



Governing Board
25th November 2021, 5pm,
West Down School

Date	25.11.21 5pm	Location	West Down 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	
Chris Galloway	CG	Co-Opted	Y		
Chris Townsend	CT	Co-Opted		Y	
Sian Barten	SB	Co-Opted Chair	Y		
Mike Hunt	MH	Co-Opted	Y		
Natalie Heath	NH	Co-Opted		Y	
VACANT		Foundation			
Caroline Raby	CR	Foundation	Y		
Campbell Orr	CO	LA	Y		
Andy Isaac	AI	Parent	Y		
Debbie Radley	DR	Parent	Y		
In attendance:					
Natalie Stanbury	NS	Clerk			
Lucy Jones	LJ	SENDCO			
Trefor Jones	TJ	RE Lead			
Rebecca O'Rourke	RO	English Lead			



Being the best we can be, committed to making a difference		
	Item	ACTION/ DECISION
1	<p>Welcome, Introductions and Apologies Apologies were sanctioned as above.</p> <p>Sian Barten noted the resignation of David Spleman after nearly four years with us as a Foundation governor. David contributed to our Ethos and Vision Committee, as finance Lead and as a valued member of the board. He will be sorely missed. and we wish him well in everything he does.</p> <p>Governors agreed to nominate Sian Barten as Foundation Governor.</p> <p>ACTION - Sian to complete the relevant Foundation nominee paperwork and submit to the Diocese for consideration.</p>	ACTION SB
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.</p> <p>Governors checked the published register. No new declarations.</p> <p>Published interests are here: https://www.westberryfederation.org.uk/governors</p>	
3	<p>Subject Leads English - Rebecca O'Rourke RE - Trefor Jones SEND - Lucy Jones - see HT report for documents#</p> <p>English curriculum information: Reading Intent Writing Intent Writing Progression</p> <p>RE curriculum information: RE Intent Statement</p> <p>National curriculum expectations: PRIMARY_national_curriculum.pdf</p>	
	<p>Staff have been asked to prepare for the meeting with the following questions:</p> <ol style="list-style-type: none"> 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? 3. To understand your role in monitoring and evaluating the impact of the intent and implementation within the subject area. 	



	<p>4. What's going well and what's not? Strengths and weaknesses within your subject and how this informs improvement planning across the school.</p> <p>5. How are you ensuring SEND inclusivity?</p>	
	<p>RE</p> <ul style="list-style-type: none">• Devon RE syllabus is followed and this sets out planning and sequencing, Trefor has undertaken CPD to ensure he is trained in the Devon syllabus – a rolling two year programme for year one and up (one year rolling plan for reception. Trefor is the only teacher of RE and this means he alone plans all content. He ensures best practice by attending SIAMS and RE hubs and making use of Diocese training.• Knowledge organisers play a key role in setting out key questions, hooks and targets. RE links to other parts of the curriculum, creates time for stillness and reflection. Progression is covered through our sequencing.• We create time for visitors and trips out into the wider world – to Exeter – a mosque, synagogue and cathedral – widening horizons for our children. We teach aspects of spirituality and this has developed as a result of our last SIAMS inspection. Understanding Christianity unit - does this well and this has been introduced since the last inspection. COVID has had an impact on visits and trips but we will seek to enhance the RE curriculum as we come out of restrictions.• There are opportunities for children to make links to bible stories – Trefor commented how much more time there is now to do this. Children now linking to the bible and events in the bible.• Some problems encountered are resistance to RE from the children - this is being tackled via <p>Subject knowledge, varied teaching styles and tasks, exciting “hooks”.</p> <p>English</p> <ul style="list-style-type: none">• The write stuff has been implemented since the last inspection at West Down in 2019. All staff are trained in this programme and we are already seeing some great results in all age groups and abilities. This is a very comprehensive programme catering for all abilities. For those with SEND – the content is taught explicitly, modelled by the teacher and all abilities are able to contribute. For the more able learners – th are opportunities to “deepen the moment” allowing them to enhance their writing, for example, with more detail. Children are taught using lenses – these are standardised across year groups and children are familiar with them throughout the schools.• Crucially, the programme the programme is researched based and proven to work.• We are now using hooked on books to teach comprehension – this is modelled for the lesser ability by the teacher with room for further work for the more able children. The spelling programme is new this September – this is currently being implemented at all levels and is already having an effect – seen in the internal data.• Assessment is made via Big Write – the opportunity for children to write independently, having had the content modelled over a sequence of lessons. External moderation will be used to ensure judgements are secure. Children will continue to be assessed via formal assessment and via internal teacher judgements	



