EOC. Subject performance at KS4 one or two areas, such as IT, were significantly poor. Students will no longer be taking this qualification at TCS going forward as it is being discontinued. Grade predictions weren't sufficiently accurate. Better outcome in terms of high achieving students. Middle achieving there is a gap. More positive picture around Sixth Form. Seen increase in take up this year. KS5 performance indicators, A Level scores and T scores. Majority of subjects above average. Sixth Form with small groups and relatively high spend is doing well for the pupils. Board priority around reviewing Sixth Form. Now 71 in Year 12. Letters have gone out to last year's Year 11 inviting them to let us know if they wish to continue where they are.</p> <p>MM: Our improvements: Spoke about the basics of embedding STRETCH. Challenge both Principals needing to understand from provision mapping</p>	<p>All</p>

	<p>software what works and what doesn't. Extractions haven't worked. That comes back to basics, keep students in class and make sure they are focussed. Getting pupils to aspire. ICT Maths and English need to be core emphasis.</p> <p>Action: MM: ask Governors to understand the issues and empathise constructively with leadership and staff. Encourage Governors to contact Principals and have a presence at school performance meetings. Role of support, scrutiny and challenge is vital in each subject area.</p> <p>SMD: Need reassurance that MM, as Chair of EOC, is confident to be able to answer those questions about ICT performance?</p> <p>Discussion around this and confirmation from MM that the next EOC meeting will look at improvement plan around specific areas for key scrutiny.</p> <p>VM: as LGB must be aware of our role and to keep operational and strategic issues separate. Not our role to solve the operational issues. Our role to understand them and be able to challenge them.</p> <p>VM: Express concern that outcome predictions were so inaccurate in some areas. Emphasise that that was a similar issue last year – which might indicate issues with prediction modelling? Attended inset day where JPO was constructive but pulled no punches with all ER staff regarding results. Some Governors are taking the time, at JPOs invitation, to be involved in the review and action planning meetings with subject leads. Confident that the solutions are there and action is being taken.</p> <p>No other questions on EOC report.</p>	All
18.09.07	<p>Safeguarding: SS: Discussion at last meeting as to forming committee to pull together the issues and leadership for safeguarding, CiC, behaviour and personal development is the way forward. Share best practice across all areas, both campuses and all relevant staff. Thank VM for drafting the TOR and feel it is a good basis from which to start.</p> <p>Action: SS to confirm date of meeting to GW asap to check availability as Clerk and ensure relevant parties are available.</p> <p>AT: ML will give CPOMS information to bring along to the meeting. Also sharing the info gathered here with ML as well. SS: outline reports in the pack (distributed electronically).</p> <p>VM: Exclusion data for ER. PEX, 3 individuals in a group of very influential individuals in the school and community. Fully satisfied that these PEX's were needed and were fully substantiated. SS: Evidence correlated is very robust and very confident that fair and due process was followed.</p> <p>FTE: VM: What are the trends here?</p> <p>SMD: Persistent disruptive behaviour reflected in the individuals discussed. Still have a number but absolutely getting the measure of them and they are getting the message that we are dealing with it in right way. Unfortunately rise in drug and alcohol related FTE's along with verbal abuse against members of staff. Drugs and alcohol increase is a national trend unfortunately. Exclusions have increased but don't feel we have the drugs problem here that we did a few years ago. This is now more intelligence led. Increase but slight change. KQ: If less tolerant and trying to change culture in school, will see more FTE as a result in the short term until the culture of teaching and learning is corrected. Encouraging to hear we don't have drug problem that was there a few years ago.</p> <p>SMD: Also tells a story of zero tolerance of staff abuse.</p> <p>MM: Don't have grip on the risk around behaviour? RTL was viewed as quite draconian. We softened that, and there were issues around consistency. We have now toughened again. Do our staff have a common framework to work within and are you happy with the consistency?</p> <p>JPO: Many strands to our change process at the moment. STRETCH, revised pastoral structures and rebalancing of behaviour. Had a member of staff brought in to lead on behaviour from T&L team. Boundaries have changed. Approach is now "warm strict". Lines are very clear but approach it compassionately, and deal on case by case basis applying set of structures from that. Staff are</p>	SS/GW

