

**'In Partnership to provide excellence for all our children'**

**Minutes of the Meeting for the Oldway Local Standards Board on  
Wednesday 6th March 2019  
Meeting at 5.30pm in the Conference Room**

**Present:** Stewart Biddles, Jamie Parffrey, Amanda Coote, Julia Melliush, Kerry Hallums, Tracey Litt, Susie Woods, Laura Hawkins.

**In attendance:** Faye Steele (Clerk), Sam Meyer, Debbie Weible, Rachel Frain

Spring 01	<b>Welcome new Staff Governors Susie Woods and Laura Hawkins</b>	Chair
Spring 02	<b>To receive and sanction any apologies for absence</b> Apologies received and sanctioned for Lisa Swinson.	Sanctioned LS
Spring 03	<b>To declare and discuss any business interests that may be applicable in accordance with the governors handbook January 2015</b> <i>'conflicts of interests do not just relate to financial benefits but can arise where an individual's personal or family interests and/or loyalties conflict with those of the governing body'.</i>	
Spring 04	<b>To receive agree and sanction Minutes of the Meeting for the last LSB Meeting</b> All agreed, TL not present at the meeting – amend minutes. Part 2 – agreed.	Agreed
Spring 05	<b>To discuss any Matters Arising from the LSB Meeting</b> <b>Actions:</b> <b>Action 1</b> Clerk to update LSB composition on RET website – completed. <b>Action 2</b> MV to include assembly 6th February. Next time PM - <b>ACTION.</b> <b>Action 3</b> SM to email out to all staff for new Staff Governor recruitment – completed. <b>Action 4</b> SB to consider separating accident reporting by KS, identify any trends - <b>ACTION.</b> <b>Action 5</b> Sign to acknowledge read KCSIE part 1 next meeting. All to sign. TL to read and sign <b>Action 6</b> SM to provide Intimate Care Policy and update Local Offer accordingly. Updated. SM will re tweak, update and share with trust. <b>ACTION.</b> <b>Action 7</b> KH, JP invite to Safeguarding Training 29th November at 1.30pm – completed. <b>Action 8</b> Governors to email in photos and short bio for the website. JP, LS to <b>ACTION.</b>	A1 assembly  A2 Separate accident report  A3 IC Policy  A4 photos
Spring 06	<b>Reading Project - Rachel Frain</b>	

