

THE DARTMOOR FEDERATION Governing Body

Final

FULL GOVERNING BODY MEETING					
Part I Minutes					
Date/Time	24.03.2016 18:00	OKEHAMPTON COLLEGE	ROOM 407		
Attendees	Initials	Category of Governor	Attendees	Initials	Category of Membership
Mike Brady	MB	Staff: Head Teacher	Derrick Brett Left 19:00	DB	Staff: Head Teacher
Daryll Chapman	DMC	Staff: Head Teacher	Ian Courtney (Chair of Governors)	IC	Foundation (Trust)
Mary Ellery	ME	Co-opted	Cheryl Everitt	CE	Parent
Mike Gurney	MG	Staff	Gavin Jordan	GJ	Parent
Jane Lake	JLA	Local Authority	Marilyn n Livingstone	ML	Foundation (Diocese)
Neil Rowlands	NR	Parent	Robert Taylor	RT	Co-opted
Tania Skeaping	TS	Foundation (Trust) (Vice Chair of Governors)			

Apologies	Initials	(Category of Governor/Membership)	Reason	Absent without Apology	Initials
Ruth Hansford	RH	Ex Officio Diocese	Church Christmas Carol Concert		
Niall McLeod	NL	Parent	Family Commitment		
Hayley Randle	HR	Parent	Work Commitment		
Linda Wells	LW	Associate Member	Attendance Subject Matter Specific		
Theresa Weaver	TW	Associate Member	Attendance Subject Matter Specific		

Support Staff Attendees					
Attendees	Initials		Attendees	Initials	
Imogen Burrage	IB	Federation Maths Lead	Cherie Gilbert	CG	Head of School, Exbourne
Hugh Lea	HL	Head of School, Northlew & Ashbury	Lisa Paton	LP	Head of School, Boasley Cross

Support Staff Apologies			Reason	Absent without Apology	Initials
Barbara Earnshaw	BE	Head of School, Lydford	Illness		
Amy Scrivener	AS	Head of School, Bridestowe	Other commitment		

In Attendance	Initials	
Gill Tremain	GT	Clerk

Minutes to
Federation Website & Diocese

Quorum	50% of the membership of the Governing Body, which must include either the Executive Principal, or his representative, and the Head of Primary Education or his representative
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	Agenda	Led By	Paper
1	Apologies & Declarations of Interests – <i>it is essential that those present declare interests either at the start or throughout the meeting and, where appropriate, leave</i>		

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	<i>the room where there is a declaration of interest.</i>		
2	Teaching Schools update	DMC	
3	Multi Academy Trusts update	DMC	
4	Review SEF – Effectiveness of Leadership and Management: (a) Okehampton College (b) Federation Primaries	DB MB	1 2
5	Receive HT's report (a) Okehampton College (b) Federation Primaries	DB MB	3 Table 4 Table
6	Okehampton College Ofsted Dashboard	DB/DMC	5
7	Excellence Everywhere White Paper	DMC	6
8	Formally adopt the Financial Policy Statement for Schools	Chair	7
9	Formally ratify the recommendation by the Finance Safety & hr Management Group to approve the 2016/17 Draft Budget and 3 year projections	Chair	
10	SFVS – formally report that Audit do not require individual SFVS returns for Primary & Secondary	Chair	
11	Receive verbal reports from governor visits	TS	
12	Feedback from governor training – standing item	IC/DB	
13	Read and agree minutes of previous Full Governing Body meeting dated 11 February 2016 and discuss Matters Arising: <ul style="list-style-type: none"> • Part I and • Part II confidential 	Chair/All	8 9 Table
14	Questions for Chair of Safeguarding & Behaviour Group <ul style="list-style-type: none"> • Final Minutes of meeting Held on 29 01 2016 – Part I Part II Confidential • Draft Minutes of meeting Held on 04 03 2016 – Part I Part II Confidential <p>Questions for Chair to be emailed to Clerk prior to meeting</p>	JLA/All	10 11 Table 12 13 Table
15	Questions for Chair of the Teaching and Learning Challenge Group: <ul style="list-style-type: none"> • Final Minutes of meeting Held on 22 01 2016 - Part I (<i>No Part II</i>) • Draft Minutes of meeting Held on 04 03 2016 – Part I (<i>No Part II</i>) • English Teaching & Learning Report March 2016 by L Tippett <p>Questions for Chair to be emailed to Clerk prior to meeting</p>	TS/All	14 15 16
16	Questions for Chair of the Finance, Safety and Human Resources Group: <ul style="list-style-type: none"> • Final Minutes of meeting Held on 21 01 2016 – Part I • Draft Minutes of meeting Held on 17 03 2016 – Part I – Part II <p>Questions for Chair to be emailed to Clerk prior to meeting</p>	IC/TS/All	17 18 19 Table
17	Date of next meeting: <ul style="list-style-type: none"> • Thursday 19 May 2016 at Okehampton college 18:00 Room 407 		

