

Group Meeting – Part I Minutes						
Date/Time	6 February 2020			Location	Okehampton College	
Attendees	Initials	Attendees	Initials	Attendees	Initials	
Christopher Wright	CW	Tania Skeaping	TS	Sarah Bernie	SB	
Derrick Brett	DB	Philip Whittlely (via link)	PRW	Lorraine Ellicott	LE	
Mary Ellery	ME					

Apologies	Initials	Reason
Gavin Jordan	GJ	Work Commitment
Bridget Down	BD	Family Commitment
Marilyn Livingstone	ML	Work Commitment
Julia Capell	JC	Work Commitment
Absent without apology	Initials	
Mike Gurney	MG	

ACTIONS
DECISIONS
QUESTIONS AND CHALLENGES

In Attendance	Initials	
Andrew Finney	AF	Vice Principle
Nicky Whitchurch	NW	Potential Governor
Adam Hill	AH	Head of School
Sulina Tallack	SAT	Clerk to Governors

### 1.1 and 1.2 Apologies and Pecuniary Interests

- Apologies were received from GJ, BD, ML, DP and JC. The group were content to accept this.
- All those present at the meeting confirmed that they had no pecuniary interests to declare that would affect the discussion at the meeting.
- The meeting was quorate.

### 1.3 Actions from previous meeting

Actions were from a previous Resources-focused meeting.  
The action for Governor training on financial information has now taken place.  
There are posters on the Portfolio Leads roles and responsibilities in the staff areas.  
Annual Financial Cycle in papers.  
Bank signatories is no longer relevant as central bank accounts.  
Positive Behaviour Policy has been completed.  
Actions 6-12 are for S1.  
SK is writing a Business Continuity Plan for MAT, but every school should have one. DB to feed back to CN.  
Educare link has been provided  
All Governors to let Clerk know ideas for future MAT conferences.

**Actions:** All Governors to let Clerk know ideas for future MAT conferences.

### 2. Professional Capital Improvement Plan

AF introduced his new focus. When he started five weeks ago he explored the Okehampton way in terms of teaching and learning. He found the need for clarity and that although the College has competent staff they need clarity and consistency in order to achieve as much as

they can. Our route to achieve this is through a Professional Capital approach.

### **Professional Capital – Teaching & Learning Core Principles**

All staff will register for the relevant workshop via an electronic calendar invite. The workshops will be offered during directed time.

Two workshops will be offered per term (to allow for depth of learning) with staff choosing to focus on one area during this period. The intention is to select relevant areas based on teacher demand and focus areas based on evidence e.g. external reviews and research of effective practice.

Focus areas for 2020 will be:

Threshold

'Do now'

Questioning

Name the Steps

I / We / You

Retrieval

To evidence the impact on student learning colleagues will use the personalised learning team process (DuFour et al. 2016). This will allow colleagues to work collaboratively in recurring cycles of collective inquiry and action research to achieve improved results for the students they serve.

G – subject review, how has this been prioritised?

AF – it will be prioritised eventually but initially we took the view that we should look at humanities as somewhere to start. We have set a timeline between now and the end of term for the activities I am planning on working to and a shared library that the staff can access.

G – are our teachers not already doing the 'do it now' activities?

AF - they are but inconsistently.

G – are teachers in the class when the children arrive?

AF - if they are not in a cast for the children arrive the door should always be locked.

AF advised that he has provided an individualised piece of work for ever member staff. It has two sides of paper to explain good practice.

G – is this new?

AF – they should have come across this in the teacher training.

DB – we have been discussing this with teachers since September.

G – how did teachers take this?

DB – AF has taken some things we discussed but given it a refresh push and new traction.

AF - most staff should be comfortable with this.

G – it is good for all whether NQT teachers or long-term teachers. Maybe put the hyperlinks into the documents to take directly good practice.

DB – this is already a part of teaching standards so all teachers to be looking at this is a part of the appraisal process anyway.

G – are the faculty leaders pushing this?

AF – I've had a conversation with them. We have training programs with middle leaders for CPD and a forum looking at the academic tests.

G – are the children being told?

AF – we will explain it in assemblies and trickled information out to parents.

