

MINUTES
of the meeting of the Local Governing Body of
Teignmouth Community School, Exeter Road
held on 07 February 2024 at 5.30 pm in the Sixth Form, TCS Exeter Road

Present:		
Name	Title/Role	Initials
Louise Dowler	Parent Elected Governor, Behaviour, Safeguarding and Attendance Link	LD
Jim Prior	Co-opted Governor, Enrichment and Careers Link	JP
Jane Russell	Co-Opted Governor, Curriculum and Delivery Link (Virtual via MSTeams)	JR
Simon Shadbolt	Co-Opted Governor, Chair of Governors and Ivy Education Trust Link	SSh
Rachel Wickham	Headteacher, Ex-Officio	RW
Michael Wigmore	Parent Governor, Vice Chair, Leadership and Management Delivery Link	MW
Laura Parfitt	Co-opted Governor, Inclusion (Disadvantaged & SEND) Link mentors Louise Dowler and Polly Brock	LP
Gavin Viney	Co-opted Governor, Leadership and Management Delivery Link. Mentor Michael Wigmore	GV
Dr Karl Devincenzi	Co-opted Governor, Curriculum and Delivery Link. Mentor Jane Russell (attendance via MSTeams)	KD
Apologies		
Polly Brock	Co-Opted Governor, Inclusion (Disadvantaged and SEND) Link (leave of absence)	PB
Toby Holland	GB elected Staff Governor, Parent Forum and PSHE and Citizenship Link	TH
In Attendance:		
Katy Quinn	IET CEO	KQ
Samantha Atkinson	Deputy Head	SA
Rebecca Flint	Deputy Head	RF
Rachel Hill	Local Governance Officer	LGO

Key to acronyms

LGO	Local Governance Officer	TCSER	TCS Exeter Road
GIP	Governance Improvement Plan	SIP	School Improvement Plan
SEND	Special Education Needs and/or Disabilities	LGB	Local Governing Body
CPD	Continuing Professional Development	RAG rate	Red, amber, green rating
ToR	Terms of Reference	GAG funding	General Annual Grant
IET	Ivy Education Trust	QA	Quality Assurance
EHCPs	Education, Health and Care Plans	PEX	Permanent Exclusion
SMSC	Spiritual, Moral, Social and Cultural development		

SSh opened the meeting at 5.30pm and welcomed all present.

	Housekeeping:	Action
24/3/0.1	<p>Update from Ivy Education Trust: Katy Quinn</p> <ul style="list-style-type: none"> School Health Checks have been completed. This is a triangulated approach looking at schools through KPI's and Ofsted judgements. A whole Trust summary will be emailed to SSh and RW on Friday 9th February. TCSER key priorities were reviewed. The financial position was also mentioned. Health Checks will take place in January and September with an October completion. Wayne Westacott has been appointed as the Attendance Lead across the Trust. He will continue to work with TCSER in a shared role. Pupils on EHCP plans have the poorest attendance. There has been a positive shift in attendance for primary schools, they are almost at national. TCSER is seeing green shoots of progress with a 1% increase in numbers attending school from last year. TCSER capital investment has witnessed the new library Bridge inclusion provision. New gates should be fitted at Easter with associated fencing. This will make a difference to attendance. Milk bar and inclusion hut improvements are ongoing projects for next year. The newly appointed estates manager has settled in well. 	