Ref	Action or Decision	Owner/ Decision	Date Raised	Date Due
47	Apologies & Declarations of Interest Apologies were received and approved from governors: Ruth Hansford, Niall McLeod, Hayley Randle, Linda Wells and Theresa Weaver.			

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	<p>Apologies were also noted from support staff: Barbara Earnshaw and Amy Scrivener.</p> <p>The Chair of Governors (IC) reminded those present that conflicts of interest must be declared at the start of the meeting and throughout as issues arise, and to leave the room whilst an item is discussed as appropriate.</p>			
48	<p>Teaching Schools update</p> <p>DMC reported that Martin Smith was recently appointed Director of the Dartmoor Teaching Schools Alliance and will take up post after Easter. Mr Smith will be based at the College and has a background in the Teaching Schools area. Primary and Secondary schools have signed up which enable us to be a cross-phase Teaching Schools Alliance. The first CPD course to be held at the College will run on 21st and 22nd April for middle and senior leaders. 23 colleagues throughout Devon have signed up. With regards the Schools Direct/ITT provision, the Head Teacher at Okehampton Primary has 4 colleagues on the funded route through Schools Direct. There is still work to do with SWTSA about whether people want to belong to both Teaching Schools. There is a Teaching Schools membership fee of £2 per student to join; we already have 1500 signed up through co-operative trust schools. We have circulated the data protection protocols primarily aimed at the Greater Devon Schools Co-operative Trust (GDSCP). Overall, progress has been made; however this will be driven forward when Martin Smith takes up post.</p>			
49	<p>Multi Academy Trusts update</p> <p>Governors RESOLVED to discuss this item under Part II Confidential</p>			
50	<p>Review SEF – Effectiveness of Leadership and Management:</p> <p>(a) Okehampton College (Paper 1)</p> <p>DB talked governors through the Leadership & Management of the College SEF. There are 4 graded areas within this section of the SEF as follows:</p> <p>Quality of Assessment (graded 2 - good)</p> <p>Teaching & Learning (graded 1 - outstanding)</p> <p>Effectiveness of Performance Management (graded 1 - outstanding)</p> <p>Quality of Safeguarding (graded 2 - good)</p> <p>The document sets out the positive impacts and areas that require development. This will enable governors to easily identify areas that require development and monitor the effectiveness of the actions put in place to improve.</p> <p>DB highlighted the following points which were noted and discussed:</p> <p>i. Robust Appraisal and QA mechanisms are in place.</p>			

