

MINUTES
of the meeting of Teignmouth Community School Local Governing Body held on
Thursday 30 January 2020 at 6 pm in the Library, TCS, Exeter Road.

Present:		
Name	Title/Role	Initials
Karine Davies	Governor	KD
Laura Milsom	Head of Sixth Form (part meeting)	LM
Mark Moore	Vice Chair of Governors	MM
Mark McCarthy	Governor	MMc
Vic Millard	Chair of Governors	VM
Sarah Minty-Dyke	Governor, Staff, ER	SMD
James O'Connell	Principal, ER	JPO
Sarah Sabourin	Governor Responsible for Safeguarding	SS
Annabelle Thomas	Head of School, & Deputy DSL, ML	AT
Luke Williams	Governor, Staff, ML	LW
Gaby Willis	Clerk	GW
Apologies:		
Katy Quinn	CEO/Principal ML	KQ

Action

VM opened the meeting at 6.00 pm and welcomed everyone. Introduced LM and thanked her for coming.		
30.01.01	Apologies for Absence: KQ	
30.01.02	Declarations of Interest: None	
30.01.03	<p>Minutes of Previous Meeting (5.12.19) and Matters Arising:</p> <p>Action: GW c/f send current Strategic Intentions to JPO and AT.</p> <p>Action: GW to invite Jo Hussain (Publicity Officer) to next LGB meeting.</p> <p>VM updated on recruitment of further governors. Potential new governor Maggie York, who is related to children at ML, has expressed a strong interest in joining. Agreed to invite to the March LGB meeting</p> <p>Action: VM/GW to invite and request pen portrait.</p> <p>For information, new Osprey Director met with VM and KQ and will be joining the OLT Board, Paul Lilley, an ex-bank official.</p> <p>Comparison data on report and sharing the mock Ofsted with the LGB. AT has found that national comparison for exclusions doesn't exist for primaries in the same way as secondary school.</p> <p>Action: AT to send GW mock Ofsted for circulation to LGB.</p> <p>Curriculum plan details – JPO intends to present at the March committees and LGB meeting.</p> <p>Action: GW to add to agenda.</p> <p>JPO has a strategic plan to share with LGB on attendance.</p> <p>Action: MM/GW to add to agenda for next EOC and then summary to LGB in March for JPO.</p> <p>GW and VM confirmed the committee meeting schedule is agreed and is on the portal.</p> <p>Agreed to move LGB 7 May meeting to Tuesday 5 May due to amended bank holiday weekend.</p> <p>Action: GW to amend meeting details on the governor portal.</p>	<p style="text-align: right;">GW GW</p> <p style="text-align: right;">VM/GW</p> <p style="text-align: right;">AT/GW</p> <p style="text-align: right;">GW</p> <p style="text-align: right;">MM/GW/JPO</p> <p style="text-align: right;">GW</p>

