

## GOVERNING BODY MEETING, Tuesday, 4<sup>th</sup> December 2018



# MINUTES

Potential Attendees	Initials	Position	Comments
Tracey Amos	TRA	Headteacher	Present
Andrew Bloodworth	ABL	Deputy Headteacher	Apologies
Robert Hemsworth	RH	Parent Governor	Present
Paul Jarrett	PJ	Co-opted Governor (Joint Vice Chair of Governors)	Present
Lucy Meardon	KLM	Parent Governor (Joint Vice Chair of Governors)	Present
Ian Newberry	IN	Parent Governor (Chair of Governors)	Present
Sarah Anstee	SJA	Staff Governor (Teaching)	Present
Jacqui Royse	JSR	Deputy Headteacher (Non Governor, SLT Representative)	Present
Douglas Smith	DS	Member Appointed Governor	Present
Peter Villiers	PJV	Member Appointed Governor	Present
Lesley Wall	LW	Co-opted Governor	Present
Lucy Fitzgerald	LF	Member Appointed Governor	Present
Sam Meeson	SM	Member Appointed Governor	Present
Annette Yates	AY	Co-opted Governor	Not present
Rachel Higgs	RHI	Staff governor (Teaching)	Present
Jo Pateman	Clk	Clerk to Governing Board	Present

2018-19/ GOV/18	Apologies	IN welcomed Sarah Anstee as a new staff governor. Apologies had been given by Andrew Bloodworth, these were agreed and sanctioned.	I
2018-19/ GOV/19	Conflicts of Interest	None declared.	I
2018-19/ GOV/20	Minutes and Matters Arising	LM asked it to be noted that she is not joining the Due Diligence team but is available to help with finance if needed. The minutes were approved and signed as a true reflection of the meeting.	I, D
		AY had agreed to be link governor for CIC and pupil premium but is no longer able to be a governor. Governors agreed to go through the list of statutory and recommended governor responsibilities and allocate accordingly at a future meeting, (Clerk to organise a date for a 'housekeeping' meeting which had previously been postponed due to interviews.)	I, A
		Governors discussed the parent questionnaire for the forthcoming Year 11 parents evening. PJ felt that the questions covered most	I

		points, SM asked whether parents were aware of grades and what they mean. JSR advised that parents are sent a pack which includes an explanation of the grades. LM and LF are attending the Year 11 parents evening as representatives for the governors next week.	I
2018-19/ GOV/21	Exam Analysis	<p>Prior to the meeting JSR had provided governors with several exam analysis documents which were all saved to the T drive. The results are unvalidated and are still missing drama, music and the reviewed GCSEs, which is having an impact on the overall outcome. FFT aspire information is more useful including the summary at the front, green plus = sig better than schools, red minus = sig lower. Worth pointing out lower performing subjects lists music, that isn't the case as at the moment there are no results in that data set. The grades won't go through until January.</p> <p>Q – As we meet with the MAT is there anything in the exam figures that they will wish to discuss? Yes, the overall summary P8 of minus 0.48 puts us below average.</p> <p>Q – Do you have access to Okehampton's exam figures? No, they would have to share the data. It would be a reasonable request to ask for all of the exam data in the MAT. The ASP (analysing school performance) came out last week and FFT came out two weeks ago so they will have the data and it will give governors an idea of comparisons, however they will also state that this is unvalidated data. Ours will change once validated.</p> <p>The summary sheet – JSR has RAGed the data set and discussed this with governors. TRA joined at 9.18am. JSR discussed 'factors removed' and the impact of removing mid phase pupils, as an example. This was not a big as an impact as expected.</p> <p>Q – Isn't it true that it's not the same for all schools? We had a pupil removed that was identical to others who weren't, we think a percentage was removed from each school. We had medical evidence for one pupil stating that they must not sit GCSEs, we acted on that information but the pupil was not removed and we cannot appeal against the DfE decision. This is something we couldn't control and it had significant impact.</p> <p>Q – Has Daryll seen the results/this report? Not the report but we will pass it to him, he is aware of our results. Daryll has discussed our results with Ofsted and said that we are an 'on roller' and need to be acknowledge as such.</p> <p>JSR left at 9.39am</p>	<p>I</p> <p>Q,A</p> <p>Q, A</p> <p>I</p> <p>I</p> <p>I</p> <p>Q,A</p> <p>Q,A</p> <p>I</p>
2018-19/ GOV/22	Committee Matters	<p>T&amp;L – nothing.</p> <p>Resources – would like to employ another math teacher. We now have a balanced budget and it is time to start re-investing back into the school.</p> <p>Q – Is the heating fixed in the sports hall? No. They have recognised that the heating is broken and so old they cannot refurbish. DCC are looking at a number of other ways they could heat the sports hall. They accept it needs to be done. GTS will have to pay 50% but TRA hoping that as it was raised over 8 years ago that this needed to be done, TDC will take some responsibility.</p>	<p>I</p> <p>I</p> <p>Q,A</p>
2018-19/ GOV/23	Actions reviewed	Already reviewed under matters arising.	I
2018-19/ GOV/24	Safeguarding	Safeguarding policies –governors were reminded to sign and confirm receipt of recent updated safeguarding guidance.	I, A
2018-19/ GOV/25	SIP	<p>The SIP was made available to governors prior to the meeting.</p> <p>Q – what is in the SIP to target are current problems? CPD allows staff to improve and test their subject knowledge and to work across different departments to improve. We have a plan for numeracy that will be as rigorous as literacy and there will be addition training for numeracy next year. Each faculty will take a numeracy strand and work on that within the subjects in their faculty, it is a very coordinated response to numeracy. We also have the all-through school – previously we had 20+ feeder primary schools, all with different qualities and abilities. By working with our youngsters from the age of 5, we can have a real impact on their outcomes</p>	<p>Q, A</p> <p>I</p>