<p>Spring 07</p>	<ul style="list-style-type: none"> <li>• Concentrating on September data across the school, the project was launched to improve reading for pleasure which in turn increases attainment, vocabulary and comprehension. The project aims are measured by consulting the end of year reading diaries. RF prepared some presentation data to assist with the project understanding.</li> <li>• RF explained how the project targets 3 key areas: PARENT ENAGAGEMENT – finding time to read with children and supporting their needs. TEACHERS AS READERS – allowing time in class for reading, tasked with reading children’s’ books and choosing favourites. CHILDREN – breadth of reading, reading at home, variety of titles and authors.</li> <li>• RF explained the use of reading displays, 50 recommended reads for each year group, class novels, book blankets, class libraries and newsletter items. Focus is on EEF guidelines for (education Endowment Foundation).</li> <li>• TL asked if there are enough books? SB confirmed that KS2 Library has 8 books per child. LH asked if recommended read books are all in the library? RF replied they are available. JP asked if any prizes are given? RF explained Year 3 receive reading badges when they make 50,75,100 reads, monitored though their reading records. TL questioned boys engagement? RF explained boys are generally harder to steer, but getting there. JM discussed the merits of using book series e.g book quest, Percy Jackson. RF commenting on their success in year 3.</li> <li>• Parental engagement is just starting now. Discussion followed on EEF guidance to engage parental input and support. DW and ZM have links with Kingsbridge school. JP discussed information on impact and outcome of research strategies (rag rating).</li> <li>• SB explained associate head post fixed for 1 year – RF and reading project. RF to continue with project next year to fully embed. Thank you RF.</li> </ul> <p><b>Curriculum update – Debbie Weible</b></p> <ul style="list-style-type: none"> <li>• DW explained currently looking at whole curriculum (Ofsted led), looking at what works/doesn’t and comparing the Ofsted report document to our curriculum. Some wider curriculum has been squeezed a bit. DW is looking at teacher planning projects. Staff have joined together and dissected ‘statement of intent for curriculum’, (DW hands out document Statement of curriculum intent, also on the website).</li> <li>• DW explained how to build the curriculum, the key knowledge (vocabulary and facts) and skills to develop and ensuring these are being met during the planning throughout the whole school journey. Being clear on building on key skills and knowledge. Ofsted 3 I’s are intent, implementation and impact.</li> <li>• JP asked who checks those strands are consistent throughout school – curriculum lead reviews. Ensuring all teachers think outside their year group. JP asked how this relates in planning – SB explained the school is given the National Curriculum and teachers decide how to teach. DW used the beach as an example of including an important resource, locally and nationally relevant</li> <li>• JP questioned resilience and mental health? SM explained there can be dysregulated, anxious children at 2 and 3years so there is not a set year group for resilience. DW explained resilience was implicit rather than explicit in curriculum planning. PSHE is about mental health. DW to look at more explicit resilience/ mental health input in curriculum. <b>ACTION.</b> Governors need to understand what is being implementing (not details) but knowledge. The question from Ofsted will be ‘what deliberate action has been taken to shape your curriculum? Governors should therefore be asking this question too. SM send curriculum link. <b>Updated minutes – action completed.</b></li> </ul>	<p>Education endowment foundation</p> <p>A5 explicit in curriculum</p>
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	<ul style="list-style-type: none"> <li>The school is oversubscribed but slightly down on last year, the thinking behind this is the change to catchment area and it is now how close to the school you live. Trustees will talk about possibly reinstating the catchment.</li> </ul> <p><u>Staffing</u></p> <ul style="list-style-type: none"> <li>1 x additional support will move to a formal process, lots of support being offered and target setting. TL asked how much time is given to improve? SM - 12 weeks. TL questioned the union rep amongst staff. SM explained staff have local rep contact. SB local rep available to represent and support staff.</li> </ul> <p><u>Leadership &amp; Management</u></p> <ul style="list-style-type: none"> <li>Challenge partners report was circulated to all.</li> <li>SB is providing support to Kings Ash School as NLE (National Leader of Education). Kings Ash have been given money to support their development. SM back fills for SB during this time.</li> </ul> <p><u>Teaching, Learning &amp; Assessment</u></p> <ul style="list-style-type: none"> <li>Lou is doing great work with Artsmark and has booked Torre Abbey Barn for cultural arts week.</li> </ul> <p><u>Pupil Premium</u></p> <ul style="list-style-type: none"> <li>AF is compiling a PP questionnaire for whole school, which will help to identify and provide other opportunities and support.</li> <li>Attendance is still a focus.</li> </ul> <p><u>Personal, Developmental, Behaviour &amp; Welfare</u></p> <ul style="list-style-type: none"> <li>Fixed term exclusions (FTEs) have risen but repeat exclusions are lower than national average. SB summarised that the fixed term exclusions are effective as they are not repeating the same behaviours.</li> <li>Permanent exclusions are rare - only 1 permanent exclusion.</li> <li>1 x child has a place at another school as a managed move.</li> <li>A review of games at playtime was undertaken e.g. chasing and grabbing etc. so strategies have been put in place to engage children at playtimes, e.g. toys in KS1, Charlie Payne offers sports at lunchtimes 4 days per week. Challenges are being offered in KS2 e.g. hop 60 times etc.</li> </ul> <p><u>Teaching School</u></p> <ul style="list-style-type: none"> <li>TTSA update next time, the 2019/2020 offer was released on Friday. Membership has changed, offering single subject membership.</li> </ul> <p><u>Liaison with Parents &amp; the Community</u></p> <ul style="list-style-type: none"> <li>OSF have a new committee, with a joint Chair.</li> <li>OSF have donated £5k for music room and managed to organise 17 tablets donated by Paignton Library.</li> <li>There has been an increase in parents in school supporting classes.</li> </ul> <p><u>Finance &amp; Premises</u></p> <ul style="list-style-type: none"> <li>There has been an overspent on SEN support, pastoral support and extra TAs. Not in deficit though as used the surplus in year. Next year Oldway is looking healthy as a school from allocation at schools forum (SB is the Chair) prediction is £170k better off next year. SM mentioned how effective it was cutting back to bare bones 2 years ago. Lots of other schools are going through restructure now and Oldway has already done it.</li> </ul>	<p><b>Question</b></p>
