

Date	26.05.22 5pm	Location	West Down Primary School		
Governor name	Initials		Present	Absent With apology (sanctioned)	Absent without apology (not sanctioned)
Su Carey	SC	Co-Head	Y		
Faye Poynter	FP	Co-Head		Y	
Warren Thornton	WT	Staff		Y	
Sian Barten	SB	Co-Opted <b>Chair</b>		Y	
Chris Galloway	CG	Co-Opted	Y		
Mike Hunt	MH	Co-Opted	Y		
David Richardson	DRn	Co-Opted	Y		
VACANT	-	Co-Opted			
VACANT	-	Foundation			
Caroline Raby	CR	Foundation	Y		
Campbell Orr	CO	LA		Y	
David Chugg	DC	Parent		Y	
Debbie Radley	DRy	Parent	Y		
In attendance:					
Natalie Stanbury	NS	Clerk			
Christina Barrow					
Louise Kentell					

Being the best we can be, committed to making a difference		
	Item	ACTION/ DECISION
1	<b>Welcome and Apologies</b>	
2	<p><b>Declarations of interest</b> To note any changes. Governors must declare an interest and leave the meeting when the appropriate item is dealt with. Governors to check and advise any amendments the register of business interests Published interests are here: <a href="https://www.westberryfederation.org.uk/governors">https://www.westberryfederation.org.uk/governors</a></p> <p>No new interests noted.</p>	
3	<p><b>Subject Leads</b> Christina Barrow - Music Lead <a href="#">Music Intent Statement</a> <b>Staff have been asked to prepare for the meeting with the following questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you let us know the schools intent for your subject area: the rationale, the planning and the sequencing? Music is planned based on the national curriculum requirements - with the intent in the above statement. There are a wide range of opportunities for performance both in class through class wide music lessons and peripatetic music lessons. All children are given the opportunity to learn an instrument regardless of personal circumstances. Those families qualifying for Pupil Premium grant are eligible for subsidised music lessons. Lessons built on previous knowledge, fortnightly works well, KS1 linked into topics, KS2 more formal to enable learning an instrument, performance opportunities - class, in private lessons, assemblies, christmas walking nativity, academy performance, the mix festival - outside experience at killerton house, transition to academy - meetings with Mr Baker.</li> <li>2. Can you explain the schools approach to the implementation of your subject including curriculum time, pedagogy and how do pupils know more and remember more? The intent statement above set out this information. Both key stages are taught fortnightly with previous knowledge being built upon each week. KS1 links to topics they are studying elsewhere in the school and KS2 are able to learn more formally to enable instrument learning. Previous knowledge is built on.</li> <li>3. To understand your role in monitoring and evaluating the impact of the intent and implementation within the subject area. Assessment takes place summatively and in line with expectations.</li> <li>4. What's going well and what's not? Strengths and weaknesses within your subject and how this informs improvement planning across the school. As ever time and space are an issue - particularly for offering private music lessons.</li> <li>5. How are you ensuring SEND inclusivity? All students engage - individual support as required depending on need (and not limited to SEND) eg ear defenders, changing speed of music for higher or lower abilities</li> <li>6. Can you access subject specific CPD? Yes - wealth of training and collaboration available. Devon music hubs, training, teachers rock, collaboration with other schools and often finding what we provide is beyond what most other primaries are offering.</li> </ol>	

Louise Kentell - Geography/History Lead [History Intent Statement](#) [Geography Intent Statement](#)

**Staff have been asked to prepare for the meeting with the following questions:**

1. Can you let us know the schools intent for your subject area: the rationale, the planning and the sequencing?

2. Can you explain the schools approach to the implementation of your subject including curriculum time, pedagogy and how do pupils know more and remember more?

Lou asked to teach humanities after success with science last year, originally a weak area. Taught across 2 afternoons for KS2 across both schools. Stimulate curiosity and understand time, Geography, map skills - Knowledge secondary, extension of more able, feedback from children - interested and engaged, know more and remember more - examples of progression

E.g. KS1 - growing grub - then where in the world

Evaluated what had already been covered - examples of hands on photos were shared with governors and can be found in the 17.06.22 school newsletter

3. To understand your role in monitoring and evaluating the impact of the intent and implementation within the subject area.