		<p>and community.</p> <p>Q – That is potentially 25% of cohort? Yes potentially.</p> <p>Q – are there problems with girls being stressed during mocks and exams? Yes, we have particular groups who can wind themselves up into an absolute frenzy. It does tend to be girls. Objective 3.5 of the SIP is to develop resilience – believe they can reflect on their ability to be pushed harder than they thought they could be.</p> <p>Year 8 curriculum – we were looking at a Sept start but are now giving it another year. Each half term ABL will have the SIP on the SLT agenda and it will be RAGged and then brought back to governors.</p> <p>Q – The MAT have a process where the Governors regularly receive the SLT strategic minutes – can we do the same? Yes.</p> <p>Q – How SMART are your targets? Some are, we do sometimes look back and wonder why we have written what we did, however it is a working document and they are measurable targets.</p> <p>Q – Once pupils reach Year 8 and upwards, is it one report and one parents evening per year? Reports come through SIMS Parent with update on how they are performing against where they are predicted to be. Unions would argue there should be only one report and one parents evening per year group. Our staff are happy to do data drops which is then publicised to parents. We have one full report which is usually followed by a parents evening. The number of data drops depends on which year group, usually 3. Year 7 have more as they have one at the end of each challenge.</p> <p>At SLT we look at the data for each year group, for every year group we also have a RSL meeting. Every child is looked at very closely at each data drop. We've just had a year 11 RSL meeting, we talked through every single child looking at English and Maths. Plans were then made, some have now gone into intervention sessions and TRA has met and spoken with pupils. Data collections are used, it isn't just an exercise and TRA would challenge governors to find another school that does this for every single year group.</p> <p>Note - to reach a decision on joining the MAT – date is incorrect and should read 2018, not 2028.</p> <p>Governors voted and agreed to adopt the SIP.</p>	<p>Q, A</p> <p>Q, A</p> <p>Q, A</p> <p>Q, A</p> <p>Q, A</p> <p>I</p> <p>I</p> <p>D</p>
2018-19/ GOV/26	Finance update	<p>We are only two months into this years' budget so it is too early to say how it will end but we are balanced. We need to recognise the school always underperforms in terms of the budget and forecasts are usually the worst case scenario, however 4 years ago the worst case scenario was always a huge difference to the actual whereas now the gap is much tighter but we are in a balanced position and could remain in a balanced position even if we reinvest in staff. We need to begin reinvesting in staff. Pupil numbers are increasing but our staffing numbers are down. We have a negative staffing model i.e. not enough staff to teach the periods that we need. Maths is our general concern, pupil numbers are high and maths has an impact on so many other areas and is seen as the place to reinvest.</p> <p>The annual accounts were briefly discussed and governors agreed to sign them off. These were exactly as expected and we are in a pretty good position.</p> <p>Q – are we showing the ROK money as a potential risk? Yes we are, the last ROK report was in September last year and having spoken with our auditors, we are of the opinion we will never see a claim against us as it would have happened by now. The auditors also commented that with the reserves we have we are in a much more secure position than we were.</p> <p>Q – is the ROK money capital? Yes and we have spent some on the toilets and the food area. At the next resources we will begin talking about the next project to work on. TRA suggested the dining hall corridor as the leaks are getting much worse.</p> <p>RH thanked PJ for his work with the accounts and resources.</p>	<p>I</p> <p>I, D</p> <p>Q,A</p> <p>Q, A</p> <p>I</p>
2018-19/ GOV/27	Academic calendar	<p>Academic dates for 2019/20 were circulated and discussed. TRA advised that 19<sup>th</sup> December and 23<sup>rd</sup> July are non-pupil days which teaching staff and LSAs take off in lieu of evening sessions worked through the year and therefore do not work these days. The dates were recommended and accepted by governors.</p>	<p>I</p> <p>D</p>
2018-19/ GOV/28	MAT	<p>The due diligence team provided feedback to governors following the recent two due diligence meetings.</p> <p>RH – was amazed, met Daryll a long time ago, he hasn't changed and still has the same enthusiasm. The DMAT team were impressive, the only unease was that they seemed to have access to more information and were asking questions for which we didn't have the data.</p>	<p>I</p>