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<p><b>Spring 10</b></p>	<ul style="list-style-type: none"> <li>• SB provided an explanation of Trust Reserves and how we aim for 5% contingency at each school and self-insure for staff sickness (£50k).</li> </ul> <p><b>To receive update on Safeguarding, CLA, SEND &amp; Pupil Premium</b> SM was thanked for a detailed report.</p> <ul style="list-style-type: none"> <li>• SM explained there will be a SEN audit, completed by KG, for all schools arranged for July 2019. Governors can be a part of this, please let SM know.</li> <li>• Each year Torbay schools have to do Safeguarding audit at the end of March – SM will share at next meeting. <b>ACTION.</b></li> <li>• SM reinforced practices such as lots of time is spent at early help with KM and there is a high level of need.</li> <li>• Part of changes to KCSIE are that staff know the types of abuse and how to share their concerns. A staff member was unsure how to make that referral. SM feels that 5 staff trained to level 3 is adequate and is very confident that all staff know how to make a referral, the number is on the posters around school.</li> <li>• TL has not had Safeguarding training. <b>ACTION. Update, TL invited to 9<sup>th</sup> May training.</b></li> </ul>	<p><b>A10 Safeguarding audit report</b></p> <p><b>A11 TL Safeguarding training</b></p>
<p><b>Spring 11</b></p>	<p><b>To receive the English &amp; Maths Monitoring Report</b></p> <ul style="list-style-type: none"> <li>• DW explained how she started with headlines and actions and then added impact against those actions.</li> <li>• JP commented that last year no PP achieved 'exceeding' in maths (EYFS). DW updated that 4 are on track this year. SB added that this year more children are on track (visible through pupil progress meetings). KH asked what is being done differently? SB said it is hard to pin point exactly what has worked because lots of individual support has been put into place to assist with different needs, identified in pupil progress meetings. TL asked for case studies, showing spectacular progress? Can it be linked to what is being done? <b>ACTION.</b></li> <li>• JM asked if it was down to using Venn system and focusing attention on targeted interventions. SB agreed the conversations around progress are far less woolly and much more specific. The Venn is updated and then SEN and PP is highlighted and attendance to cross reference. This makes it clear what each specific difficulty for each individual child. It has made a big difference identifying the issues, following the meeting the teachers the focus work on those resources and planning for the children. Short sharp fluid interventions for extra needs for each individual child. JP agreed it sounds wonderful and would like to request evidence that this is happening, Governors have to evidence this to Ofsted. At next visit SB will bring provision map; PP, year 3 and 4 will be focus of the visit and evidence via intervention folders in each year group can be seen. <b>ACTION.</b> Before the next monitoring visit SB will arrange for Governors to look at intervention folder and speak with Dee and SM for ILP's for SEND.</li> <li>• SB to invite TL results day, Tuesday July 9<sup>th</sup>. <b>ACTION.</b></li> </ul>	<p><b>Question</b></p> <p><b>A12 case studies</b></p> <p><b>Question</b></p> <p><b>A13 intervention folders</b></p> <p><b>A14 TL results day invite</b></p>
<p><b>Spring 12</b></p>	<p><b>To receive an update from the Trustees &amp; Standards Committee</b></p> <ul style="list-style-type: none"> <li>• Roselands extension build is starting, new office area and class room. All funded.</li> </ul> <p><i>Further updates in Part 2 Confidential Minutes.</i></p>	
<p><b>Spring 13</b></p>	<p><b>To report on Health &amp; Safety/ Accident reporting</b></p> <ul style="list-style-type: none"> <li>• Definition of VATB is Violence and Threatening Behaviour.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Year 5 racist incident was pupil on pupil, and a case of not understanding the term used. JM started a discussion on the difference between racial incidents of bullying and one incident on the accident report.</li> <li>• AC asked if the Physical aggression was at playtime? Is this the start of activities to reduce this in playtime? SM explained that in this case it is most often physical violence against staff.</li> </ul> <p><b>Spring 14</b> <b>Report on Trustee/Governor Expenses</b> Nothing to report. JM to claim for child care.</p> <p><b>Spring 15</b> <b>Acknowledge Policy updates</b> – listed in Trustee Summary Sheet</p> <p><b>Spring 16</b> <b>Is our Ethos being maintained?</b> SM values included in monitoring visits.</p> <p><b>AOB</b> <b>JM Ofsted feedback</b></p> <ul style="list-style-type: none"> <li>• JM explained she felt confident to talk about the school, nice experience. Lead inspector was concerned about small size of governing body (did not know beforehand) and thought they were at risk and left saying small but perfectly formed!</li> <li>• They were asked how capacity and effectiveness was viewed, how they drive their selves, training for developmental needs, they explained using Karen Gannon, and were able to talk about how they actively govern at Mayfield compared with mainstream. Questions on how you managed allocation of responsibilities and how this covers 3 sites. They were given an opportunity to explain the understanding behind expanding Mayfield and taking on Chestnut, explaining that as an outstanding school it was morally correct to take on Chestnut.</li> <li>• She explained the style of visits eg safeguarding bingo, highlighting their approach is more pop in and see us, rather than structured visits. JM had</li> <li>• They were asked how absence is monitored, requiring back up data and questioning.</li> <li>• They received GOOD in all areas. The good relationship between Governors and teaching staff was highlighted and evidence that they have been challenging on senior leadership capacity.</li> <li>• Overall JM said it was a very positive experience. SM suggested it was affirming too.</li> </ul> <p>From Sept 10% outstanding school scan be re-inspected.</p> <p><b>Date of next Meeting:</b> LSB Wednesday 12<sup>th</sup> June, 5.30pm at Oldway</p> <p><b>Standards Monitoring Visit Date:</b> Wednesday 15<sup>th</sup> May 2019, 11.30am – 3.00 at Oldway</p>	
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**Actions:**

**Action 1** SM include assembly in next MV.

**Action 2** SB consider splitting Accident report in to Key Stages to identify trends.

**Action 3** SM share updated IC Policy.

**Action 4** Governors to send in photo and short bio for website.

- Action 5** DW make mental health explicit in curriculum.
- Action 6** Write up MV report at the end of the visit.
- Action 7** SM to arrange next MV to start at 11.30 and include lunch in the hall.
- Action 8** SB split attendance figures to identify medical absence.
- Action 9** Attendance visual on outside screen.
- Action 10** SM share Safeguarding audit report at next meeting.
- Action 11** Clerk arrange TL Level 2 Safeguarding training.
- Action 12** SB arrange case studies showing progress.
- Action 13** SM arrange Intervention folder viewing before MV.
- Action 14** SB to invite TL to results day, 9<sup>th</sup> July.

**Signed**

**Date**