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	<ul style="list-style-type: none"> ii. We have identified a need to carry out faculty reviews based on risk assessment. Faculty development plans will be reviewed to reflect the outcomes of the review. iii. QA and Appraisal mechanisms are quality assured to ensure accurate judgement of the quality of teaching and learning in lesson observations, book looks and learning walks. iv. Joint lesson observations during phase 2 of the appraisal process has enabled more robust lesson observation judgments. However, lesson observations are no longer graded; it has been identified that the lesson observation feedback form needs to be reviewed as, in the current format, it does not lend itself to making clear judgements with regards a member of staff's overall 'effectiveness' against the Ofsted Criteria. v. In the new Appraisal cycle there are 2-3 non-negotiable elements to the lesson observation. If a teacher fails to meet the required standard for these they will be entered onto the 'Effective Support Programme'. vi. 74% of all lesson observations were judged as Exemplary Practice in phase 2 of the appraisal cycle, an increase of 12%. 100% of all lessons observations were judged as Effective Practice or better. However, low level disruption has been highlighted as a continued problem. Additional support for some staff teaching these students has been put in place. vii. The Appraisal QA exercise has looked at presentation in students' books and a programme of learning walks has also been put in place to monitor the behaviour of students and check the presentation of their work. viii. All staff undertake safeguarding training as part of their new staff induction programme. All staff also undertake annual safeguarding training at the start of each academic year, the impact of which is assessed through the Safeguarding test staff are required to undertake. ix. An effective lanyard system is in place for staff and visitors. x. A lanyard system is in place for Post-16 students, however, Post-16 students seem reluctant to wear them; this is an area that needs to be addressed. xi. The Prevent agenda has been highlighted to all staff and more recently to students through a series of assemblies. Noted feedback from recent governor visits (<i>minute 57 below refers</i>) <p>The Chair thanked DB for his report.</p>			
	<p>(b) Federation Primaries (Paper 2)</p> <p>MB talked governors through the Federation Primaries Leadership & Management section of the SEF. Leadership & Management as a</p>			

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	<p>cluster of Federation Primary Schools has been judged as a high 'good' February 2016. This means that the overall effectiveness of Leadership & Management per individual primary school is also judged as 'good'. Noted in particular that Boasley Cross was judged to be 'Requires Improvement' March 2015; the March 2016 judgement is a solid 'good'.</p> <p>MB highlighted the following points which were noted and discussed:</p> <ul style="list-style-type: none"> i. All Primaries have made good progress this academic year, in particular with regards safeguarding, although there is still work to be done with regards protecting pupils from radicalisation and extremism as this is an area which is not yet exemplary. <i>(Minute 57 below refers)</i> ii. Primary staffing structures have been reviewed. Each Primary School has a Head of School in post which is working well. Recent support staff changes has enable us to review the Primary Admin structure. The Primary Finance Officer is now College based and that has improved our systems and we have had positive recruitment with new administrators in post. We are much better placed to ensure more efficient and effective practice but there is still work to do. iii. 15% of pupils have identified special needs. The Primary Federation SENCO is employed to ensure the needs of SEN(D) pupils are met and consistency of professional practice across the Federation Primary schools. The SENCO is also responsible for more able and talented pupils and acts as 'Pupil Premium Champion'. <p>MB further raised that the reason why Leadership & Management across our Federation Primary Schools is not judged to be 'Outstanding' is:</p> <ul style="list-style-type: none"> iv. Schools have not yet secured consistent rapid improvement in outcomes for disadvantaged pupils and this remains a high focus. v. Work by Leaders to protect pupils from radicalisation and extremism is not yet exemplary. vi. The recent Primary School Quality Assurance reviews has teased out that we need to ensure governors know our schools and each school's progress. Not all governors are yet highly confident in challenging the analysis of senior leaders. <i>(Minute 58 below refers)</i> <p>MB wished to draw to Governors attention the support and expertise that the primaries have been able to draw on from the College. In particular, from the Federation Business Manager and the Federation Personnel</p>			