		<p>PJ - had very in depth conversations with Daryll about our data and the mid phase students etc. They were concerned as we had poor results last year, our headteacher is retiring and 40% of our leadership team is changing.</p> <p>SM – what specific advantages are there for our children here? RH – they are all about community, they don't want us to belong to an Okehampton community they want us to be in this community. They have put a lot of money into the processing and provision of data which governors have access to and from that you can see exactly how your school is doing.</p> <p>LW – they have a deal with the MAT too – they have a whole lot of data they can compare. Best point is contact with the outside world, courses nearby, sharing information, sharing resources, people coming in from the outside, basic questions they can help with.</p> <p>IN – key we didn't want anything that ran the risk of potentially changing the way our school works. The school is at the centre of its community, the MAT shouldn't change that and that came across strongly from DMAT. They are in favour of each school being strong individually.</p> <p>PJ – only main difference governors will see is with meetings. We will have our committees but instead of reporting back to FGB we will report back to the MAT FGB.</p> <p>IN – we can't have one member from each school sat on the board but we are welcome to send someone to observe.</p> <p>Q – so representation wouldn't be from each individual school, we wouldn't be represented on the board? That is correct, but we are welcome to send someone and all the minutes are advertised.</p> <p>PJ – the MAT is currently delegating responsibility downwards and our governing body will act and perform as it does now. It looks very similar to what we were proposing when we looked at setting up our own MAT, i.e. if a school is doing well just let it keep going, but if there are problems we will work together. The data they produce gives very good peer on peer analysis. They can look at how each school are performing against each other.</p> <p>RH – sense that they want to know what everyone can contribute, it is very positive.</p> <p>The members are like our members, they hold the board to account, they are the owners of the buildings and they have ultimate responsibility for it. They don't do anything more. They hold the trustees to account.</p> <p>Ethics is for church schools – the trust that set them up have a requirement – they have no impact on a school that isn't a church school but there is an ethos committee for each school and they are trying to make sure there is good communication with parents.</p> <p>LW – open to change, everything done by agreement, very supportive and they listen.</p> <p>PJ – desire for conformity rather than individualism e.g. talk about alignment over time over the examination boards, the advantage is if I need a maths teacher due to sickness for year 11 I can get a maths teacher from another school and they know the syllabus.</p> <p>TRA – wants to be very wary of that – not conformity for the sake of conformity but TRA feels may not work for some schools. But that would be fine for a school to say no.</p> <p>RH – up skilling staff, the MAT is big enough to get the exam board specialists to Devon for training. This is far cheaper for us.</p> <p>Q – do you have any concerns? Only concerns that the board share are around there being a lot of small vulnerable primary schools involved.</p> <p>LW – went in with great cynicism but really likes the MAT. Pooling GAG money is a concern, we discussed this a lot but decided to look at on a later date. TRA – if Lord Agnew is pushing it, this needs to be watched carefully, if GAG pooling becomes the way they are expecting MATs to run you then need to go back to what is the moral and ethical values of the trustees, if you have a trust in that then then if GAG pooling is made to happen you will have trust in them and the money being shared. TRA not comfortable with GAG pooling. The question has to be do you have enough trust in the Trust to do it properly if it does come.</p> <p>PJ – it's a young MAT and that is attractive. We can help shape the ethos and culture of the MAT.</p> <p>RHI left at 11.02am.</p> <p>Governors then discussed the timescale as joining in February was felt not to give GTS enough time. Governors agreed to send a letter to parents this week inviting them to a consultation evening on the 10<sup>th</sup> January 2019.</p> <p>One letter had been received from a member of staff which has been passed on to the due diligence team. RH has spoken with other support staff who want feedback but they haven't actually raised anything specifically.</p>	<p>Q, A</p> <p>I</p> <p>Q, A</p> <p>I</p> <p>I</p> <p>I</p> <p>Q, A</p> <p>I</p> <p>I</p> <p>D</p> <p>I</p> <p>D</p>
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2018-19/ GOV/29	Policies	<p>Ratified in resources and agreed at FGB. TRA notified governors that we have a spot payment at M6 which means our payment to staff on M6 is slightly different to other schools. This was decided two years ago when there was a 1% pay rise across the board but M1 and M6 were to receive 2%. GTS governors felt it was fair at the bottom end but not the top so agreed a 1% rise at M6 which has put M6 out of sync. It will be a decision if we join the MAT whether to align the pay rates.</p>	I, D
2018-19/ GOV/30	Letter to parents	<p>Governors discussed the proposed letter to parents regarding social media. There were concerns the letter was too long and it was agreed to delete the first two paragraphs.</p> <p>PJ returned at 11.29am</p> <p>Governors agreed that the letter could now be sent via parentmail and asked for it also to be added to all future admission packs.</p>	<p>I</p> <p>A</p>
2018-19/ GOV/31	Interview feedback	<p>Following the appointment of Andy Bloodworth to Acting Headteacher, feedback had been given to all three candidates.</p>	I
2018-19/ GOV/32	Governor Training	<p>LF recently attended a new governor training session and provided feedback to the committee. She found the training useful as she hadn't been a governor before. The key points LF took from the training was remember that the focus of governors is to be strategic and not operational. The role of a governor is to question and challenge but with respect, we are not teachers. There should be a reason for a governor visiting school i.e. a desire outcome, nothing should be informal or off the record. All visits should be planned and stand up to scrutiny.</p>	I
2018-19/ GOV/33	Items through the chair	<p>This is the last governor meeting TRA will attend before retiring at Christmas. IN thanked TRA on behalf of the governors, all of the children who have attended GTS, the parents and the community. As a former Chair of Governors, PJV also thanked TRA and shared some of his memories of working with TRA.</p> <p>DS has recently attending a Torrington Town Council meeting. They are trying to get rid of single use plastic and are asking for as many people and establishments as possible to join. DS was advised to speak with Nigel Rowtcliff, he is one of our caretakers and has won several awards for recycling at GTS. It would be advisable to speak with Jon Buss too who could approach Chartwells and discuss the use of plastic within the school. PJ suggested contacting 'Plastic Free North Devon'.</p> <p>SJA left at 11.46am</p>	<p>I</p> <p>I</p> <p>I</p>