**Actions:**

Email questions directly to AF

Key focus for governor visits in May

**3. Attendance Data Years 10/11**

**Attendance update 24/01/2020**

Headline metric history with 2019-2020 benchmarked

	2015-16		2016-17		2017-18		2018-19		19-20	
	Oke	Nat	Oke	Nat	Oke	Nat	Oke	Nat	Oke <sup>1</sup>	Oke <sup>2</sup>
Attendance	95.1	94.8	94.8	94.6	93.7	94.5	93.1	—	95.2	94.9
Persistent abs	11.4	13.1	12.3	13.5	16.9	13.9	16.4	—	10.5	11.3

<sup>1</sup> For the first 12 weeks of the academic year.

<sup>2</sup> For the first 17 weeks of the academic year.

A big drive is attendance this year. The college is current attendance is 94.9% which is an improvement on last year. Letters have gone home to parents to show how the absence of each individual child. We are above the national figures. In terms of persistent absenteeism we are improving.

G – the statistics are so much better.

DB – it is down to CG he spotted it as an issue and turn it around.

**Actions: None**

**4. Review Curriculum Options for Key Stage 4 and Post-16**

Internal data on pupil progress Years 12/13

Item deferred until next School Improvement Full Governors meeting.

**Actions:** Item for discussion at next SI Full meeting.

**5. Monitor provision of Careers Advice**

Item deferred until next School Improvement Full Governors meeting.

**Actions:** Item for discussion at next SI Full meeting.

**6. Review Internal Data for primaries**

**Boasley Cross**

GLD 100% 5/5 children  
Phonics 100% 2/2 children

Year 2 (7 children)

- Phonics retake 0% 0/1 children
- Reading: 71% 5/7 ARE+ 29% 2/7 GD
- Writing: 71% 5/7 ARE+ 29% 2/7 GD
- Maths: 71% 5/7 ARE+ 29% 2/7 GD

Year 6 (11 Year 6 children one will be dis-applied and transitioning to specialist provision)

- Reading: 55% 6/11 ARE+ 27% 3/11 GD
- Writing: 55% 6/11 ARE+ 27% 3/11 GD
- Maths: 45% 5/11 ARE+ 9% 1/11 GD
- EGAPS: 6/11 ARE+ 3/11 GD

**Bridestowe**

GLD 91% 10/11 children  
Phonics 64% 7/11 children

Year 2 (8 children)

- Reading: 75% 6/8 ARE+ 38% 3/8 GD
- Writing: 75% 6/8 ARE+ 25% 1/8 GD
- Maths: 75% 6/8 ARE+ 38% 3/8 GD

Year 6 (9 children)

- Reading: 78% 7/9 ARE+ 11% 1/9 GD
- Writing: 78% 7/9 ARE+ 11% 1/9 GD
- Maths: 67% 6/9 ARE+ 11% 1/9 GD

Year 6 PP (2 Children)

- Reading: 0% 0/2 ARE+ 0% 0/2 GD

- Writing: 0% 0/2 ARE+ 0% 0/2 GD
- Maths: 0% 0/2 ARE+ 0% 0/2 GD

### **Exbourne**

GLD 40% 2/5 (severe special needs in this cohort)

GLD PP 0% (1 child)

Phonics 100% 6/6 Children

Phonics PP 100% 1/1 Children

Year 2 (6 children)

- Reading: 50% 3/6 ARE+ 17% 1/6 GD
- Writing: 50% 3/6 ARE+ 17% 1/6 GD
- Maths: 50% 3/6 ARE+ 17% 1/6 GD

Year 6 (7 children)

- Reading: 71% 5/7 ARE+ 14% 1/7 GD
- Writing: 57% ARE+ 0% 0/7 GD
- Maths: 71% 5/7 ARE+ 14% 1/7 GD

Year 6 PP (1 child)

- Reading: 0% 0/1 ARE+ 0% 0/1GD
- Writing: 0% 0/1 ARE+ 0% 0/1GD
- Maths: 0% 0/1 ARE+ 0% 0/1GD

### **Highampton**

GLD 67% 2/3 children

Phonics no children in Year 1

Year 2 (3 children)

- Reading: 67% 2/3 ARE+ 33% 1/3 GD
- Writing: 67% 2/3 ARE+ 33% 1/3 GD
- Maths: 67% 2/3 ARE+ 33% 1/3 GD

Year 6 (3 children)

- Reading: 100% 3/3 ARE+ 33% 1/3 GD
- Writing: 67% 2/3 ARE+ 33% 1/3 GD
- Maths: 67% 2/3 ARE+ 33% 1/3 GD

Year 6 PP (2 children)

- Reading: 100% 2/2 ARE+ 50% 1/2 GD
- Writing: 100% 2/2 ARE+ 50% 1/2 GD
- Maths: 100% 2/2 ARE+ 50% 1/2 GD

