

Date	17.03.22 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 Chair	Y		
Chris Galloway	CG	Co-Opted	Y		
Mike Hunt	MH	Co-Opted	Y		
David Richardson	-	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	DR	Parent		Y	
In attendance:					
Natalie Stanbury	NS	Clerk			
Tim Spelman, Staff					
Pip Owen, Staff					

Being the best we can be, committed to making a difference		
	<p>Governors to check and advise any amendments to the register of business interests Published interests are here: https://www.westberryfederation.org.uk/governors</p> <p>No new declarations made.</p>	Action/ Decision
1	<p>Welcome and apologies Welcome to our new parent governor David Chugg and returning governor David Richardson. Apologies were sanctioned as above.</p>	
2	<p>Declarations of interest 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 to the register of business interests Published interests are here: https://www.westberryfederation.org.uk/governors</p>	
3	<p>Subject Specialists Tim Spelman - Computing</p> <ul style="list-style-type: none"> · What the school intend to teach and when? Details of our curriculum intent are here: https://www.westberryfederation.org.uk/our-specialist-curriculum The curriculum is based on the DfE curriculum guidance document and adapted to suit the needs of our schools. · How have the leaders decided on their approach to the sequencing of the curriculum model? Sequencing is based on the DfE guidance. It is intended that skills build over time for example KS1 focus on the importance of giving correct instructions for making a jam sandwich, these skills build and culminate in a project to programme a sequence for an electronic device. Governors saw evidence of this in school. · How do leaders monitor and evaluate the curriculum intent across the school? The intent of the curriculum is monitored by the subject lead who is also the sole teacher of DT and computing across the Federation. COVID has undoubtedly had an impact on the subject but we adapt to the needs of the children. The programme is rolling and we are yet to finish a full cycle with out interruption. It is anticipated that as pupils continue to access the curriculum, skills and knowledge build and we will need to review what we offer to ensure we are providing enough challenge in the course content. · What is the approach to assessment within the subject area? The approach includes peer review and pupil review of their work. Governors reviewed a selection of pupils work and found evidence of this in books. Governors asked about how we can further challenge the more able and gifted pupils in our schools? This would be carried out in lesson time - and would include providing an extra challenge such as asking what else could you programme the device to do? Evidence of this was in the selection of pupil work. Prior to COVID there 	

were also opportunities to provide older pupils with experiences at the Big Bang, a STEM. It is hoped that these events will resurrect themselves.

- **Where are the strengths and why?** A real and tangible benefit to the subject is that generally pupils really enjoy the subject. The planned intent for the subject should mean that skills will build over time - allowing us to tackle more challenging projects. There is no discernable difference in different groups of children and any vulnerable groups in terms of progress and attainment. Pupils who need support are given it. The subject lends itself to cooperation around other subjects.
- **Where are there, if any, weaknesses and why?** Time within the curriculum and space to store projects is always going to be an issue. It is very important that pupils get the opportunity to both complete and evaluate their work - storage of projects is an issue. The subject also needs specific equipment that can be used across both schools - the PTFA at West Down have been helpful in funding cordless glue guns and this has had a very positive effect on learning across both schools.

Pip Owen - French

- **How have leaders been supported to lead the subject area across the school?** Pip is the sole teacher of French and has been for some time - prior to the Federation bringing in a specialist curriculum.
- **What the school intend to teach and when?** The intent for the French curriculum is here: <https://www.westberryfederation.org.uk/copy-of-communication-expression> . French is taught once every other week for one afternoon. Pip is very ambitious for her pupils.
- **How have the leaders decided on their approach to the sequencing of the curriculum model?** The curriculum model is again based on the DfE guidance and adapted to the needs of the pupils. Pip always looks at where she feels pupils should be in terms of content. We do not use a specific scheme currently but this will set to change when Pip retires at Easter. Our intent has reduced due to specialist curriculum implementation - governors were assured the right decisions have been made in terms of what we are teaching as well as what we are not teaching and this has been discussed as a teaching team. Pip uses a rich tapestry of devices for teaching French - French Cafe, games such as Guess Who in French and songs and rhymes.
- **How do leaders monitor and evaluation the curriculum intent across the school?** Pip is the sole teacher of French across the Federation and this allows her to ensure the intent is intact.
- **What is the approach to assessment within the subject area?** Peer assessment on conversation skills, conversation sheets, peer assessment motivates, more able - further conversation for more gifted. Governors asked do you get the opportunity to bring in other media - yes through film, songs and learning incidentally.
- **Where are the strengths and why?** French is strong across the federation and this translates to a secure understanding of the subject once pupils move to secondary school. Children enjoy the subject.
- **Where are there, if any, weaknesses and why?** Again, more time to teach the subject would always be welcome. Cross curricular French and build into other lessons - eg take music in the