	Minutes agreed as a true and accurate record and duly signed by VM as Chair.	
30.01.04	<p>Sixth Form Action Plan: Focusing on recruitment and retention. LM gave a presentation, copies distributed in advance.</p> <p>Q: On Sixth Form growth projections can you give more background – appreciating that they indicate continuing growth. What are the numbers joining from outside our own school?</p> <p>LM: 71 in total this year, of which 3 are external.</p> <p>There is a real barrier currently. We used to recruit from Dawlish but they are now part of a MAT with Newton Abbot College and they are bussing students to the Newton Abbot sixth form. That is the only school I have been allowed to go into. TGGs cancelled our original plan to get involved.</p> <p>Q: Can you give a flavour of what has been, and what you would aspire to having, in terms of Sixth Form numbers?</p> <p>LM: Would like to have at least half of Y 11 joining. Would like to reach 90-100.</p> <p>JPO: At present on 45%. Aspiration 50%. Several year groups coming through of 200. Sixth Form needs to be 150+ to be financially effective - and we believe achievable.</p> <p>Q: You're near the point of getting a good idea of numbers for next year. What is your current assessment?</p> <p>LM: 2 days left of interviews. Most students, to keep options open, will apply to 2 places. Last year 35 students only applied to us and up to 100 applied to us as well as another institution. More than that have applied just to us, so early indication is recruitment slightly higher. Results day is key in August and keeping momentum of recruitment up until summer.</p> <p>Q: Your presentation highlighted that student registration on days they do not have lessons was a huge problem. Do you think changing that will make a difference?</p> <p>LM: Student briefings during the week, reducing the mornings they need to be in. Recently gave Year 13s option to drop an additional registration time. If attendance drops below 85% this privilege is removed.</p> <p>Q: Is that move away from registration a USP for us?</p> <p>LM: All colleges have a swipe system and day times are slightly different. Students have a tutor at Exeter college but register after lunch. Some of the schools are still at 5 days, some halfway and some dropped entirely. Keen to keep standards in place, need tutor and structure.</p> <p>Q: Aware doing well at vocational subjects but less so at academic. As a sixth form, are we aiming to try and recover that performance, or is our USP around the vocational subjects and that's our target market?</p> <p>LM: Would like to recover and aim higher. Recruitment strategy this year is targeting gifted and talented of Year 11 and we are interviewing tomorrow afternoon. Level 2 numbers slightly too high as opposed to Level 3. Level 2s leave after a year which makes small Y13 cohort.</p> <p>Q: Do you have the right levers to help bring that performance up? Focus is a lot around Year 11.</p> <p>LM: This year things really improved. Sixth Form has been taken on as a priority by a member of the IT team. Data drops have been adjusted this year to have more impact and become timely, which allows us to intervene.</p> <p>Lot of interest on taster day in chemistry and maths. Had to drop Chemistry last year due to low numbers.</p> <p>Q: Focus around treatment of students. Is your view that students are happy with breadth of curriculum being offered?</p>	

	<p>LM: My first action was to reform curriculum. Had previously maintained the same courses year after year. Those that went into prospectus this year v much in line with student feedback and aspirations. Meetings have taken place about costings.</p> <p>Q: So now flexible enough to adapt?</p> <p>LM: Yes definitely.</p> <p>Q: How good do you think our website is? Could it do better as a marketing tool?</p> <p>LM: Launching app linked to website and this will be much more accessible to students. 16 to 18 year olds don't go on our website. Launching in 2 weeks' time. Staff and students will be trained. Newsletter will be on there, exams, parent letters, activities.</p> <p>VM thanked LM and stated that the enthusiasm and focus in Sixth Form leadership has improved greatly and LGB are very pleased and impressed with work being done. Asked LM to keep Governors informed and to come back and update progress at a future date. LM left the meeting at 6.40 pm.</p>	
<p>30.01.03</p>	<p>Two Schools – Action and Implications Plan: VM reminded Governors that at the last meeting the issues around this were discussed, and the view was that we are moving towards a position that separation made sense. Questions had properly been asked about the detail of issues and challenges for making this happen. KQ has put together a document in consultation with JPO and VM. Document (issued in advance to LGB) shows comparison of the relevant areas that would be impacted by separation. VM view is only area, of the 16 areas covered, that gives concern is governance. Believe that challenges of governance membership and effectiveness should not be a deciding factor against proceeding. There have been discussions with several ML parents who have expressed an interest in taking on governance roles. Believe KQ feels confident there are enough potential people at ML to put the necessary separate governance in place. AT agreed there are some key people there who would be very good on ML LGB.</p> <p>VM view would be continue working on trajectory of separation, unless feeling from governors that some of the issues are not as clear cut as written or there are other areas that have not yet been considered.</p> <p>Q: Concern that we haven't mentioned comms of staffing the importance of presenting as a positive? Not creating greater isolation, but staff being part of a MAT that has different opportunities. Need plan of what being part of a MAT looks like. Shared teach meets, CPD for staff, should be consultative piece across 5 schools with leadership commitment across the year.</p> <p>AT: This has already started. Had a trust day last week. Good ideas and positive.</p> <p>MM: Need MAT improvement plan, KQ and leadership of each school brainstorming for shared opportunities. Would like something we can hold leadership to account for, and also an important message for staff of benefits of being part of a MAT.</p> <p>AT/JPO confirmed at the trust day they looked at overlaps and prioritised.</p> <p>VM: In KQ absence can we set a timescale for this to be achieved and shared?</p> <p>JPO: KQ has drafted a list of priorities to be put into an action plan.</p> <p>Action: VM to ask KQ to share this at LGB.</p> <p>VM: believe it important for LGB to have awareness that the '2 school' approach is now at the stage of forming its own trajectory. If there remain any structural concerns now is the time to raise them.</p> <p>Q: Probably more of a question for the Trust would be do we want staff to be proud of being part of OLT or proud of working at ER/ML?</p>	<p>VM/KQ</p>