### **Lydford**

GLD 80% 4/5 Children  
Phonics 71% 5/7 Children

Year 2 (7 children)

- Reading: 86% 6/7 ARE+ 29% 2/7 GD
- Writing: 71% 5/7 ARE+ 14% 1/7 GD
- Maths: 71% 5/7 ARE+ 29% 2/7 GD

Year 6 (3 children)

- Reading: 67% 2/3 ARE+ 33% 1/3 GD
- Writing: 67% 2/3 ARE+ 33% 1/3 GD
- Maths: 67% 2/3 ARE+ 33% 1/3 GD

Year 6 PP (1 child)

- Reading: 0% 0/1 ARE+ 0% 0/1GD
- Writing: 0% 0/1 ARE+ 0% 0/1GD
- Maths: 0% 0/1 ARE+ 0% 0/1GD

### **Northlew**

GLD 100% 4/4 children  
Phonics 100% 6/6 children

Year 2 (4 children)

- Reading: 100% 4/4 ARE+ 75% 3/4 GD
- Writing: 100% 4/4 ARE+ 50% 2/4 GD
- Maths: 100% 4/4 ARE+ 50% 2/4 GD

Year 6 (Now 4 children as the GD child has moved over Christmas.)

- Reading: 25% 1/4 ARE+ 25% 1/4 GD
- Writing: 25% 1/4 ARE+ 25% 1/4 GD
- Maths: 25% 1/4 ARE+ 25% 1/4 GD

AH. There have been big strides forward and we are improving quite quickly. There has been positive feedback from NS on his recent visit in maths and the wider curriculum in both Exbourne and Bridestowe. There are still things to do and the historic data has proven to be poor and is the key issue.

G – did you find it supported being on a plan?

AH – it's very structured and is an awful lot of work. The level of support needs to be clear, concise and forthcoming.

G – internal data reflects the improvement. Bridestowe year one phonics screening especially.

<p>AH - yes Bridestowe year one phonics has a lower score than I would have hoped. The phonics teaching has improved with a new teacher now in class.</p> <ul style="list-style-type: none"> <li>• G – when is NS back?</li> </ul> <p>AH – he is due back in the summer term.</p> <p>DB – we are due OFSTED within three years so this is now likely to mean autumn.</p> <p>PRW joined us via video chat and covered Highampton.</p> <p>NS and HF due to visit next Friday.</p> <ul style="list-style-type: none"> <li>• The behaviour policy is being addressed.</li> <li>• There is staff coaching.</li> <li>• Level of expectations has raised.</li> <li>• Moderation events are taking place.</li> <li>• Next week L and H are engaging in a joint meeting.</li> <li>• The parental involvement and communications have improved.</li> </ul>
<p><b>Actions: None</b></p>
<p><b>7. Receive Report from Primary SENco on SEN Progress</b></p>
<p>Item deferred until next School Improvement Full Governors meeting.</p>
<p><b>Actions: Item for discussion at next SI Full meeting.</b></p>
<p><b>8. Receive Report from College SENco on SEN Progress and Updated version of SEND school improvement plan</b></p>
<p>Item deferred until next School Improvement Full Governors meeting.</p>
<p><b>Actions: Item for discussion at next SI Full meeting.</b></p>
<p><b>9. Report from SEN Governor Lead - Receive Annual Report for Governing Board on SEN provision in line with statutory duties</b></p>
<p>ME the SEND Governor for the Federation overviewed her work with the SENCOs. She champions SEND at Governor meetings. The College SEND peer review is taking place today.</p>
<p><b>Actions:</b> Check who the audience is. SEND peer review report to come to the next SI meeting.</p>
<p><b>10. Receive report on visits (linked to SIP) to schools</b></p>

NS is happy that we are making good progress. Governor feedback following attendance at the NS session was reassuring, in fact the Governor mentioned that they were bowled over.

**Actions: None**

**11. Receive reports from external and DMAT advisors**

The SEND visit highlighted no surprises, there was not much in the way of quizzing. Some things we need to act on and we already have a clear SEN delivery plan development plan in place.

**Actions: None**

**12. Receive Headteacher's report**

Primary

**Boasley Cross**

- Numbers remain stable but too low in-year at 58
- Gained 2 new children joined the pre-school
- Lost 1 pre-school child as family relocated to Somerset Lost 1 Year 3 Pupil to Exbourne
- Planned Reception intake Sept 2020: 6 1st choice, 5 2nd choice, 4 3rd choice. There are 11 presently in Year 6.

