

MINUTES
of the General Meeting of the Local Governing Body of Dawlish College
held on Tuesday 6 June 2023 at 5 pm
in the Library at Dawlish College

Present:		
Name	Title/Role	Initials
Sam Banks	Headteacher	SBS
Hannah Grant	Prospective Co-Opted Governor (Guest)	HG
Lisa Johnson	Co-Opted Governor	LJ
David Lidbury	Co-opted Governor	DL
Sarah Mascall	Co-opted Governor	SM
Amy Reed	Staff Governor (Teaching)	AR
Gaby Willis	Trust Governance Officer, Ivy Education Trust	GW
Apologies:		
Lucy Lewis	Parent Governor	LL
Katie York	Trustee, Ivy Education Trust, Acting Chair of Governors	KY
Absent:		
Simon Broom	Staff Governor (support staff)	SB

Key to acronyms

DS	Disadvantaged Student	CPOMS	Child Protection Online Management System
PSHE	Personal, Social, Health and Economic education	SEF	Self-Evaluation Form
SLT	Senior Leadership Team		
PP	Pupil Premium	SENDCO	Special Education Needs and/or Disabilities Coordinator
SEND	Special Education Needs and/or Disabilities	SIP	School Improvement Plan
SEMH	Social, Emotional, Mental Health	KS3	Key Stage 3 (secondary)
SSAT	The Schools, Students and Teachers Network	CPD	Continuing Professional Development
T&L	Teaching and learning	EHCP	Education Health and Care Plan

The meeting opened at 5 pm.

Item	Content	Action
22/4/1.1	Agree Chair for this meeting: Governors agreed that SM would Chair this meeting.	
22/4/1.2	Welcome to Potential new governors: Hannah Grant (Craig Read unable to attend).	
22/4/1.3	Apologies: LL and KY	
22/4/1.4	Declarations of Interest: None declared for this meeting. No changes to register.	
22/4/1.5	Resignation of Parent governor – Ed Froude: For information - already accepted by the Trust Board on 16 May 2023.	
22/4/1.6	Update on nominations for Chair and Vice Chair: LJ kindly agreed to be Vice Chair. Proposed: SBS. Seconded: DL. Unanimously AGREED . Action: GW to speak to Craig Read, Parent Governor elect and follow up on discussion about him standing as Chair for September.	GW
22/4/2.1	Ivy Education Trust: Apologies from the CEO who had to attend another meeting at short notice. It was noted that June is the one-year anniversary of Ivy Education Trust and cookies had been sent to all staff.	
22/4/3.1	Matters Arising: All action points were completed.	
22/4/3.2	Accept Minutes of the Previous Meeting as a True and Accurate Record: Unanimously ACCEPTED .	
22/4/4.1	Headteacher's Report: Report circulated in advance. SBS summarised the documents. All governors are invited to attend the morning session of the new staff induction on 12 July with 11 new members of staff for September. Arrival at 8.45 am for meet and greet, and attend the Headteacher's presentation of vision and mission for next year. Approximately one hour. Action: Confirm attendance to JS who will send a list to SBS. Action: Governors to suggest to SBS things they would like to include in LGB meetings, for example a specific focus at each meeting.	All/JS All

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	<p>Slides for July Headteacher speech were shared, which reflect on the time spent as Head since appointment in November 2022. Included mission for the school as Headteacher. Q: Are you going to review that in September to have a new vision that reflects what you want? This is the purpose of the school, vision and values to help achieve that, and work is now underway to embed this. Great teaching development with high quality entitlement to CPD had been discussed, including building strong and trusting relationships and embedding a culture of excellence.</p> <p>Q: You're implementing a lot of staff vision and values and new staff, changes. Is the school part of the education staff wellbeing charter, which is a government led scheme for people in education? Action: SBS to explore this.</p> <p>Data update: This is reported to the Trust every half term and shared with the Trust Board as a whole. It includes attendance data on average percentage and persistent absence, and trends shown across the term.</p> <p>Q: SEN K. What is your abbreviation? K is a student on the SEN register but with no EHCP. Q: High percentage of SEN or DS. Do you receive additional funding? Pupil Premium is for DS and proportionate to the number of students. SEND is more complicated with tier 2 notional budget which covers teachers' salaries and then element 3 and EHCP funding follows.</p> <p>Q: Percentage of persistent absences shows a huge shift in the right direction from HT2 to HT4. Can you explain this? The new member of leadership has taken over attendance and is already making headway. Attendance data was shared showing above national average. Systems have been reformed; staff trained; and the legal process is now being enforced to increase fixed penalty notices which were not previously issued by the school. The focus has been on students around the 92% at high risk of persistent absence, and a strategy to target these is in place. In addition, attendance in December nationally was low due to illness. Below 90% or over 19 days is classed as persistent absence for the year.</p> <p>Q: From the attendance data, there is a concern over the high percentage of female students. As a school what are you doing about it? The member of staff is strategically targeting groups, currently DS boys in year 10. It has been found that poor attendance in female students is very much linked to school related anxiety and SEMH. Q: There is a large drop from Year 7-8 and then it deteriorates. What is the thinking here as this is quite unusual? It is a concern and will be picked up by the member of staff leading attendance. The Inclusion facility, which is designed to bring people into school, is predominantly female students. Q: How does this compare with the other schools within the Trust? Action: SBS to approach other secondaries and see if they can share this information.</p> <p>Q: Is addressing the difference in attendance for gender within the SIP? Attendance is included and currently the sub-groups absence is tracked robustly. Action: SBS to go back to member of staff leading attendance and ask where female students fit into priorities.</p> <p>Q: Is there a set time in inclusion or a timetable of how long students stay? The aim is to get these students back into the main school. The number of students on a part-time timetable is high and a concern so the attendance lead is working with the pastoral team to review all part-time timetables to hopefully reduce these.</p> <p>Q: Do we know the breakdown of how many girls, boys, SEN, DS? Action: SBS to show attendance by gender, persistent absence by groups, part-time timetable. Action: Jen Carr, attendance lead, to be invited to attend the next LGB meeting to present on attendance and the strategy for this. Q: Safeguarding on CPOMS is really high. It is used to track everything, particularly for some students at risk of PEX, to give a clear thread of what happens so more information and correspondence is being logged by staff now than before.</p>	<p>SBS</p> <p>SBS</p> <p>SBS</p> <p>SBS</p> <p>SBS</p>