Ongoing formative assessment, orally, excel spreadsheet for data, towards, at expected, greater depth, reporting to parents.

4. What's going well and what's not? Strengths and weaknesses within your subject and how this informs improvement planning across the school.

Local area, history trip for oldest ones, field trips - enrichment - time and space in the curriculum is difficult to find

5. How are you ensuring SEND inclusivity? Some activities are differentiated, support materials, TA support, accommodation of different types of learners - based on need and not necessarily just SEND children.

6. Can you access subject specific CPD? Yes - local hubs.

**Matters Arising**

**ACTION** - NS to check budget plan submission dates and adjust meeting dates accordingly to ensure the plan is agreed by FGB to meet the deadline. **Complete**

**ACTION** - SB to meet with Heads to discuss pupil review data and feed back at the May meeting. Deferred to the June meeting

**ACTION** - Heads to share pupil progress data to all governors

**ACTION** - All governors to make their monitoring reports available for the May meeting.

**ACTION** - Governors to include safeguarding above to staff when in school and report back at the May meeting .

**ACTION** - Governors to discuss a "One Minute Guide" produced by the Babcock safeguarding team at each FGB. NS to ensure these are included in the agenda. **Complete.**

	<p><b>Matters brought forward by the Chair</b></p> <p>Governors discussed an error on the budget plan for electricity for both schools - notified by Louise Richards. We have budgeted £4728 for Berry and £7175 for WD. Actual figures for 2021/22 are as follows:</p> <p>Berry - £4566.75 + 20% increase = £5480.10 (diff £752.10) WD - £7496.00 + 20% increase = £8995.20 (diff £1820.20)</p> <p>Laser will be increasing charges from October.</p> <p>Governors the two options put forward by Louise. To put orders on the system to that effect - this would show an overspend throughout the whole year. Or:</p> <p>Use the revised figures when entering the budget onto FMS - to avoid seeing an overspend.</p> <p><b>DECISION</b> - Governors agreed to option 2 - use revised figures for energy for inputting onto FMS.</p> <p><b>ACTION</b> - DC make arrangements to familiarise himself with the budget plan and budget monitors with LR.</p>
4	<p><b>Governance Update</b></p> <p><b>What the board should expect at OFSTED</b> - <a href="#">GOVN - Prep for OFSTED -1 hour (003).pdf</a> Training notes <a href="#">What the Board Should Expect at OFSTED</a> Sample Question at inspection <a href="#">OFSTED questions from inspections May 2022 .docx</a></p> <p><b>Governance Briefing</b> <a href="#">Maintained Governor Finance Training - Session 1.pptx</a> Resources <a href="#">Resources and items included in the Governance Briefing summer term 2022 (003).docx</a></p> <p><b>Finance Training</b> <a href="#">Maintained Governor Finance Training - Session 1.pptx</a> <a href="#">Training Notes Finance</a></p> <p>Governors noted the information on equality audits, update to the pupil premium template and the requirements for a published attendance policy.</p> <p>Governors reviewed the Equality policy and noted an update to the objectives was required.</p> <p>Thank you very much to David Chugg for spending time completing and disseminating the training above.</p> <p><b>ACTION</b> - NS to send equality audit and objectives information to SENDCO, Head, MH and SB to review the policy and objectives following the completion of an equality audit by the Autumn Term 2022.</p> <p><b>ACTION</b> - NS to send the updated Pupil Premium template to the Heads to ensure we are using the correct one.</p>

