

**MINUTES**  
**of the meeting of Teignmouth Community School Local Governing Body held on**  
**Thursday 13 May 2021 at 4 pm via MS Teams online**  
**due to COVID-19 restrictions.**

<b>Present:</b>		
<b>Name</b>	<b>Title/Role</b>	<b>Initials</b>
Sean Bromfield	Parent Elected Governor, TCS ML	SB
Polly Cox	Co-Opted Governor	PC
Karine Davies	Vice Chair of Governors, Chair of EOC Committee	KD
Louise Dowler	Parent Elected Governor, TCS ER	LD
Mark McCarthy	Chair of Governors	MMc
James O'Connell	Principal, ER	JPO
Simon Shadbolt	Co-Opted Governor	SSh
Annabelle Thomas	Head of School, ML	AT
Luke Williams	Governor, Staff, ML	LW
Gaby Willis	Clerk	GW
Maggie York	Governor Responsible for SEND	MY
<b>Apologies:</b>		
Sarah Minty-Dyke	Governor, Staff, ER	SMD
Jim Prior	Co-Opted Governor, Link Governor for Careers	JP
Katy Quinn	CEO/Principal, ML	KQ
<b>Absent:</b>		
None		

<b>Key to acronyms</b>			
OLT	Osprey Learning Trust	NGA	National Governance Association
LGB	Local Governing Body	EWO	Education Welfare Officer
SoD	Scheme of Delegation	CPD	Continuing Professional Development
SLT	Senior Leadership Team	SEND	Special Education Needs and Disabilities
ER	Exeter Road	ML	Mill Lane
RAG	Red, Amber, Green (priority actions)		

<b>Item</b>	<b>Content</b>	<b>Action</b>
5/1.1	<b>Welcome and Apologies:</b> SMD – Accepted. PC absent at this time.  It was suggested that the next LGB on 8 July be held in person, government guidelines permitting, and for anyone who has any concerns about this to email MMc or GW. SB gave his apologies in advance for the next meeting.	<b>All GW</b>
5/1.2	<b>Declarations of Interest:</b> None declared.	
5/2.1	<b>Matters Arising from Previous LGB Meeting held on 11 March 2021:</b> Minutes and summary of action points from the last meeting were provided on the portal. Trust training on Ofsted via Deb Wring is being organised for 16 June. Let GW know if you have not had the email; and if you are able to attend. <b>Action: GW to send the Ofsted training information to KD – check correct email address.</b> Propose school visits/tours for new governors could now be considered after half term, as restrictions are easing. No comms sheet from OLT this time as the last Trust meeting was held in February. LGB comms from March and May meetings will go to the Trust Board on 25 May. Other questions invited. None received.	<b>All GW</b>
5/2.2	<b>Acceptance of Minutes held on 28 January 2021: AGREED</b> the minutes reflect a true and accurate record of this meeting.	
5/3.1	<b>Chair's Update:</b> Documents shared on portal for general information.	