	<ul style="list-style-type: none"> • On 09/02/24 the second Trust Inset day will take place. Mary Myatt and Ellise Haywood are the keynote speakers. • SIP continues to monitor improvements at TCSER. This is an additional resource for TCSER, with a long and enduring commitment over a 3-year plan. • Future projects. Growth is on our minds and we are in talks with two local primary schools. We have built a structure within IET and these schools should drop in with current capacity. They will strengthen us as a Trust. • Gag pooling. Trust Board will come to a decision on 20.02.24 and will report back to HTs with policy. • Sustainability is a priority. We have commissioned a group called the Visionaries who will work with the students to encourage better habits and bio diversity projects. This will start in the summer term. • Elsewhere in the Trust. Due to the flood at Kenton we relocated the whole school. It is still in the drying out phase of building. We are working with the capital team and have put in a bid to build a new school. This is in the Neighbourhood Plan. • Time and finances have been invested into Starcross Primary School. <p>LD arrived at the meeting.</p> <ul style="list-style-type: none"> • Resource and staffing have been invested into Starcross from other primaries, this is a lateral movement. Starcross have a depth of experience in their primary team. It was a two-way door decision and early indications are promising. <p>Any questions</p> <p><i>Q: When you say you have moved teachers, is it voluntary on their part or in their contract?</i> Both of those things. However, both staff have moved voluntarily and for promotion too. Both are loving what they are doing and we are growing our own talent.</p> <p><i>Q: Are we going to get data – attendance, absence and exclusions - on a regular basis? We would like to RAG rate the GIP with this information.</i> You can have this data half termly from RW and you can have my CEO report.</p> <p><i>Q: Is it Proress8?</i> No KS2 data. The CEO report might be the most suitable because you can compare against other schools.</p> <p>Action: KQ to supply TCSER with her CEO report.</p> <ul style="list-style-type: none"> • Policy procedure registers are improving. SEND/Inclusion will be one of our Trust improvements for next year. Do we need an inclusion role? How can we shift the outcomes for SEND children? IET would like to become a centre of excellence around Inclusion. 	KQ
24/3/0.2	<p>Curriculum & Delivery: Samantha Atkinson, Deputy Head and Rebecca Flint, Deputy Head</p> <p>The document titled Curriculum Summary had been uploaded to GH prior to the meeting for all governors to read. Guest presenters Samantha Atkinson and Rebecca Flint reported.</p> <ul style="list-style-type: none"> • The first two pages are a summary of what has taken place since the Ofsted report. • The school is now delivering Quality Assurance as the rewriting of curriculums and appointment of staff are embedded. The school has created a system which can be rolled out to work with middle leaders. The system was launched in January. Quality Assurance takes place on a half termly cycle. • We meet every Monday to establish foci for the fortnight. • In the first cycle we undertook a learning walk with middle leaders. In time, we hope they will do this on their own. We aim to upskill middle leaders. • Firstly, we looked at classroom learning environments largely through the Disadvantaged and SEND lens. Identifiable action steps were taken from this. • In the middle two weeks we built in opportunity for Student Voice across the curriculum. Once a half term every subject area will complete a Student Voice, working with a cross section of students and responding to staff feedback. We keep a record of the students we have spoken to. Students now have the confidence to talk. They can talk about learning vocabulary in lessons and have the confidence to talk about retrieval. They are not so secure about understanding why they are learning something at a certain time but this will feed into our foci for next term. • In the final two weeks we will undertake another learning walk. <p><i>Q: Do you control which students are picked - is it strategic?</i> We select to ensure we are taking a range of students. We also ensure that SEND and Disadvantaged students are involved.</p>	

	<p><i>Q: Have you seen staff becoming more confident as lessons improve?</i> This half term's focus is more about the learning environment. We are using it as a gateway. We will talk about classroom delivery when we get into coaching.</p> <ul style="list-style-type: none"> • A data snapshot of for the Autumn term was shared to measure impact. There are green shoots of improvement from last year for Y11. • From Easter KS3 students will also receive an 'Achievement' judgement based on their academic performance in English, Maths, Science, History and Geography. There isn't a national framework for KS3 but it will give us a method to track impact. <p><i>Q: What symbols are you using to describe achievements?</i> It will be the words mastering, securing, developing and emerging. This will be shared with parents to ensure communication is clear.</p> <p>Steplab</p> <ul style="list-style-type: none"> • All teachers have a coach. All have an action step. They start with thresholding. They are then logged on Steplab. Then action is put into practice. This is done on a fortnightly cycle and we are just finishing the second cycle for this half term. • There has been a 75% completion rate for the latest cycle. This is what we aim for. • We can see the shift in engagement through the graph. More staff are engaging with the Steplab process. We need to work with PE. • In terms of where we are on the steps. Quite a lot of staff are working on behaviour - supporting children to make the right choices. • We are using data to inform our QA process. Next half term there will be CPD around direct instruction. We will use deep dives to ensure this is taking place. • We need to identify new coaches. Coaches are stretched due to capacity. • We are beginning to see the impact of Steplab in class. We will hold CPD around direct instruction and then see traction and pick up momentum with staff. <p><i>Q: Is everyone following the same steps?</i> It depends on what the coach sees. Coaches use that to mould the next step.</p> <p><i>Q: How frequent is coaching and observations?</i> Every two weeks. It is built into staff timetables. The strain comes into play for those doing the coaching.</p> <ul style="list-style-type: none"> • We will target individuals who might require reading intervention. Pupils will be taken out of the tutor reading programme for this. Reading interventions will be bespoke to individual students. We are using Readingwise. We will run 6-8 week blocks of intervention and re-test after to measure impact. We now have smaller groups on intervention which is more positive for them. We have also moved it into the library. Y9 need interventions the most. • Home learning now centres around vocabulary. Sparx Reader has been well met by students. Interventions are on a 3 times a week programme. We might go to 4 <p><i>Q: Is this communicated with parents?</i> Yes.</p> <p><i>Q: Do you give feedback to parents on how they can help?</i> Yes, but we could do more with parents. The next step is to get more parents on board with reading at home</p> <p><i>Q: Do you need any money for classroom environments?</i> This will be on a rolling programme. Middle leaders able to work with the newly appointed Head Groundsman directly. Small scale timeliness has born some fruit.</p> <p><i>It is great that Steplab is a supportive approach.</i> We need to remain sensitive and careful with our approach. Its is coaching. It is a staff entitlement to be developed as a professional. Steplab is separate from appraisal. There are no targets that needs to be reached.</p> <p><i>Q: Has the more uniform approach to lessons had an impact on pupils?</i> It has made a difference. and gives students teaching sequence through subjects. The presentation of material is consistent.</p> <p>Samantha Atkinson, Deputy Head and Rebecca Flint, Deputy Head were thanked for attending the meeting and their contributions.</p>	
24/3/1.1	Apologies: Apologies from Toby Holland and Polly Brock were received.	
24/3/1.2	Declarations of Interest: None declared.	
24/3/1.3	Resignation of Gemma Carlin: Gemma Carlin has resigned from the LGB due to work commitments.	
24/3/1.4	Link roles and buddies:	