	<p>VM: Would seem a considerable challenge for us to influence that in the context of the separation that is currently under way. My view would be that priority -at this point - would be to encourage a culture that leads to staff being proud to be a member of their individual school. Pride in the MAT, whilst an essential objective, is a longer – and currently secondary – ideal.</p> <p>MMc: CPD opportunities that come for staff will make a difference to their perception of what they get for being part of a trust.</p> <p>MM: really important that staff feel proud of and part of a MAT as well as their own establishment. MAT was created for benefits of sharing. Should be some things where we think MAT first and school second. Things such as welcoming new staff at beginning of the year.</p> <p>VM: Believing that it's not realistic for 'everything to be achieved at once' in this context, I think it fair to ask that we consider what are we trying to achieve with the 2 school separation here? Feels that we are at risk of conflating the work required to achieve a meaningful separation with that of broadening MAT opportunities.</p> <p>MMc: Looking at end goal rather than prism of issues and problems to fix. Look through benefit of what is being achieved. Has to be about the MAT.</p> <p>JPO: In reality, I don't think ever been 'one school'. If 'one school,' would have people working across both locations and wouldn't have them 'liaising'. With the trust, suggest if people are going to identify with the organisation the first thing is the identity. This has to be shaped and communicated really strongly. The second part is connecting people - events where knowledge of each other is gained.</p> <p>VM: A complex and overlapping picture emerges from this discussion.</p> <p>Suggest that, for next meeting, to ask leadership to present the stages of development here - and to take account of the comments tonight. All happy to proceed on that basis. Action: VM/KQ/JPO/AT</p>	<p>VM/KQ/JPO/ AT</p>
<p>30.01.06</p>	<p>NPQH Presentation and Questions: AT gave presentation, copies of which had been circulated in advance.</p> <p>VM invited questions from the presentation for AT.</p> <p>Q: Regarding parent's meetings, what percentage of parents are attending and what strategies do you have for those who may be hard to reach?</p> <p>AT: Around 50 parents for reading meeting. Also, a separate phonics one. Putting as much information as we can on website. Sending home letters. This approach has a nice feel and is not intimidating.</p> <p>Q: Child voice. How do you get students involved in selecting texts for library or guided reading?</p> <p>AT: For example, 'Romans' is a current topic. Students have chosen some of the poems. Staff ask the students what books they would like to learn about. Try and use pupil voice as much as possible.</p> <p>Q: If new author book came out, can come in and ask or order it?</p> <p>AT: Yes, librarian makes a list and as we replenish will try and choose those books.</p> <p>Q: On the list of interventions and actions which do you think are particularly effective or engaging? Building up story time again etc.</p> <p>AT: Most impact is PIXL tracker. Just started to use, which tracks attainment and progress. Can log all interventions and talk through child by child. Early stages.</p> <p>Q: Can you give more detail on 'CPD for staff inference'?</p>	