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	<p><b>General Update:</b> MMc formally announced that after a competitive recruitment process and two days of interviews, AT performed highly across the two days and has been appointed as Headteacher for ML with effect from September 2021. AT thanked everyone who supported her and for the lovely comments received and pledged to work very hard to continue to drive ML forward. Congratulations offered from all governors.</p> <p>Congratulations were also given to LW who will be leaving ML to take up a Headship at Redhills in Exeter. There is an advert live at present to recruit a new Deputy Head of ML. As per the SoD, SLT appointments require the involvement of the CEO and the LGB. MMc invited comments from AT who stated an advert is out for what LW was leading which is maths, data and behaviour. The closing date is next Thursday. Some candidates have been to look around the school and the interviews will be held the week before half term.</p> <p>LW's new appointment will create a vacancy for a staff governor at ML from September. This will require a recruitment campaign which will be set up in due course.</p> <p>Governors formally recorded thanks to Katy Quinn who is departing as Principal for ML but remaining as CEO for the Trust.</p> <p><b>Governance Review action plan:</b>  <b>Action: Governors to access this document on the portal and send questions to MMc.</b>  <b>Action: GW to rearrange policy review meeting for AT, JPO, MMc and GW.</b></p> <p>Communication is listed as one of the actions on the governance action plan, there is still room to improve how as an LGB we communicate with ourselves, our stakeholder groups (parents, staff, students) and to the Trust. MMc asked for volunteers to help shape a communication strategy for the LGB. MY kindly volunteered with MMc.  <b>Action: MY and MMc to liaise and follow this up.</b></p>	<p>All GW/JPO/ AT/MMc</p> <p>MY/MMc</p>
5/3.2	<p><b>Vision and Strategy Refresh:</b> MMc shared a vision and strategy document last time and now proposed a timeline to complete a series of activities for 8 July with parallel but separate processes for ER and ML. This was shared on the portal and comments were invited, the timeline commences 7 June to conclude with a revised vision and strategy statement for approval at the next meeting 8 July. The LGB would have oversight of both schools to give a clearer picture of where the two schools need to diverge strategically and where common areas of need are for the next 3-5 years. The Trust is also conducting a process of refining the Trust level strategy. Questions were invited now or by email to MMc after the meeting. There is also the possibility of having face-to-face meetings between SLTs and Governors w/c 21 June or towards latter part of June.</p>	
5/3.3	<p><b>Skills Audit Summary:</b> An anonymised summary was shared on the portal and thanks were given to GW for RAGing these documents. This will be conducted annually to pick up skills gaps as a collective body, in addition to identifying and shaping individual training needs for Governors. It can also be used to monitor progress in terms of training and development. Headline items from the overview of the NGA audit areas are low experience of other governance boards, which was already known. The LGB potentially still has two vacancies and need to look to bring in more experience through recruitment.</p> <p>Accountability for curriculum, finance and staffing is an area of need. Recent Trust-wide training on understanding performance data was very useful and there is a follow up session on Ofsted which are trying to plug those gaps. From The Key skills audit, risk management area also stood out from this so appropriate training will be sought for this in context of local governance; and compliance. This ties in with needing clearer role descriptions. No comments or questions were raised.</p> <p><b>Action: Governors' are encouraged to consider how their own training activities and use of the training resources available through NGA, The Key, Babcock and the Trust will help the board to collectively address some of these gaps.</b></p>	All