2018-19/ GOV/31	Interview Feedback	Governors returned to the discussion of interview feedback. As well as providing candidates with feedback, the candidates had also passed on their feedback of the process. Candidates would have liked the process treated more like an external interview i.e. escorted to venues, not having to return to work following presentations. They would also like more clarity over the information required at each particular stage. The timescales were too tight and the questions at presentation stage were not solely based on the presentations. TRA thanked the governors, she felt that the process was good and that they had put lots of rigour into the interview questions and matching up the criteria at each stage. Governors also thanked LF who had been invaluable to the process with her background in HR. PJV left at 11.55am.	I  I
2018-19/ GOV/34	Dates of next meetings	<b>2018 – 2019;</b> Meetings will normally be held in the Board Room starting at 9am  Teaching & Learning, Tuesday 22 <sup>nd</sup> January 2019 Resources, Tuesday 29 <sup>th</sup> January 2019 Full Governors' Meeting, Tuesday 5 <sup>th</sup> February 2019  Thursday 10 <sup>th</sup> January 2019 at 4pm in the drama studio – MAT meeting with parents and stakeholders Thursday 24 <sup>th</sup> January 2019 at 10am in the boardroom – MAT meeting – all governors to attend please.	I

The meeting closed at 12.05pm

**Action Log**

WHO	WHAT	BY WHEN	Reference
Clerk	Confirm date for extra governor meeting (postponed due to Headteacher interviews) – governor roles to be decided and links to faculties.	ASAP	2018-19/GOV/20
Clerk	Social media letter to parents to be sent via Parentmail and be added to admission packs.	ASAP	2018-19/GOV/30
Clerk	SLT Strategic minutes to be forwarded to governors	ASAP	2018-19/GOV/28

Signed as a true record ..... Committee Chair