Possible 53 on roll for September 2020

**Bridestowe**

- Numbers remain stable at 80 children
- Planned Reception intake Sept 2020: 10 1st choice, 2 2nd choice, 1 3rd choice. There are 9 presently in Year 6.

Possible 81 on roll for September 2020

**Exbourne**

- Numbers remain stable but too low in-year at 53
- Lost 1 child who has left this term as they have a scholarship for an Exeter private school
- Planned Reception intake Sept 2020: 7 1st choice, 5 2nd choice. There are 7 presently in Year 6.

Possible 53 on roll for September 2020

**Highampton**

- Numbers remain stable but too low in-year at 26
- Lost 1 Year 5 child to be home-schooled
- Planned Reception intake Sept 2020: 5 1st choice, 6 2nd choice. There are 3 presently in Year 6.



Possible 28 on roll for September 2020

**Lydford**

- Numbers remain stable but low in-year at 33
- Planned Reception intake Sept 2020: 6 1st choice, 1 2nd choice. There are 3 presently in Year 6.

Possible 36 on roll for September 2020

**Northlew & Ashbury**

- Numbers remain stable in-year at 41
- Planned Reception intake Sept 2020: 6 1st choice, 1 2nd choice. There are presently 4 in Year 6.

Possible 43 on roll for September 2020

G – is there a rising role at every school?

PRW – Northlew, Lydford are rising.

G - Lydford EHCP?

PRW - This refers to specific incidents with exceptional circumstances.

G – the behaviour care plan and the B R/A don't seem to be linked?

PRW – it depends upon the nature of the issues.

G - SIAMS?

AH - they are due in September 2020. It is on my radar. PRW/AH are liaising and putting a plan in place. Things are secure and Exbourne but with items to build upon.

Finance

G – impact, standards are improving?

G – Sports Premium shows a lack of spend.

PRW – we are limited as to what we can spend on. Some has been retained in Exbourne towards the playground.

AH - we had team GB athletes coming into the schools and have done three ability games this term.

G – what about climbing walls in school?

AH – we have put time into bikes and bike ability, life skills, motor skills, and sustainability.

Northleigh

G – there is an external expenditure of 10,000 what is this?

PRW this was the extended supply teachers until some appointments took place.

PRW highlighted Northlew as a Church of England school that has a pupil lead ethos committee which is working well.

### College

- Year 11/year 13 mocks have taken place.
- UCAS applications are in.
- Options evening for year nine.
- 30% are taking the E back (we are aiming for 40%).
- There is a new strategy we are working on the languages in year seven and eight.
- NS visiting head of faculty to get OFSTED ready.
- Looking at budgeting for both this and next year.

G – why are children not taking languages?

DB – they struggle with it. Maths, English, Double Science, core PE are all compulsory.

G – the children feel disengaged.

DB – they're trying to apply it.

G – it isn't continuous.

G – languages must relate to children and it needs to be engaging.

G – it needs to be feeding up right from primary school level.

- AH – I would imagine that children choose based upon positive past experiences of subjects. The timetabling in primary school is really difficult. They need to be more of a link between primary and secondary school.

G – it needs to be a DMAT wide approach.

G – the acting principal contracts assistant principal contracts finish in September?

DB – we need them but maybe we need to revisit their roles.

Adverts have gone out for;  
Maths teacher  
Behaviour expert  
Exams officer post.

Three staff have just started;  
English teacher  
Drama teacher  
Vice principal

Other activities include;

- Bar in the kitchen – we have the go-ahead for cleaning and this will start next week. We hope to be up and running after half term.

- We met the group from the community regarding bullying.
- 2 trips abroad this half term.
- Under 13s and under 15s county champions at indoor cricket
- Year ten netball success
- Ethos committee meeting after half term.

G – do we have the results in from the mock exams?

DB – all students underachieving have now been triaged and support mechanisms have been put in place. The gap is still too wide but she is improving.

**Actions:**

Feedback to the heads of school that the governors are looking in terms of the enrichment activities.

Admin should be given the governors email addresses in order to ensure that they are sent the newsletters.

DB to take the cross primary/secondary approach to languages to the heads meeting for a MAT approach.

E – bac discussion and approach should take place at the school improvement meeting. We need to review how to improve. CW to develop a plan and link with primaries.

**13. Vote to split Dartmoor Federation Board into Primary and Secondary from September 2020**

A formal vote took place to TS proposal to split the board and have a separate primary and college committee.