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	<p>Full extent of lockdown is now being seen in safeguarding and a lot of support is required. Working with families in multi-agency approach at early help level.</p> <p>Q: Do you and the Deputy DSL have sufficient capacity for this level of intervention that is currently needed. Are there stress points for you as a school and staff?</p> <p>AT explained that the Deputy DSL is largely non-teaching, as is AT aside from cover. The level of need will abate, but AT wanted to flag to governors that it is very busy at the moment.</p> <p>Q: Is there a way of finding out if this is happening around all schools in Devon and funding-wise is there potential for support if a crisis is coming from the end of Covid?</p> <p>AT had not heard of any funding and stated there was poor communication from social workers and a lack of following up.</p> <p>MY has experienced working in a school that has its own social worker and counsellor and would encourage the Trust to look at this.</p> <p>AT met with the EWO today and confirmed ML is in line with other primary schools on attendance. Figures have been affected by EHCP children who were classed as needing to be in school but parental choice kept them at home. ML has had a big push on attendance this week and AT is confident it will rise again. Indications for this term so far show a significant improvement.</p> <p>AT informed the meeting that ML were recording everything that happened with behaviour previously but when compared with the other Trust schools realised they were not recording this. If an incident is dealt with in class as an informal reminder it is not recorded, and ML have come in line with that now.</p> <p>Q: Are there any particular areas of concern around behaviour as we are coming out of lockdown and the children have been back for a period of time now?</p> <p>Year 5/6 cohort has particular area of need.</p> <p>Q: Persistent disruptive behaviour is largely in class disruption?</p> <p>AT confirmed this is the case, and at break and lunchtime there are some issues.</p> <p>Q: Is the disruptive behaviour linked to the children not being used to being in school?</p> <p>AT stated this was partially the case, but two classes have tracked through the school with long term issues and action was taken to balance this out. Preparation work for Year 6 transition is being done with the operational SENDCO at ER. A large proportion of the children has good behaviour. Further questions invited. None received. MMc thanked AT for her report.</p>	
5/4.2	<p><b>Headteacher Report for TCS Exeter Road:</b> JPO shared his report which had been circulated on the portal in advance. The report featured a recovery curriculum update, catch-up funding update and the National Tutoring Programme and Summer School; national assessments for 2021; safeguarding, behaviour, attendance and pupil numbers.</p> <p>Q: Are the students having the tutoring sessions in school out of normal lessons?</p> <p>JPO confirmed the sessions are on Saturday mornings and there is flexibility for students who may want to attend a sports club etc at the weekend to attend the tutoring at a different time.</p> <p>Q: This is for the pupils whose parents couldn't afford tutoring normally. How have you put this out to the parents and students and what is their reaction?</p> <p>JPO stated this is happening now. Parents/carers have been written to and telephoned and there is a contract to sign to say the student will attend. Looking carefully at students who it is felt will engage and will benefit. If the student does not attend, the place will be moved to someone else.</p> <p>Q: Are they in small class groups and would they be given equipment like a laptop?</p> <p>JPO advised that the school had received in excess of almost 200 laptops which are out with students. Equipment would be supplied for a child who needed it.</p> <p>Q: At ML there is an expectation of two steps progress and measure, intervention, and measure afterwards. Also they are using PiXL to identify the areas where the pupil is not doing so well. How will it work that the tutoring is targeting the right areas and can measure before and after; and do we know already what we are hoping to achieve? What will good look like?</p> <p>JPO responded that TLC Live commit to process and carry out initial assessment, progress checks and data sent to schools. This is a nationally signed up system which is government funded. It is being tracked by the Education Endowment Fund which is a non-governmental body that track what impacts and works at helping young people catch up and particularly DS.</p>	

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	<p>Think it is a robust and objective tracker being looked at nationally. This will be looked at to decide if it is continued next year.</p> <p>Q: Three initiatives - National tutoring programme, summer school and additional teachers English and Maths that have had the catch-up funding. Have you done measurement on that specifically?</p> <p>JPO advised ER is measuring with assessments which are happening in June for Years 7-10 and this will evidence how much difference it has made. There is data from staff in terms of where students were when they returned from lockdown and will look again at the end of summer as to progress made. Specialist teachers' group will be looked at to see if they have benefited compared to the rest of the cohort.</p> <p>Q: Do we know what we are expecting to see? What would good look like? How is it structured. Do you have expectation of certain improvement per term?</p> <p>JPO responded ER is looking at working with students more disaffected and already behind which is why they are chosen to attend this programme. Statistically students who are behind when arriving from primary tend to make least progress. Looking for upward trajectory. Measure against what their predicted progress is to show if they are catching up to targets.</p> <p>Q: Have you noticed anything on the students you would normally be expecting to perform higher? Have they needed extra help to get back to level they would have been without Covid or are they naturally going up?</p> <p>JPO stated it is not the case that all disadvantaged students are less able. Students who are more able and well supported are making good progress and have come back to school very well having done well in independent learning. Some students are demotivated or less aspirant than they were having seen a cohort in 2020 preparing for GCSEs and having none, then the same happening again. The critical thing in recovery curriculum is about normalising and routines and working well together. Those who were doing well have by and large adapted and are doing well.</p> <p>Q: Is summer school a compliment to transition week? Is it intended to also run the transition week in the last week of summer term?</p> <p>JPO confirmed it is the intention and work will be starting with the local primaries to organise this.</p> <p>It was noted that assessments are placing considerable pressures on staff having to try and be the teacher, exam setter, assessor and moderator and having to carefully collate evidence and show this. JPO advised there will be two weeks of assessments for Years 7-10 which will need to be marked carefully. A lot of work is going into a new reporting system and ways of doing assessments and JPO will speak about this at the next LGB.</p> <p><b>ACTION: JPO to include update on this in the Heads report to next LGB 8<sup>th</sup> July.</b></p> <p>MMc voiced appreciation and acknowledgement of the huge undertaking that the school are having to manage to effectively provide the exam qualifications for students this year and balancing that with not disadvantaging other year groups. Governors who were not able to attend the ASCL (Association of School and College Leaders) briefing on the 2021 exams process on 12<sup>th</sup> May were encouraged to watch the recording that GW has circulated. Very useful for points at which governor oversight would be useful in the process.</p> <p>Q: Have staff had the training to enable them to feel confident and do you sense they are taking that burden on with the right attitude and positivity?</p> <p>JPO replied that teaching staff have taken this on very positively. In terms of abilities to mark and assess, any teacher teaching A level and BTEC needs to know objectives and marking criteria. There has been preparation during lockdown and the inset training day this term other than safeguarding was spent preparing for assessments. One challenge is getting through the marking. Every teacher has embraced and got on with it to do best for their students and believe in principles of fairness. Big job for middle leaders to pull this together and this is being overseen well and clearly.</p> <p>There is a significant pattern in behaviour with high end incidents being challenging but data is starting to show general low-level behaviour in lessons is improving and the number of incidents is declining over all. JPO would like to see less students being excluded and the</p>	<p style="text-align: right;">JPO</p>