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	<p>Officer. TS highlighted that the recruitment processes managed by the College are extremely robust and effective.</p> <p>Governors RESOLVED to move to Part II Confidential to discuss individual school progress</p> <p>The Chair thanked MB for his report.</p>			
51	<p>Receive Head Teacher’s report</p> <p>(a) Okehampton College (Paper 3 Tabled)</p> <p>DB reported that the format of the Head Teacher’s report is still work in progress. Paper 3 gives a summary of where the College considers itself against the 5 Ofsted areas and the steps needed to sustain the judgements against each of the 5 areas. The document also reports on staffing changes, including details of resignations, appointments from September 2016 and current vacancies; data on attendance, fixed term/permanent exclusion, pupil premium, children in care and bullying/racist incidents, and Year 11 progress data. Ofsted are interested in schools evidencing what they are doing that is making an impact on student progress and learning and we are trying to reflect this in the Head Teacher’s report.</p> <p>Q: Reference Year 11 March progress entry predicted score for Gap Male/Female. Predicted score for Progress 8 EBACC is -0.01 (Pot2) compared to -0.53 for the progress 8 OPEN (Pot 3). What does this mean?</p> <p>R: The more able boys will take the EBACC subjects, while all students will take different (Open) subjects in Pot 3. Progress made by middle and low prior attainment boys is less than that made by middle and low prior attainment girls. (All students have to take English, Maths and Double Science). We are trying to develop Pot 3 to include as many vocational qualifications as possible. Next academic year we will be introducing engineering BTech which will have an impact.</p> <p>Q: Does it mean boys will be half a grade worse than girls?</p> <p>R: Yes. If these were the final results boys would achieve an average of half a grade less in those subjects in Pot 3.</p> <p>Q: Reference the sub groups based on prior attainment, EBACC predicted scores suggests that lower prior attainment students will do well in the EBACC Pot. Does this mean they are working 1 ½ grades better than national average?</p> <p>R: Yes because we are not making every child take the EBACC. It is a comparison between a national cohort. A student that does not take an EBACC subject will get zero rather than a negative score.</p>			

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	<p>Noted that Attainment 8 predicted score for all pupils is 5.09 which indicates that students are achieving on average a grade C. (5 = equivalent of a C; 4 = equivalent to a D). Progress 8 in English -0.16 indicates that on average students are achieving slightly less than the predicted outcome at GCSE by 1/5th of a grade. Maths are higher at 0.34.</p> <p>Q: Does the March predictions include the outcomes of the mock examination results?</p> <p>R: The mocks tend to be less successful than what we would expect outcomes to be in the actual GCSE exam results. We give students mock results assimilating the same process of receiving the actual summer results to enable them to experience reality and boost their efforts in the lead up to the GCSEs.</p> <p>The Chair thanked DB for his report.</p>			
	<p>(b) Federation Primaries (Paper 4 Tabled)</p> <p>MB presented Paper 4 which is based on data relating specifically to Boasley Cross on this occasion. This document mirrors the process that Ofsted will use and has been graded based on each of the 5 Ofsted areas. Boasley Cross is a rapidly improving school. There is much more emphasis on in-year progress. The 2015/16 Development Plan recognises 'outcomes for Key Stage 2 Pupils at Boasley Cross as a very high priority'. The new Head of School has addressed behaviour and there is a culture where positive attitudes to learning is increasing. Teaching, Learning & Assessment is well managed and effectively monitored by the Head of School. Primary cross-phase working has been effective. As a result, pupils are making well above expected in-year progress, not just at Key stage 2 but across the whole school. MB concluded by saying that whilst there is still work to be done there is clear evidence that Boasley Cross is a rapidly improving school.</p> <p>The Chair thanked MB for his report.</p>			
52	<p>Okehampton College Ofsted Dashboard (Paper 5)</p> <p>DMC reported that validated RAISE On-Line data has now been received. The data identified areas of strength and areas of weakness. Last year's GCSE results (Key Stage 4 data) were staggeringly significantly above average in lots of areas. In many areas our boys outperformed against boys nationally as did our girls. In the College, girls outperformed boys.</p> <p>This document now includes Dashboard at Post-16. No specific strengths are identified by the data which means that students are in line with expectation. However, value added was significantly below average and in the lowest 10% for the vocational qualification and for the non-free school meal and male groups. In particular, boys studying vocational courses.</p>			