	<p>AT: Inference is types of questions ask students, so could be inferring meaning from a text where it is not quite said so read around rest of paragraph to figure out answer.</p> <p>Q: Why is speedy reading important? More rhythm and speed in reading the more the pupil understands?</p> <p>AT: Yes, to become a fluent reader and understand 90wpm is key reading speed at KS2. 110 wpm for Year 6.</p> <p>Q: Does that 'speed' increase as pupils move into secondary?</p> <p>JPO: No. level of textual complexity goes up and GCSE texts go up, so graduation through national curriculum.</p> <p>Q: Story time. Why is it important?</p> <p>AT: A lot of our students are not read to at home. This is important, language is everything for children. Getting them to love authors that may not be read at home and loving language. May not be able to read all the words but listening to them helps.</p> <p>Q: Are there certain authors and books that are the 'go to' staples for gaining pupil interest?</p> <p>AT: Michael Wahlberg, Enid Blyton, Jaqueline Wilson.</p> <p>Q: Within the community do you have many people coming in to read, so not just associated with teachers or authors?</p> <p>AT: Not currently. Would like to get back into. Have good links with Teignmouth library, book trackers over the summer etc. Digitally do accelerated reader but still students reading book off shelf. Something to explore.</p> <p>VM thanked AT for this presentation and offered the LGB's best wishes for her NPQH.</p> <p>ML Principals Report: Presented by AT and copies distributed in advance. Second parent forum in place for next week. EHCP and SEN numbers currently high. Appointed pastoral support assistant to start at Easter to work largely with challenging boys and looking at provision for these students.</p> <p>Q: In terms of FTE numbers in autumn terms 1 and 2 are they the same children?</p> <p>AT: Largely yes.</p> <p>SS: This will be on the agenda of next SBPD meeting.</p> <p>Q: The PSA starting at Easter. Is this a new role?</p> <p>AT: Did this 4 years ago. Had a high field of applicants. Needs had then moved on, but now back where we were in terms of needs. Ideally don't want separate unit.</p> <p>Q: This will be working alongside the nurture group?</p> <p>LW: 2 separate needs. Will look at both. Unit will be there for period of time and support students to settle them back into the class.</p> <p>Longer term plan for unit to serve the whole MAT.</p> <p>Noted attendance figures have dipped to 95.02%. Reason is exclusions and part-time timetables for some students.</p> <p>Q: Part-time timetable?</p> <p>AT: Can have this for up to 30 days if needed. Brought about by inclusion team recommendation.</p>	
<p>30.01.07</p>	<p>ER Principal's Report: Presented by JPO and copies distributed in advance.</p> <p>Q: How confident are you that next year's Year 9 have meaningful curriculum to follow, as the transition year?</p>	