	<p>supporting. Anticipate declining trend in a year on FTE. Have put in lot of inclusive and extra resources with welfare and behaviour team/system.</p> <p>VM: Are you confident that all staff are understanding what has been a changing message – and applying it consistently?</p> <p>JPO: Yes, QA system with fortnightly drop-ins about checking this and new behaviour person checking this. Applying red cards for things such as tucking in shirt. SMD: Member of staff has very clear sight and has advised all staff - with very clear expectations. This has been presented to students as well as staff.</p> <p>Action: VM is happy (as safeguarding deputy) to support SS through the early days of Safeguarding Committee, to ensure the Committee is achieving LGB understanding and challenge. Need to keep focus on what the LGB need from these meetings and drive the ‘balance’ required to allow the committee/LGB to give thorough strategic support and output.</p> <p>SMD: Increase in referrals. Fits with national picture. Mental health and teen relationship issues. Domestic violence worker working with teenage victims of their own relationships. Column added for LGBT and would like to think that this significant increase is around the work being done to support them.</p> <p>MM: Teacher schools stats? What does that mean?</p> <p>SMD: Number of staff issues in this where young people had made disclosures but also safeguarding issues around things happening in school. There could be friendship issues that have become safeguarding issues as student has run out of school or is locked in toilets.</p> <p>VM: MASH referrals are going down - this seems the opposite of expected?</p> <p>SMD: Threshold is so high, paperwork has changed and significant time, unless we are fully confident will do mash consultation and are being declined.</p> <p>ML Safeguarding Report: AT: Background, not year on year comparison like ER. This is a start to be in line, as ML have used CPOMS since February. Starting point to build on to get year on year analysis from now on. High level of record of concerns coming in now. Biggest area is neglect.</p> <p>VM: How does ROC come in?</p> <p>AT: Electronic through CPOMS. Staff member put on, alert to safeguarding team, investigate, add actions. Streamlined and can see chronology. Good for transferring data from children leaving and joining. KQ: Staff are more confident in using it now.</p> <p>VM: how do you categorise each heading? Is that a judgement call?</p> <p>AT: Based on key characteristics from safeguarding training.</p> <p>No further questions on safeguarding.</p>	VM/SS
18.09.08	<p>Governance Portal: KQ: To support better communications between LGBs and Trust board we have bought into a governor portal, which is GDPR compliant, for sharing documents. All saved safely and we log on for things such as all LGB meetings - to share good practice. Email coming from GW shortly to all governors with logging in process. Can include alerts to show new information/ documents have been added. This should much improve communications and sharing - and everything will be in one place. GW confirmed that she and MS had had a test of this portal and it is working.</p>	
18.09.09	<p>Approval of TOR for Committees: VM: We now have 3 committees in place. In addition we have a Leadership & Management portfolio. Also, there is need for TOR's for Staff Disciplinary Committee, a Discipline (Permanent Exclusion) Committee and a Pay Committee. VM currently working on drafting those. For this meeting seeking comments on, and subsequently approval for, the TOR's for FHRE, EOC and Safeguarding. VM: also ask views on quoracy and should it be 2 non-staff Governors? KQ: Mirror existing finance TOR. 2 non-staff Governors. VM: Any other comments or views? MM: LGB appoints chair and vice chair of committees? VM: GW has already picked up on this. EOC link to Strategic Intentions. Should we consider this for the others? Don't have</p>	

	<p>Strategic Intention around safeguarding? May be requirement to think about a Strategic Intention that supports the wellbeing of our students? Action: Governors to come back to this (SI around student wellbeing). SMD proposed acceptance of the 3 TOR documents, JPO seconded. All in favour (with amendment where required around being '2 non staff governors'). AGREED. Membership of the Committees: FHRE - Currently VM is Chair, MMc and SS are members. MMc to be Vice Chair. All happy to continue. EOC - MM as Chair, KD and MS with SMD and also LW. SMD requested to move to Safeguarding. All others happy to continue (LW presumed, as absent from meeting). KD to be vice chair. Safeguarding/Behaviours/CiC - SS as Chair, MS and VM. MS Vice Chair. SMD to be added. AT/KQ/JPO to be invited to attend. VM proposed, MMc seconded, all in favour. AGREED.</p>	<p style="text-align: right;">All</p> <p style="text-align: right;">GW</p>