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	<p>When we look at the data it looks like a good set of results but the boys who gained passes should have achieved graded merits or distinctions in order to achieve the BTEch (Distinction = A, Merit = C, Pass = D)</p> <p>Post-16 is coming under a huge amount of scrutiny. Using end of Key Stage 4 data is not a fair system of starting point because our students make significant progress between Key Stage 2 to Key Stage 4.</p> <p>We really need to develop links locally with businesses in the community because schools do not have capacity to provide work experience.</p> <p>IC highlighted students with Educational Health Care Plans and statements more likely to be absent or excluded. Our figures mirror Devon figures. Devon figures suggest a child in care is 10 times more likely in a mainstream school to be excluded. The national average is 4%. The College is in line locally but not nationally. There is a limited understanding as to why this should be the case and it is being looked at more closely at County level.</p> <p>The Chair thanked DMC for his report.</p>			
53	<p>Excellence Everywhere White Paper (Paper 6)</p> <p>DMC reported that Paper 6 gives an overview of the Policy ideas contained in the Excellence Everywhere White Paper and governors need to be aware of this information.</p> <p>Governors noted the following in addition to that contained in Paper 6:</p> <p>(i) Removal of the Parent Governor category. From September the Parent Governor category of membership will be reduced to 2 representatives per governing body, rather than one from each school. The thinking behind this is that the Government want governors to be elected based on their skill set. We need to decide how we deal with this. This will be an agenda item for the next meeting.</p>	Action: Clerk	24.03.2016	19.05.2016
54	<p>Formally adopt the Financial Policy Statement for Schools (Paper 7)</p> <p>The Full Governing UNANIMOUSLY APPROVED the recommendation by the Policy Review and Finance Safety & HR Management Groups to ADOPT the Financial Policy Statement of Schools.</p> <p><i>(Proposed I Courtney; Seconded J Lake, T Skeaping)</i></p>	Decision	24.03.2016	
55	<p>Formally ratify the recommendation by the Finance Safety & HR Management Group to approve the 2016/17 Draft Budget and 3 year projections</p> <p>IC informed that the Finance Safety & HR Management Group has looked in-depth at the 2016/17 Draft Budgets and 3 year projections. He gave an overview of the current financial position going forward for the Federation schools. Governors noted that all schools show a carry forward into 2016/17. However, the primary school budget does not take into account</p>			

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	<p>service provision costs by the College. Going forward both the College and Primary budgets are showing significant deficit budgets. Governors also noted that pending incremental uplifts, increases in National Insurance Contributions and the National Living Wage will put the College financially worse off by circa £300k.</p> <p>Energy saving initiatives and income generated from these initiatives, coupled with the fact that the College has been operating on a smaller than average senior leadership team for the size of the school has all been contributing factors to enable the College to sustain a carry forward going into 2016/17. However, the College staffing line is currently approximately 82% which is slightly high. Going forward, the only way to save money will be through staffing efficiencies.</p> <p>IC reported that the recommendation from the Finance Safety & HR Management Group at the meeting held on 17 March 2016, was that the Full Governing Body approve both the College and Primary draft budgets as these need to be sent to County. The Full Governing Body UNANIMOUSLY RATIFIED this recommendation.</p>	Decision	24.03.2016	
56	<p>SFVS – formally report that Audit do not require individual SFVS returns for Primary & Secondary</p> <p>IC reported that County Audit Team has confirmed that it will be acceptable for The Dartmoor Federation to submit one SFVS Return for all schools within The Federation.</p> <p>IC reminded governors of the important of returning their individual SFVS Competency Skills Matrix.</p>			
57	<p>Receive verbal reports from governor visits</p> <p>A group of governors recently visited each of the Federation Schools. The focus of the visit was SMSC. Governors talked to pupils about SMSC Education with particular emphasis to the lower year groups about what is important to them and to the higher KS2 about what does extremism and radicalisation mean. Governors used a range of age appropriate questions for Key Stage 1 and Key Stage 2.</p> <p>TS informed that each Primary School's Single Central Record was checked and she was pleased to report that with the exception of one primary school all were regularly updated. With the recent staff changes in that school, TS feels confident that this will now be brought up to date.</p> <p>With regards the College visit, ML/TS spoke to students in their friendship groups during the lunch break. They felt that perhaps they were not as open as they might be in discussion on an individual basis. It would be preferable to talk to students at a different time of the day on future visits.</p>			