	<p>playground, instructions in French. Possibly joining with another school in France. We need to make sure we keep our high expectations in place.</p>	
3	<p>Business brought forward by the Chair Sian reported the recent closure of KS1 at Berrynarbor was discussed and agreed with the local authority and sanctioned using Chairs Action due to the urgency of the situation.</p>	
4	<p>Governance Update Reminder to complete training through National Online Safety Portal https://nationalonlinesafety.com/enrol/west-down-school</p>	
5	<p>Discuss and agree the Schools Financial Value Statement and make arrangements to submit to the LA This was discussed and agreed as a true and accurate record and was completed in conjunction with our Finance adviser Karl Murphy Barnes.</p> <p>SFVS</p> <p>Ensure financial skills matrices have been completed It was reported these have been completed</p> <p>Discuss budget plan and if possible agree (may have to defer) Bought in services were discussed and agreed in order to take advantage of early bird offers. The addition of CPOMS safeguarding reporting and documentation software is being trialled and this would be additional to the existing contracts. This was seen a very positive move by all governors - further strengthening our safeguarding systems.</p> <p>CPOMS HROne Governor services Mutual fund Diocese SLA SW Comms SCOMIS Zurich insurance</p> <p>Governors were assured, with the current partnership exploration that contracts would be entered into for the minimum amount of time required.</p> <p>There is good news this year - we will attract sparsity funding and this will increase budget share by around £40,000. This will be used to increase leadership capacity and will be accounted for in the budget plan.</p> <p>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.</p>	<p>DECISION SFVS agreed</p> <p>ACTION NS</p>
6	<p>HT Report - discussion and challenge HT Report and Documents Governors asked a number of questions in relation to the HT report and documents. They thanked the Heads for their work completing the HT report.</p>	

Regarding staff resignations - governors asked if exit interviews had been conducted and were there any trends governors should be aware of? It was confirmed by heads that exit interviews had been conducted and there appeared to be no discernable evidence to suggest that reasons for leaving were a concern. Exit interviews would now be conducted as a matter of course. While changes in staffing is unsettling we are excited about the appointments being made to replace those members of staff leaving.

Following a recent visit to school, Jo Dymond, our school improvement adviser, had submitted a report and made some suggestions. Governors asked about plans to act on the findings which included some improvements being made in the teaching of early reading and phonics. The Heads explained that following a recent change in focus from OFSTED in this area we continue to implement our new programme, training for staff is currently underway and we are in the process of contracting advice from Ilsham English Hub. Changes made to the writing scheme with the advent of Mrs C now needed to be implemented to our teaching of reading and standardised across the school. The SDP will be updated to reflect and governors were assured we would be visited once again by Jo Dymond to monitor the improvements in this area Heads also explained that OFSTED would be looking for fidelity to one scheme and adopting the above would help with this. Governors asked whether fidelity to one reading scheme is based in research and is there a body of research available to support this? In your view as heads will investment in this scheme be worth it? The cost of the scheme is subsidised initially and we feel it would be right for our schools. This will further standardise our teaching of literacy in terms of reading as we have seen with subscribing to Mrs C. Governors asked about monitoring improvements as a result of the work with Ilsham.

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

ACTION - Heads to share pupil progress data to all governors

At the last meeting, governors discussed making interventions and the difficulties of carrying this out while COVID continues to change our plans. They asked for an update and the Heads explained that intervention work continues to be really very badly affected by staff absence due to COVID and long COVID. Anecdotal evidence shows us that Nessy is an intervention that is working effectively and more secure evidence of this will be shared with governors. Interventions continue to be planned, are happening and it is anticipated these will continue throughout the summer term. Data to be provided to governors in the May meeting and at the end of the summer term following formal assessments.

Attendance figures as printed in HT report have improved and lower than normal attendance is largely down to COVID. This will continue to be a factor in the reporting of these figures.

Regarding numbers on roll - Governors asked about the current higher numbers of FSM in years 5&6 and are we doing all we can to ensure income from FSM eligibility is maximised? Heads explained that this is advertised periodically.

Governors reflected back to the words of Tim and Pip as subject specialists - what more can we be doing to ensure we are teaching the correct content and ensure time isn't sure a big factor in our curriculum? We have re framed the curriculum, with staff making a collective decision about what we will teach (and not teach). For example, French has seen less time allocated but sensible decisions have been made about not teaching certain aspects which no longer apply.

ACTION
SB/SC
ACTION
Heads

	Governors were updated on the arrangements for SATS - the results would not be published but schools were expected to administer the tests in the usual way. We await advice for those children absent due to COVID at the time of SATS.	
7	<p>Monitoring Reports Plans were discussed the next round of monitoring - SEND, Safeguarding, Curriculum, Collective Worship, Finance and H&S were all discussed.</p> <p>ACTION - All governors to make their monitoring reports available for the May meeting.</p>	ACTION All
8	<p>Safeguarding Update Governors discussed the recent questions our safeguarding governor suggested at the last meeting. These were: How would you deal with a student towards the end of the day who did not want to go home? What would you do if you were worried about the wellbeing of a colleague in school?</p> <p>ACTION - Governors to include these questions to staff when in school and report back at the May meeting .</p> <p>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.</p>	<p>ACTION All</p> <p>ACTION All/NS</p>
9	<p>Partnership Working Update Academy Information</p> <p>For the benefit of our new governors, the board discussed the ongoing work towards future partnerships. This is detailed in the file above.</p> <p>Tarka Learning Partnership are attractive to us for a number of reasons and not least because they align with our core values. We clearly have a large body of work to complete to fully understand the needs of all stakeholders and what this means for them. We also need to ensure the partnership will support and underpin our distinctly Christian ethos at Berrynarbor. A key concern for the Diocese also.</p> <p>Governors agreed to make an expression of interest to work more closely with Tarka Learning Partnership. This would in no way tie us into an agreement to formally academise but it would allow us to explore ways of working more fully, engage in due diligence and consult with our stakeholders, including staff, parents and children.</p>	
10	<p>Minutes of the previous meeting</p> <p>10.02</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"> ● Ensuring clarity of vision, ethos and strategic direction; ● Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; ● Overseeing the financial performance of the organisation and making sure its money is well spent. 	



Governing Board
17th March 2022, 5pm

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