<p>18.09.10</p>	<p>Principal's Report ML: AT: Key improvement priorities: KS2 reading dipped a little this year so much work around this. Introduced whole class reading assistant. Trend nationally about pace and stamina within Y6 paper so looking at this as development area. Looking at Cockwood coming across and doing some cross - phase development on accelerated reader. KQ: Tracking from when students leave Year 2 to leaving Year 6. Staff message is it is everyone's responsibility to 'do their bit' each year. Started using STRETCH in line with ER with a ML version. Many new staff so getting out observing each other. Curriculum change. Giving more to arts and humanities. Re-written topics this year to reflect Ofsted changes. Looking at other areas of development for times tables and being systematic. Using school app more to communicate with parents and improving links with parent group. Looking at early identification of SEN and speech and language. Staff member has been upskilled in that area to be speech and language specialist. Prioritising SEN more in intervention areas. Curriculum more boy friendly this year in hope of increasing engagement. Fixed term Exclusions grown slightly this year. All boys. Teachers carefully placed this year to assist with this. Skilled in emotional health. Persistent disruptive behaviour highest area for exclusions at the moment. Consistent with ER. Looking at personalised learning. Asked staff not to use fixed groupings and very much using gaps to prioritise planning. KQ: Keeping groups very fluid, might be different for each subject and day to day depending on what students have learnt the day before. Differentiation at its upmost and real push on this. First curriculum team meeting tonight and started to look at actions which will feed into SIP. Induction afternoon took place with new staff covering systems. Pixl course attended in London by AT. All staff updated with KCSIE. Joint first day with Kenn Kenton and Cockwood focusing on attachment and behaviour. KQ asked to look at some MAT projects and how these can be used across Trust. Looking at road safety and being part of community with local councillors. Data measure will give cohorts coming through school and what are their needs in the future. Attendance 96.4%. Priority Year 5 for upcoming year and also boys. Above Devon and national for attendance. Current pupil numbers 248 in total. KQ: All data feeding into decision making processes around the curriculum. MMc: Do any other primaries have such a strong gender gap? Action: KQ will ask this at next learning community meeting. MM: Question around revision mapping. Can you tell us about something you have stopped doing as it was not effective, and something that has worked well and you are doing more of? KQ: Cut back on disconnecting children from class teachers. Doing same as ER - things outside class. In the past TAs would read with a child in corridor but disconnected teacher and learning. Less of this now and giving more quality time for teachers to plan, differentiate and consider deploying resources effectively in class. AT: Changed marking to be live, active marking for wellbeing of staff.</p>	<p style="text-align: right;">KQ</p>

	<p>MMc: Communications with parent forum. Suggest it would be good to incorporate feedback from parents of how they want to be communicated with and how it's working. Is paperless the way to go?</p> <p>VM: Is Key improvement area SEN? Is there need for a specific action plan to improve that?</p> <p>KQ: It needs further analysis. Need to meet with Year 6, 2 and 1 team to look at what wasn't being met. It comes down to early identification in early years. Better tracking of these groups as they go through Year 3, 4 and 5. No further questions on ML principals report.</p>	KQ
18.09.11	<p>Principal's report ER: JPO – Key improvement priorities to summarise self-evaluation and results analysis, particularly with academic subjects. This is a result of disturbance in terms of the last several years with new GCSEs - where young people haven't had the aspirations and desire to push themselves, both outside and inside of lessons. STRETCH model is our big push and driver from the start of this term. DS performance has deteriorated therefore need to have less interventions and a simplified, but more robust, structure with targeted finances for the pupil premium lead to use in a more personalised way. Feel confident that although didn't get results this year, the issues are well identified, and we have already started on the right path. Strands and structures in place for getting us in good position.</p> <p>MM: You've said that you can't realistically focus on everything, and that you are looking at DS but not SEN? Is that a deliberate exclusion?</p> <p>JPO: Remiss not to mention SEN more. Should be a strand on slide as new SENDco has achieved a great deal. New revised structure in CAL. Now a clear set of criteria and protocol for students going there. Re-designated some of the TA roles. Engaging parents really constructively with parents evening each term for K students and revised pupil passports and info for all teachers to give a clear view of what is needed. Each young person has a dedicated professional. Tied in with TCS Strategic Intentions. MAT vision is the 3 Cs (Collaboration, Curriculum, and Community). Should be helping support the link with our twin town, Perros-Guirrec, and welcoming some students into school. Not on improvement plan but critical is developing the student council with sixth formers involved - with young people increasingly owning their place in the school. Feeds into T&L and behaviours. Exclusion and attendance data has a clear link. Think structure for managing behaviour is now right, and fair. Attendance below national average. Exclusions about average but still too high. Need to decrease this. In last 3 years attendance has gone down but we are turning this around.