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	<p>There were lots of positive conversations taking place and governors are confident that SMSC is being embedded in our schools. However, with regards the Prevent Agenda, governors felt that students across all schools did not fully understand the meaning of extremism and radicalisation nor did they fully understand what this might mean to them in this area of Devon.</p> <p>DB/MG talked to governors about what was covered during the recent Assemblies held at the College. The routine of the school day was purposely disrupted to hold these assemblies so students would remember more about it. We talked about radicalisation and extremism, about their democratic rights, and about the Far Right because that is quite a big issue in this area. We have put posters around school. The message promotes Okehampton College Values which contain both British Values and College Values. Students were told about their democratic rights. We are aware that a lot more work needs to be done to ensure students fully understand the Prevent Agenda. We will continue to 'drip feed' this to the student body, through Assemblies, tutor groups etc. This will not only enable us to ensure student awareness but it will also help us to identify where a student might be vulnerable. JLA recommended ZAK training. Information has been sent out to parents through the Newsletter signposting them to information on the school's website.</p> <p>Noted that at the College, DMC and Ms Gibson, Assistant Principal, have undertaken WRAP Training. This will be rolled out to all staff on 25th April – governors are welcome to come along to this if they would like.</p> <p>JLA praised the work of governors within The Dartmoor Federation; these governor visits are an example of excellent practice that is streets ahead of other Devon schools.</p> <p>TS wished to place on record that governors were made to feel very welcome and they would like to extend their thanks to school leaders and staff.</p> <p>Thanks were formally extended to TS for arranging and for governors who took part.</p> <p>Clerk to send out a copy of the notes from each of the governor visits.</p>	Action: Clerk	24.03.2016	
58	<p>Feedback from governor training – standing item</p> <p>DMC reminded governors of the Staff WRAP training sessions which will be held on 25th April 15:30 – 16:30 and again on 19th May 16:00 – 17:00. These sessions are due to last for approximately 1 hour and both sessions will be held at the College. Governors are invited to attend. Check Date</p>			

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	<p>and room</p> <p>IC reminded governors to let the Clerk know if they are planning to attend either of the above events and, if they have not already done so, let the Clerk know if they are attending any of the planned in-house governor training events.</p> <p>IC also asked governors to complete their CPD logs.</p>	Action: Governors Clerk	24.03.2016	
59	<p>Read and agree minutes of previous Full Governing Body meeting dated 11 February 2016 and discuss Matters Arising:</p> <ul style="list-style-type: none"> • Part I (Paper 8) • Part II confidential (Paper 9 Tabled) <p>Both the Part I and Part II Confidential Minutes of the meeting held on 11 February 2016 were read, approved and signed as a true record.</p> <p>Matters Arising Paper 8 Part I Minutes Minute 43 Teaching Schools – DMC highlighted that we still need at least one governor with responsibility for training to ensure we are able to put the new Teaching School Structure in place.</p> <p>Matters Arising Paper 9 Part II Confidential Minutes - None</p> <p>Governors handed Part II Confidential Paper 9 back to the Clerk.</p>			
60	<p>Questions for Chair of Safeguarding & Behaviour Group</p> <ul style="list-style-type: none"> • Final Minutes of meeting Held on 29 01 2016 – Part I (Paper 10) Part II Confidential (Paper 11 Tabled) • Draft Minutes of meeting Held on 04 03 2016 – Part I (Paper 12) Part II Confidential (Paper 13 Tabled) <p>Noted that no questions for Chair were emailed to Clerk prior to meeting. Governors reviewed the minutes of the meetings held on 29 January 2016 and 4 March 2016.</p> <p>JLA commended the College for the excellent work that is taking place with regards Lesbian Gay Bisexual & Transgender (LGBT), stating that she is not aware of any other school in Devon supporting students to the level of that taking place at Okehampton College. Feedback from students is really positive; students in Years 10 and 11 feel supported by the school and their peers, resulting in them feeling more socially at ease. This will undoubtedly have a positive impact in the lead up to their exams. DB informed that the College has been asked to put together a pack to support other Devon Schools.</p>			