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	<p>behaviour and support for SEND and DS students is being carefully looked at. It is felt staff are very much aligned in their approach now and this is making a real difference.</p> <p>Q: There are some students whose behaviour you are attributing to mitigating circumstances of lockdown and the wider situation. Their behaviour has become more extreme and more disengaged and there is a road to potential permanent exclusions. Should there be interventions within the recovery curriculum and catch-up funding to provide support for these students to bring them back?</p> <p>JPO responded the school is well-resourced having three members of staff in the behaviour team now plus a Head of Year. Around £20k has been spent reinforcing behaviour staffing, and welfare. There are extra provisions in school such as CAL, a SEND specialist room and STARS which gives outdoor learning, social interaction, and encourages working as a team. There is strong communication with this member of staff and other school staff. A lot has been put into this and the behaviour approach is a process which is working with the young people but with a small minority the behaviour becomes so extreme that nothing works. JPO is meeting the inclusion lead across Devon tomorrow to look at how these young people can be supported further.</p> <p>Q: You discussed recovery and catch-up curriculum framed around progress and attainment whereas here you are identifying Covid related impacts on behaviour and exclusions. Is that being linked and are we sure things are fitting together in the right way?</p> <p>JPO advised ER have used catch-up funding to reinforce behaviour and welfare with appointments. Extra support could be used and an application was submitted for funding to have a social worker to be attached to the school but this was not successful.</p> <p>Q: Is there a link in the rise of behaviour to those with SEND or previous behaviour problems, or is it students who were previously ok?</p> <p>JPO further advised there had been a rise in extreme behaviours with students who had challenges before, whereas general behaviour is better.</p> <p>KD suggested she would like to see a discussion about the risk of permanent exclusion before getting to that stage as an extra layer of intervention. JPO said that some schools have had governor behaviour panels.</p> <p>Q: Do you have a way for students to release anger potentially through sports or something similar?</p> <p>JPO explained there are staff trained in anger management strategies. Some students have a time out card, safe place, go-to person. Needs to be carefully regulated. Some are given time in CAL or STARS and might do some work around anger and have welfare or one-to-one sessions. A new counsellor is coming in at least once a week and some things are in place for that.</p> <p>Q: Regarding a governor behaviour panel, do you have children's panels? Can see from behaviour policy that interventions are in place so understand the difficulty with the students who are being considered for permanent exclusion.</p> <p>Q: Is there value in exploring the suggestion of a governors' behaviour panel as part of the behaviour policy and how would we go about deciding whether that would add value and be helpful in that process?</p> <p><b>Action: After discussion it was resolved that JPO would define the scope of what a school behaviour panel might look like and bring this to the next LGB meeting. This could also be considered for ML – AT to advise.</b></p> <p>Q: Attendance overall is looking ok. Are you having problems with punctuality?</p> <p>JPO stated this is an area for improvement with a current push on sending texts to parents and running detention for repeat offenders. This will be looked at carefully to see if these figures improve.</p> <p>Q: You alluded to the fact you have got a managed move. Is that what you have had and as it does impact on the behaviour, how many happen to TCS and out of TCS?</p> <p>JPO explained there are may be one or two a term in normal times and this stopped due to the pandemic. Often students move between parents but this is not a managed move.</p> <p>MMc thanked JPO for his report.</p>	<p>JPO AT</p>
5/5.1	<p><b>Safeguarding Review at TCS ER:</b> The action plan from this was uploaded to the portal and formally sits with the school and the Trust. This has been discussed with the Trust earlier this week and is shared here with Governors for information and the opportunity to ask questions or clarifications. JPO advised that Jane Lake from the Dartmoor Trust carried out the review and the report is very detailed and fair with many positives. A significant issue causing concern</p>	