	<p><b>ACTION</b> - NS to send an attendance policy template if one exists to ensure we can meet the new requirements by September 2022.</p>	
5	<p><b>School Improvement Update</b> Update regarding early reading and Read Write Inc - note any actions The Heads gave a verbal update regarding activities in school. KS2 SATS are now completed. Anxiety levels low around the tests were low with Y6 performing well under pressure after a few years without formal testing. KS1 have also completed the phonics screening. Multiplication tests for year 4 are underway. We have attended moderation events through Tarka Learning Partnership. Staff have identified potential areas for improvement within writing and these will be added to the relevant action plans. Governors asked what was being planned to deal with this problem? Staff are currently working on strategies and will be reported at the next FGB in order to build in time for implementing new strategies.</p> <p>The phonics audit from Ilsham Hub is under way following advice from our school improvement advisers report regarding fidelity to one phonics scheme. An implementation day is planned with staff having completed an online training session as a precursor to face to face training. We have also made significant investment in resources in resources and are beginning to see that new strategies are having impact on outcomes in the classroom for children.</p> <p>The ongoing work to foster a lifelong love of reading of reading continues. We have re evaluated libraries at both schools library and plans are in place to refresh resources in each school. PTFA will form part of these plans to ensure to include parents and carers in the project.</p> <p>Maths improvement plans - our work continues with maths mastery. Our maths lead Catherine Orr continues to work with staff through the programme and via staff meetings and in school. Plans are in place for Catherine to continue to do this using the extra time to release her through the staff structure review made at the last meeting.</p> <p>Governors asked for a written report detailing attainment and progress and the effect of our planned activities for improvement at the next FGB.</p>	
6	<p><b>Partnership Working Update</b></p>	
7	<p><b>SIAMS, Ethos and Distinctiveness Update</b> Update following session with Tatiana Wilson - note actions</p> <p>Following the training and information session delivered by Tatiana Wilson and a recent collective worship monitoring, Education Adviser from the Diocese our action plan has been updated to ensure in terms of strategic planning and governors resolved that a further meeting to plan for some development and monitoring activities regarding collective worship, SIAMS progress and RE. Thankyou to Caroline for her work completing a monitoring enquiry.</p> <p><b>ACTION</b> - NS to organise a meeting of the Ethos and Vision Committee to plan for further monitoring and strategic planning</p>	

8	<p><b>Monitoring Reports and future monitoring update</b> Monitoring reports for collective worship and SEND are available on the governor drive</p> <p>Thankyou to Mike and Caroline.</p>	
9	<p><b>Safeguarding (Standing Item)</b> <a href="#">One Minute Guides Peer on Peer Abuse.doc</a></p> <p>Governors noted the one minute guide to peer on peer abuse - further strengthening their knowledge in this specific safeguarding area.</p>	
10	<p><b>Agree the minutes of the previous meeting</b> <a href="#">17.03.22</a></p> <p>These were agreed as an accurate and true record.</p>	
11	<p>What have we done today to ensure and assure ourselves in the following areas:</p> <ul style="list-style-type: none"> <li>● <b>Ensuring clarity of vision, ethos and strategic direction;</b> Policy and document updates following governor training. Reviewing the equality policy and making plans to carry out an equality audit - to ensure we are meeting our duties and byong in the area. Receiving training from the Diocese and acting upon the fundings of this to ensure we continue to improve.</li> <li>● <b>Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;</b> Receiving an update regarding our priorities and ensuring plans are in place to report further. SEND and collective worship monitoring.</li> <li>● <b>Overseeing the financial performance of the organisation and making sure its money is well spent.</b></li> </ul> <p>Agreement to minor adjustment to the budget figures and plans for ongoing finance training.</p>	

**DECISION** - Governors agreed to option 2 - use revised figures for energy for inputting onto FMS.

**ACTION** - DC make arrangements to familiarise himself with the budget plan and budget monitors with LR.

**ACTION** - NS to send equality audit and objectives information to SENDCO, Head, MH and SB to review the policy and objectives following the completion of an equality audit by the Autumn Term 2022.

**ACTION** - NS to send the updated Pupil Premium template to the Heads to ensure we are using the correct one.

**ACTION** - NS to send an attendance policy template if one exists to ensure we can meet the new requirements by September 2022.



**Governing Board**  
**26th May 2022, 5pm, West Down School**

**ACTION** - NS to organise a meeting of the Ethos and Vision Committee to plan for further monitoring and strategic planning