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	The Part II Confidential minutes were passed back to the Clerk.			
61	<p>Questions for Chair of the Teaching and Learning Challenge Group:</p> <ul style="list-style-type: none"> • Final Minutes of meeting Held on 22 01 2016 - Part I (<i>No Part II</i>) (Paper 14) • Draft Minutes of meeting Held on 04 03 2016 – Part I (<i>No Part II</i>) (Paper 15) • English Teaching & Learning Report March 2016 by L Tippett (Paper 16) <p><i>Noted that no questions for Chair were emailed to Clerk prior to meeting.</i> Governors reviewed the minutes of the meetings held on 22 January 2016 and 4 March 2016. There were no matters arising for discussion.</p>			
62	<p>Questions for Chair of the Finance, Safety and Human Resources Group:</p> <ul style="list-style-type: none"> • Final Minutes of meeting Held on 21 01 2016 – Part I (Paper 17) • Draft Minutes of meeting Held on 17 03 2016 – Part I (Paper 18) – Part II (Paper 19 Tabled) <p><i>Noted that no questions for Chair were emailed to Clerk prior to meeting.</i> Governors reviewed the minutes of the meetings held on 21 January 2016 and 17 March 2016. IC highlighted that the Structural Engineer’s report with regards the Wardhayes project has been received. The floor loading is not sufficient to accommodate an educational facility. SLT are currently in discussions with County to look at options going forward.</p> <p>The Part II Confidential minutes were passed back to the Clerk.</p>			
Minute	SUMMARY OF CHALLENGE			
51(a)	<p>Receive Head Teacher’s report Okehampton College (Paper 3 Tabled)</p> <p>Q: Reference Year 11 March progress entry predicted score for Gap Male/Female. Predicted score for Progress 8 EBACC is -0.01 (Pot2) compared to -0.53 for the progress 8 OPEN (Pot 3). What does this mean? Q: Does it mean boys will be half a grade worse than girls? Q: Reference the sub groups based on prior attainment, EBACC predicted scores suggests that lower prior attainment students will do well in the EBACC Pot. Does this mean they are working 1 ½ grades better than national average? Q: Does the March predictions include the outcomes of the mock examination results?</p>			
Minute	SUMMARY OF DECISIONS			

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54	The Full Governing UNANIMOUSLY APPROVED the recommendation by the Policy Review and Finance Safety & HR Management Groups to ADOPT the Financial Policy Statement of Schools			
55	The Full Governing Body UNANIMOUSLY RATIFIED the decision made by The Finance Safety & HR Management Group to submit the Secondary and Primary 2016/17 Draft Budgets and 3 year projected figures to County.			
59	Both the Part I and Part II Confidential Minutes of the meeting held on 11 February 2016 were read, approved and signed as a true record.			
Detail of next meeting				
Date/Time	Thursday 19 May at 18:00	Location	Okehampton College Room 407	

The meeting closed at 20:25