</p> <p>VM: With attendance at just over 94% are you confident, with actions you are taking, that this will start to improve?</p> <p>JPO: Yes, think this is so with results, behaviour and attendance, and they are all linked. Have subscribed to project in Devon with team of EPs to work on pupil anxiety and parents in terms of aiding them to support their children. Attendance locally is an increasing challenge. Parents increasingly deciding to keep children off school if they want. And challenge is to impress upon parents the need to feel that students should be in school.</p> <p>SMD: Reassured to hear about EP, as mental health with teens has an impact on attendance and will continue to be so unless measures in place to support.</p> <p>MM: Same question to ER as to ML, from provision mapping can you advise of something you are doing more of that has worked well, and something you may have discontinued because it wasn't working?</p> <p>JPO: Not quite provision mapping, but very important, is delegated time to teams of faculties to work together and support students - as opposed to top down training. Meetings being given over to middle leaders to run directly, with guidance. An area where we are now doing less is extracting students from PE, EPR and other classes to do extra English and Maths or catch up. This meant they fell behind elsewhere. Get it right in classroom. In terms of critically more, increased intelligent and targeted contacts with key parents. Will select students</p>	

	<p>who are underperforming, where there is a supportive environment at home and will be inviting parent to bespoke meetings to guide that process. This is combined with better use of social media in terms of messages to parents, and content about revision and what is going on in class. MM: That sounds a very positive position. We are starting to get data on what is working and what is not.</p>	
18.09.12	<p>Issues and Learning round new LGB structure: VM: Feedback requested ahead of LGB meeting to give KQ opportunity to pull together training evening in October. Some feedback in email from MMc. VM: Two areas from me are clarity of process and workings of policies, and the split of accountabilities between LGB's and OLT board.</p> <p>KQ: These feedback requests have been circulated to Clerks of the other schools to filter through to LGBs to consider.</p> <p>Action: Important that we all think hard as to what may be of concern under the new structure and be aware that the opportunity to raise and discuss across all governors/directors of the trust will be on the 16th October. Please raise via email to VM as Chair.</p> <p>SS: Case of working with it and sorting things when they arise. Need to have challenge as we go through the year.</p> <p>VM: Example considered is split of financial matters -accountabilities and areas for discussion of LGB vs OLT. Concern of unnecessary duplication. Overlaps of responsibility minimised. Another concern is the 'meetings' timetable. Feels very tight. Need to get understandings with chairs and clerks to ensure minutes and action plans are timely to have effective communications. KQ: Feel need to roll with it for this term. Chairs to get together and discuss. Meetings timings can be tweaked.</p> <p>Action: December meetings to stay as planned, to be timely with presentation of annual accounts.</p> <p>Action: Review at end of this term. 2 meeting cycle, annual return and internal audit.</p>	<p>All</p> <p>VM/GW</p> <p>KQ/VM</p>
	<p>AOB: MMc: What is the position regarding recruitment of further governors and succession planning for the Chair role?.</p> <p>KQ: We have recruited to Trust board and have 2 new Directors joining at the next board meeting. There are a further 4 who we will be meeting during October to consider them joining the Trust board or the TCS LGB. Am also working with the careers person at ER looking at opportunities for individuals with appropriate professional background who may prove suitable. VM: Whilst there will likely be short term questions around initial lack of experience of new people am optimistic that we should be able to report quite positively on this at the next round of meetings.</p>	<p>KQ</p>
18.09.13	<p>Training and Attendance in Schools: VM; Important that all governors keep GW fully informed of dates of visits to school and reasons for visit – no matter what they may be about.</p>	<p>All</p>
	<p>Meeting ended at 8.34. Non staff members only (plus KQ/JPO) to remain for Part II.</p>	
	<p>Moved to Part II. VM to provide sealed confidential minutes to GW.</p>	