6 - voted yes (including 3 emails to say they were in support of the motion)

1 - abstention

2 – no response

Governors agreed to split the board and identified which board they would be likely to sit on.

Primary.

JC – SB – BD – PRW.

Secondary.

ML – ME – LE – DB.

Both TS – CW

G – training says the best practice is that we do have a primary and secondary split and that they advocate the primary should be in smaller clusters than we have.

G – we need to be careful that we do not lose the benefits of the cross phase working that we have had to date.

Matters to consider;

Correct skill set

Staff costings

Staff meetings need to not clash

LP has resigned as a governor due to work commitments and not realising that meetings will

take place in Okehampton.

**Actions:** Update into school newsletters before Easter.

#### 14. Policies to review

##### DMAT policies

- Risk Management
- Supporting Pupils with Medical Conditions and the Administration of Medicines Policy.
- Staff Expenses
- Acceptable Use Policies for Staff and Pupils
- CCTV and Surveillance

Governors noted all of these.

##### Federation Policies

- Approve Okehampton College Behaviour Policy
- Review and adopt SEND Policy
- DRAFT Relationships and Sex Education Policy (from 2020)
- DRAFT Intimate Care Policy
- College Admissions Policy

Behaviour policy – the lawyer input has made the subsequent changes. DB is content that the policy hasn't changed purely that the legalese has changed.

Governors approved SEND, Behaviour, Admissions Policies.

Governors were happy with the draft documents to date.

**Actions:**

A track changes version of the Behaviour Policy for the next meeting

#### 15. Minutes

The minutes were agreed as an accurate record.

**Actions:** None

#### 16. Receive feedback from Members/Clerk training and other activities

LE and SB went on the new governors training and feedback some improvements to be made. New Governors should be provided with a mentor and other best practice should be followed as this is not always the case.

Babcock have offered to come here for a group of new governors or someone a new board should be booked in speak to MT

CW attended a leadership of the Governors Board course;

- How to handle ourselves i.e. through the Chair.
- Training with Headteachers, Chairs and Clerks to take place altogether.
- Chairs actions.
- MAT minutes to be received by the Boards.

**Actions:** Clerk to check with MT where MAT minutes go.

**17. Receive update from S & B working group**

GJ back to chairing after half term.  
Changes to the Behaviour Policy were discussed.  
Year 7 PSHE survey was brought to the meeting.

**Actions:** None

**18. Receive update from SI working group looking at targeted schools**

The vulnerable primaries and attendance was discussed.

**Actions:** None

**19. Risks identified for trustees**

Recruitment in general.

**Actions:** None

**20. Matters brought to Governors attention**

Residential trips

Auschwitz – Governors approved subject to Finance sign off.  
Zambia – Governors approved subject to Finance sign off..

Governors feedback is that we want more from the trips. Children that do not get to go need to learn from the information provided by those that did go.

**Actions:** None

**21. Meeting review**

The meeting started and finished later than advertised. The Governors are finding it difficult to hear what is taking place due to other side discussions and interruptions.

**Time and Date of next meeting**

- 27 February at 17.00 at Okehampton College (room 205)
- Meeting closed at 20.15

Action table		
WHO	WHAT	WHEN
ALL	All Governors to let Clerk know ideas for future MAT conferences.	ASAP
ALL	Email questions on Professional Capital directly to AF	ASAP
ALL	Make Professional Capital a key focus for governor visits in May	May 2020
SW	Review Curriculum Options for Key Stage 4 and Post-16 Internal data on pupil progress Years 12/13	SI F S2
KM	Receive Report from College SENco on SEN Progress and Updated version of SEND school improvement plan	SI F S2
SW	Receive Report from Primary SENco on SEN Progress	SI F S2
ME	Check who the audience is for GOV SEND report.	SI F S2
ME	SEND peer review report to come to the next SI meeting.	SI F S2
PRW	Feedback to the heads of school that the governors are looking in terms of the enrichment activities.	ASAP
Clerk	Admin should be given the governors email addresses in order to ensure that they are sent the newsletters.	ASAP
DB	DB to take the cross primary/secondary approach to languages to the heads meeting for a MAT approach.	Next meeting
CW	E –bac discussion and approach should take place at the school improvement meeting. We need to review how to improve. CW to develop a plan and link with primaries.	SI F S2
Clerk/DB/PRW	Update into school newsletters that board splitting and new Governors required before Easter.	Before Easter
Clerk	A track changes version of the Behaviour Policy	Next meeting
Clerk	Check with MT where MAT minutes go.	Next meeting