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	for the Trust is the SCR which is the secure spreadsheet containing details of employment and how this is reached. This is addressed in the action plan. Overarching responsibility for the SCR is going to move to another member of the SLT away from the DSL; and an extra member of support staff will assist the person currently carrying out the checks. Questions invited. None received.	
5/6.1	<p><b>EOC Committee – 10 May 2021:</b> Matters arising and questions only from the minutes uploaded to the portal.</p> <p>KD reminded everyone that there were questions on the Deb Wring review and also the deep dives to be submitted to GW and copy KD by tomorrow.</p> <p>KD stated there was a recommendation from the EOC Committee to appoint Jane Russell as an Associate Governor to specifically support the EOC committee. This would be for a term of one year. Jane would not be required to attend LGB meetings and would not have voting rights. KD proposed, MMc seconded. Unanimously <b>AGREED. Jane Russell was duly appointed as an Associate Governor, pending Trust Board approval.</b></p> <p><b>Action: GW to follow up with Jane and add to comms sheet for Trust Board.</b></p> <p>KD proposed LD as a member of the EOC Committee. MMc seconded. Unanimously <b>AGREED. LD was duly appointed to the EOC Committee.</b></p> <p>MMc spoke to JP and he is happy to be appointed to the EOC Committee. MMc proposed, KD seconded. Unanimously <b>AGREED. JP was duly appointed to the EOC Committee.</b></p>	<b>GW</b>
5/6.2	<p><b>Careers Link Governor Report:</b> JP unable to attend tonight but had met with Careers Officer at ER and shared report and information on the portal. It was acknowledged this had been received and a number of discussions of strengths and weaknesses of that provision will be useful for progressing that and supporting in development of the careers provision. MMc invited comments or questions. None raised. MMc thanked JP and Jo Hussain for their contributions to the report.</p>	
5/7.1	<p><b>Covid-19 risk assessments for ER and ML:</b> Questions or concerns invited on these. MMc commented that JPO will need to update the form again with the newest advice and considerations relating to mask wearing in classrooms from 17 May. JPO advised ER will be moving away from masks in classrooms and opening up PE changing rooms and run assemblies which is good news. MMc asked for volunteers for risk assessment monitoring visits this term. LD volunteered to revisit ML and MY ER.</p> <p><b>Action: JPO and AT to liaise with MY and LD after changes at ER.</b></p>	<b>JPO/AT/ MY/LD</b>
5/7.2	<p><b>Risk Register:</b> No comments or concerns raised.</p>	
5/8.1	<p><b>Policies and Procedures:</b> None for this meeting.</p>	
5/9.1	<p><b>Governor Visits and Training:</b> MMc attended a briefing yesterday on exam grading for 2021 organised by the ASCL and a recording of the webinar has been shared by GW. It was noted that the exclusions training shared recently is on Governors for Schools website. SB attended the Babcock Induction for Governors training. Reminder to inform GW of training undertaken so that training logs can be updated.</p> <p>There being no other business the meeting closed at 6.35 pm.</p>	