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	<p>Governors noted this is excellent and shows that staff are using the system well.</p> <p>A recommendation from the recent safeguarding review was that the number of categories on CPOMS be reduced and some suggestions have been given as a result of this. Reports will then be run on specific categories.</p> <p>Action: Future meeting to have a focus on items from CPOMS, SBS to approach relevant members of staff to run anonymous sample reports.</p> <p>Behaviour: There has been a positive move in the right direction in terms of persistent disruptive behaviour. At the previous meeting the tariff was discussed and the data showed an average of around 200 red incidents per month, with the number of suspensions issued. and it is clear that this is reducing. Students are responding to a higher level of sanction; and the SENCO is addressing challenging behaviours and underlying factors with support and intervention as required. An increase in verbal incidents has been seen from a small number of students.</p> <p>Q: You talked before about fixed term suspensions and the number of days lost.</p> <p>Action: SBS to include this on the next report.</p> <p>Q: What is the average for a fixed term suspension? The average would be 1.5-2 days. Rarely 3 days or higher at one time.</p> <p>Q: As the tariff for the reds, the number of students have gone down but are there certain students who have hit breaking point getting longer days. It is a year down the line. Is it working? The highest is 3 days which is a third time, and at that point the SEN team are intervening and inviting parents/carers in for a discussion. The punitive system is designed as a deterrent for students who are capable of behaving and learning and are choosing to be disruptive.</p> <p>Q: Obviously the system is helping and working if the SEN team are spotting it and intervening earlier? This is a cultural shift for the school, highlighting to the SEN team where a student is unable to regulate their behaviour through the green, amber, red. Something different is then done for that child.</p> <p>Pupil progress data was reviewed in the last meeting with forecast for Year 11s, and exams are now underway. Students will be assessed and reported differently next year in both KS3 and KS4 and information was shared on how this will work. It was noted that the Headteacher is keen to explore as much standardised testing as possible.</p> <p>Fischer Family Trust data was included in the pack which gives useful detail.</p> <p>School Development Plan is a work in progress. SBS ran through the headlines, based on SEF and around priorities set out in SBS presentation and some of the school improvement work done with external people and reviews.</p> <p>Action: SBS to share SEF at next meeting.</p> <p>Quality of Education: Developing great teaching and improving the quality of T&L. A T&L handbook is being written and the school has signed up for the SSAT embedding formative assessment programme for the next 2 years which is very collaborative and supportive. In teacher appraisals this replaces the T&L objective. The school has also signed up to StepLab for instructional coaching which will be introduced in the autumn term, and from January a team of expert coaches will be established.</p> <p>Q: How are you going to monitor that, people going into other people's lessons? There will be a connection between the two. The first term will be drop-ins and building up expertise of the coaching team. Part of the commitment is to go and see others to look at the strategy and see what was positive. StepLab monitors drop-ins and a TLR for a lead instructional coach will be advertised to monitor and drive this.</p>	<p>SBS/JS</p> <p>SBS</p> <p>SBS</p>