	<ul style="list-style-type: none"> As a result of the success with the implementation of the Write Stuff other schools have also seen improvements. <p>SEND</p> <ul style="list-style-type: none"> The crux of our SEND offer is early identification and making access for all children possible - all children should access to the curriculum regardless of ability. Individual Education Plans (IEP) are key to staff, children and parents understanding individual needs All teachers use and are trained in the Devon graduated response tool - this will be further embedded and reviewed Improvements in paperwork mean all TAs have access to IEPs and those attracting particular funding. Staff are empowered to make assessments prior to grading on the SEND register. Do you have a go to for info before grading on SEND. Quick checker, flowcharts, what have you tried first, watch list, COVID has changed the way we respond to SEND – interventions continued during remote learning. However, the desire is to use pre-teaching methods more effectively – we currently have very limited ability to make interventions. The SENDCO is the sendCO and all teachers are teachers of SEND (this is corroborated with evidence from subject leads previously and today) sendco currently <p>ACTION – governors to consider the financial situation in terms of making staff available to carry out intervention work.</p>	<p>ACTION ALL</p>
	<p>Partnership Working Update</p> <p>Governors welcomed Andy Cotton, CEO of Tarka Learning Partnership. Governors discussed the possibility of future partnership within the Trust</p> <p>Following Andy’s recent visit to both Berrynarbor and West Down, Governors were keen to understand Andy’s thoughts on the visit. Andy was impressed with our collaborative, outward looking ethos, our specialist teaching curriculum and our enriched curriculum – which he saw as a key strength and an important part of primary school education. He believed our organisations aligned in ethos and vision. Andy stated, that for Tarka, the opportunity to explore the potential in the relationship will enable us to ask questions like – do we see that our two schools will fit with the aims and values of Tarka?</p> <p>Andy gave a brief introduction to Tarka – a broad trust containing a large secondary to small rural primaries – 6 schools in total across North Devon. They value collaboration and are open to it.</p> <p>Governors asked what our Federation would gain for the benefit of staff and children by joining the Trust?</p> <ol style="list-style-type: none"> HT development and support CPD at all levels The ability for heads to concentrate on teaching and learning, without the complication of the more challenging areas such as finance, health and safety and buildings. 	



	<p>4. Centralised services – offering economy of scale and the opportunity to work with experience professionals in HR and finance or example.</p> <p>5. Child specific and centered education – services are local, this allows teaching staff to focus on the individual, Heads are supported – with the shared professional burden carried by the Trust – not just Heads. Services are about children and are for children. This is a key thread running through the conversation.</p> <p>Governors asked about the possibility of the sharing of staff across the Trust, thus diluting our strong staff team. Any decision for staff to move schools is made with staff and not for them and is always in the best interests of the children. There would be an expectation to share best practice and collaborate in the same way we always have done.</p> <p>Governors asked about what the academisation process would mean for governance? Governors would be largely responsible for teaching and learning, SEND, safeguarding and stakeholder view. The Trust runs it’s own governor programme – bringing together clerks and chairs.</p> <p>Governors asked about financial expectations and the cost of joining the Trust – a top slice of 5% of the school budget share would be paid to the Trust. The Trust is financially secure, having been formed in 2016. A grant of £25,000 would fund the cost of the legal process of academisation. Su Carey commented that the use of the HR service via Tarka has been invaluable and was a good suggestion of the type of relationship we would have going forward. Andy explained he would work closely with all stakeholders to ensure the partnership would work for both parties. He was clear that this could take the form of collaboration for around two terms to explore how the partnership might look. This would enable all stakeholders to form an opinion going forward. Governors asked about ongoing costs regarding premises for central services and could this pose a financial risk to our Federation? Andy Cotton did not anticipate this to be a risk – reserves are stored for this reason and should not pose a risk.</p> <p>Governors noted Andy’s next steps would include talking t children and staff and this was in line with our ethos and the way our Heads conduct their work. Governors were impressed with the initial meeting and resolved to explore the possibility of further collaboration with Tarka.</p> <p>ACTION – Governors resolved to explore the possibility of a partnership further. SB to write to Andy Cotton to thank him for his time and let him know our decision.</p>	DECISION
5	<p>Business brought forward by the Chair</p> <p>Any urgent business to report not already on this agenda.</p> <p>No new business brought forward.</p>	
6	<p>Discuss and agree the budget monitors, noting variance and the reason for</p> <p>Budget Monitor Cover Page</p> <p>School Budget Share Monitor</p> <p>Extended Schools Budget Monitor</p> <p>Capital Budget Monitor</p> <p>This item was deferred to the next meeting.</p>	



7	<p>HT Report - discussion and challenge HT Report - Autumn 2021 This item was deferred to the next meeting.</p>	
8	<p>Staff Structure Review This item was discussed in Part 2.</p>	
9	<p>Agree/note the following policies: Whistleblowing - no change Capability - minor changes since 2018, see table of changes Grievance - minor change, see last entry on table of changes Discipline - minor changes - see last three updates on table of changes Redundancy - no change Whistleblowing Policy 2021-2022 Capability Policy 2021-2023 Grievance Policy Discipline Policy and Procedure 2021-2024 Redundancy Policy 2021-2024 DECISION - Governors agreed the above polices without amendment.</p>	DECISION
10	<p>Safeguarding Update Safeguarding Audit (discussed under HT report) Safeguarding Audit 21-22.pdf S175 Action Plan 2021.docx.pdf This item was deferred to the next meeting.</p>	
11	<p>Minutes of the previous meeting Minutes Partnership Working Party - 03.11.21 Minutes FGB 141021 This item was deferred until the next meeting.</p>	
12	<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; Staff structure review, collaboration with Tarka Learning Partnership, agreement of policy ● Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; Tabled HT report, safeguarding update and staff structure review, subject leads – triangulating information. ● Overseeing the financial performance of the organisation and making sure its money is well spent. Staff structure review, tabled budget monitors, collaboration discussions. 	



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ACTION - Sian to complete the relevant Foundation nominee paperwork and submit to the Diocese for consideration.

ACTION – governors to consider the financial situation in terms of making staff available to carry out intervention work.

DECISION - Governors agreed the above policies without amendment.

ACTION – Governors resolved to explore the possibility of a partnership further. SB to write to Andy Cotton to thank him for his time and let him know our decision.