	<p>JPO: Lot of re-planning. English, Maths science no real difference. Humanities all students do one or the other. Forces people to think how to make engaging and interesting. Opportunities to engage with love of subject. Curriculum visions statements for all areas, and by Easter having assessments. Training day in April will be given to curriculum planning.</p> <p>Action: Discussion at EOC for Year 9s as year progresses.</p> <p>Discussion around changes to curriculum currently being reviewed. Noted that at present JPO is vetting all FTEs, and trying to reduce numbers.</p> <p>JPO: Attendance – strategic visitor from Devon County has visited to review. Attendance has fallen and is challenging throughout Devon. National has slipped too.</p> <p>Q: Y10 and 11 figures. Is there a clear plan and expectation of how students catch up with work they have missed?</p> <p>JPO: Set of tools given to teachers about collective work for students off school. Could be tracked better.</p> <p>Q: Is there consistency across the subjects, picking up from friends, asked to complete extra piece of work as homework?</p> <p>JPO: Need designated person as point of contact. Relying on teachers to pick up who hasn't been there. Need a mentor to pick up the student. Ideally need designated role within attendance team to push this.</p> <p>Q: Concern that Year 10 and Year 11 figures are so low. Do you agree that these are the lowest attendance figures for these cohorts for a very long time?</p> <p>JPO: In part due to part timetable students in these years. May be off site for a few days a week and don't count in our figures.</p> <p>Action: Track back comparisons and see where we are historically.</p> <p>Q: Is it the case that most of absences may be DS or PP? If there is no effective plan to address will surely see performance drop off next year?</p> <p>JPO: Work is being done by DS champion.</p> <p>Action: EOC and Safeguarding committee need to explore this and understand better what is in place.</p> <p>JPO: National birth rates lower next year. Intention is not to exceed PAN next year due to strains on the school caused by previous large years.</p> <p>Q: Your report mentions STRETCH and from your presentation sense that this may be taking more of a back seat - with differentiation and scaffolding coming more to the fore. Is there a risk of potential confusion and inconsistency for teaching from this?</p> <p>JPO: It is built within it. Was talking about the language we are going to use. Talking about being targeted, challenge and redirected challenge and what this looks like. Ensuring that all are aiming high. STRETCH is still very much a platform.</p> <p>Q: Your report mentions revising the strategy of BFL as an 'ongoing strategy'. Would it be correct that this is now viewed as still needing clarity (by teachers) of what BFL needs to look like? The move to BFL from RTL was a period of questionable consistency from all teachers and would be concerned if this may be the case again?</p> <p>JPO: Needs appraisal at end of academic year as to what is working.</p> <p>VM: Consistency and fairness of the policy has been an issue in the past. Need to take care that the policy is not just a 'principle' but is a bedrock for behaviour.</p> <p>JPO: That was RTL. Not in that situation now, and not about to change or rebrand.</p>	<p>MM/GW</p> <p>JPO</p> <p>MM/SS</p>
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	<p>Q: Regarding the new curriculum, on timetable, with two 30 minute breaks are the facilities adequate to get all students through to buy and eat lunch?</p> <p>JPO: 20 minutes break currently. The queue is busy until 11.04. Lunchtime from 12.50 – 1.35 queue busy until 1.15. Only takes 15 minutes for queue to go down. Plan to get second food dispensary to alleviate queuing.</p>	
30.01.08	<p>EOC Committee: MM summarised (still unapproved draft) minutes. Copies distributed in advance. Key items are EY and SF external recruitment gaps and skill set to meet external marketing needs. Limitations of current offer in early years, extended hours not offered in nursery currently. Major impact on what school looks like all through. MAT – picked up on how 2 separate schools could share opportunities like provision mapping and CPD for staff and understanding high ability at both sites.</p> <p>No questions.</p>	
30.01.09	<p>FHRE Committee: VM summarised minutes. Copies circulated in advance. Comms and website action discussed. Had asked JPO and AT for individual school priorities for website updates.</p> <p>Action: Request for this to be carried forward.</p> <p>04: Advise internal audit is going ahead in February. Areas covered to be income sourcing, purchase cycle and payroll.</p> <p>Management Accounts: Highlight that staff costs running very tight to budget, particularly at ER. Discussed need to closely manage throughout second half of current year and agreed a small working group within finance team will meet during Feb when Dec and Jan actual costs are available.</p> <p>Action VM/JPO/KQ/Jon Newman</p> <p>11 Curriculum development costs – raised at FHRE that the costings of the new curriculum require analysis and agreed the following:</p> <p>Action: These figures to be presented to the March LGB</p> <p>Q: How is the MAT executive developing the generating of cost savings and economies across the MAT and what is the progress of opportunities to do things together? Haven't had sight of this at LGB as yet.</p> <p>VM: Organisation of MAT is still at development stage. Much work being done to centralise functions from joined schools and still trying to physically centralise financial and HR team. Have been frustrating costing and repair/decoration delays in terms of office moves. Haven't yet seen the outturn of financial benefits. Had external financial support from EFA on areas of savings that can be achieved. L/S restructure at ER a priority. LGB should be confident that information will be available in timely fashion.</p>	<p>AT/JPO/KQ/ JH</p> <p>VM/JPO/KQ/ JN</p> <p>JPO</p>
21.11.10	<p>OLT Development Session February 25: VM has met with KQ and chairs of K/K and Cockwood. Agreed that priority is to gain cohesion and common understanding between Trust Board Directors and LGB's of what are, currently, varied – but not too dissimilar -visions, strategic intentions and values. Much variation would seem to be in terminology, but we need broad understanding to continue to improve clarity. Discussion around this, agreed it is important that information on the various documents that are 'live' in each school and the Trust are shared in advance to enable understanding and preparation for the session.</p> <p>Action: KQ/VM</p>	<p>KQ/VM</p>
30.01.11	<p>Governors' Training and Attendance: SMD attended SCARF training at ML. MMc attended mock interviews day at ER. SS judged a hairdressing competition.</p>	

	SMD and MM attended Martijn van der Spoel revision techniques training for parents.	
	Part I meeting closed at 8.31 pm. Moved to Part II and GW/SMD/AT/LW left the meeting.	