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	<p>Built into directed time is more frequent short sessions to do deliberate practice for teacher CPD. The last strand is around SEND to actively bring in strategies that specifically would be for students with particular SEND but are beneficial to all.</p> <p>Curriculum: Curriculum maps are being reviewed and departments are undertaking their own departmental SEF to evaluate areas of strength and improvement.</p> <p>Reading strategy: Bought into Reading Wise and will have a universal provision where all students for home learning from KS3 do Sparx for maths and Reading Wise. These are both adaptive programmes that match progress to what the student is doing. Reading Wise will also be used for targeted provision and the model for achieving this is still under discussion. Every subject's curriculum will encourage an aspect of a lesson to be reading. There is a new collaborative strategy across the secondaries in the Trust who will share a set of books purchased by the Trust to have a teacher read aloud 2-3 times per week.</p> <p>An initiative called "Warm welcome" will take place after Year 11 leave to make the experience of coming to school more positive and inclusive to set students up for the day. Breakfast will be provided and there will be a uniform check with spare uniform available, together with equipment check and equipment available if required.</p> <p>Governors queried whether this would feel friendly and may cause anxiety in some students if they didn't have the right equipment or money to buy any. They were advised that there will be a more private, quiet area for students who may feel anxious in the big hall. It will be managed carefully and sensitively implemented, with SLT hosting in the beginning to establish the quality control.</p> <p>Personal Development: Core and electives in the first year - lots of things to improve on.</p> <p>Trips and Visits: Vision for trips and visits is essentially take a concept of what would as a parent want our child to have experienced as enrichment beyond the classroom from Y 7-11 and as a school provide as closely as possible that. Work is ongoing on what this would look like and will ensure all students have the opportunity to experience this.</p> <p>Outcomes: Work around assessment and improving outcomes continues.</p> <p>Action: SIP to be circulated when finalised in approximately 3-4 weeks.</p>	SBS
22/4/5.1	Behaviour/Attendance/Inclusion/Equality: No report for this meeting.	
22/4/5.2	Careers: No report for this meeting.	
22/4/5.3	Curriculum and Assessment: SM attended the opening session of the recent EFA staff training and the link report is on GovernorHub.	
22/4/5.4	Finance/Estates/Health & Safety: This is still currently held by the Trust Board. SBS attended the Finance, Audit & Risk Committee meeting and the relevant section of those minutes is on GovernorHub.	
22/4/5.5	Pupil Premium & Disadvantaged Students: No report for this meeting.	
22/4/5.6	Safeguarding: This is still currently held by the Trust Board. SBS attended the People & Value's Committee meeting and the relevant section of those minutes is on GovernorHub.	
22/4/5.7	SEND: No report for this meeting.	
22/4/6.1	Risk Management: Risk register update to be carried over to next meeting.	
22/4/7.1	<p>Policies and Procedures:</p> <p>Accessibility Plan: This needs to be moved forward but has been delayed due to the absence of the school site manager.</p> <p>Action: GW to put SBS in touch with the Director of Operations at the Trust who is happy to offer support.</p>	GW/SBS
22/4/7.2	<p>Attendance: Unanimously ADOPTED.</p> <p>Action: GW to upload to school website. SBS to ensure staff are aware of the new document.</p>	GW/SBS
22/4/7.3	Careers Guidance: More reference to the Gatsby Benchmarks and reference the Careers Advisor is required. Q: Encounters with employers over the course of their time at the school. Is that done in the school? This was confirmed.	

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	Action: More reference for this in the policy. Send to GW (or JS) when ready for upload to GovernorHub and electronic approval.	SBS/GW/JS
22/4/7.4	Education of Children in Care: Unanimously ADOPTED. Action: GW to upload to school website. SBS to ensure staff are aware of the new document.	GW/SBS
22/4/7.5	ICT Acceptable Use: Unanimously ADOPTED. Action: GW to upload to school website. SBS to ensure staff are aware of the new document.	GW/SBS
22/4/7.6	Provider Access: Reference in the appendix to numerous community employers and Governors asked whether that could be more specific. SBS advised that there are different offers and opportunities which change year on year so it wouldn't be practical to list them all individually. Q: Is there an expectation? Action: SBS to go back to member of staff and see if there is a minimum amount. Unanimously ADOPTED pending that update.	SBS
22/4/7.7	Supporting Students with Medical Conditions: Section 7 very little detail about who provides medication in school. SBS confirmed in past 2-3 weeks the school has appointed a person to oversee first aid. Action: Policy to be clearer about who is overseeing this. Q: Section 10: How is the governing body supposed to monitor the record keeping and ensure all is done? GW advised this would fall within the scope of the appropriate link governor (possibly health and safety) to include when in school for checking and monitoring visits. GW advised that confirmation is awaited from the Trust insurers in response to a query from Governors regarding cover mentioned in the policy. Action: GW to advise the outcome of this query.	SBS GW
22/4/8.1	Any recent or future planned governor visits: SM is visiting on Thursday with the Headteacher and DL has arranged to visit Kate Bukowski. Action: GW to add slides for exclusion training to GovernorHub.	GW
22/4/8.2	Feedback on recently attended training or events: To be carried over to next meeting.	
22/4/8.3	Training opportunities this term: Action: To be circulated – new DES list when available.	JS/All
	Action: Next meeting to be moved to 4 July at 5 pm. Action: GW to follow up with Hannah Grant and Craig Read and potentially invite to next meeting for recommended appointment to the Trust Board. The Chair thanked everyone for attending and closed the meeting at 6.53 pm.	All GW