	The LGB structure 2023-24 (with buddies) had been uploaded to GH prior to the meeting. The Chair asked governors to let him know if they wished to change their role.	
	Standing Items:	
24/2/2.1	<p>Matters Arising from meeting held on 29.11.23:</p> <p>Governance Improvement Action Plan (GIP): To be RAG rated this requires data. See action from agenda item 0.1 above.</p> <p>TCS LGB Handbook and ToR's: This has been updated to reflect governors' link roles.</p> <p>Risk Register (RR): This requires updating based on finance reports. Action: RW to update RR and send to MW. <i>Q: Has staff wellbeing improved?</i> Yes, it has.</p> <p>The Chair advised that all key documents can be found in GovernorHub at the following link https://app.governorhub.com/g/teignmouthcommunityschool/docs/646dff9dcc5473b804231c79</p>	RW
24/1/2.2	<p>Agree as a true and accurate record:</p> <p>AGREED that the minutes dated 29.11.23 are a true and accurate record of the meeting.</p>	
	Strategic Items:	
24/3/4.1	<p>Headteacher's Report:</p> <p>RW gave a verbal overview on Attendance, Behaviour, and Enrichment. Curriculum and Delivery had been covered above in agenda item 0.2 above.</p> <p>Attendance:</p> <ul style="list-style-type: none"> • This has improved from autumn term last year. • Data has been seen which could put ER at data national average. This data now needs to be validated. • There has been a positive trend with Disadvantaged students. The school could see more improvement around EHCPs. The rate of severe absence is high, of those a large proportion are SEND and EHCP for whom outcomes remain poor. • The Bridge has been open since January. The school now has children attending who haven't ever attended school. This numbers about 8-10 pupils. • A new member of support staff is focusing solely on attendance, working with those tipping on persistent absence. S/he will visit families at home to identify barriers. It is still early days, but the school hopes to see impact from this. <p>Behaviour:</p> <ul style="list-style-type: none"> • Suspensions are down on last year both on days lost and incidence. PEx are also down. There were 2 by Christmas 2023 down from 10 in 2022. • There will be an uptick in suspensions this term, predominantly from Y11 which is unusual. These pupils are having an impact on young people wanting to learn. Suspensions are made in order to protect the rest of the learning community. It is disappointing on many levels and will have an impact on suspension data. • We are focusing on truancy and out of lesson. The process began on Monday. We have already moved from having up to 40 students not in a lesson to 7. Pupils go straight into detention if they don't attend. We can now start looking at students who are late more than 3 times in a day. • The focus after half term will be about moving around the site calmly. • Uniform will be a renewed focus after half term as well. We will be holding assemblies around these topics. <p>Enrichment:</p> <ul style="list-style-type: none"> • Laura Milsom will attend the next SIP meeting to talk about personal development. LM's target is to achieve SMSC quality bronze by the end of this academic year. • There was a gap for SEND and disadvantaged students not accessing the same opportunities. We asked them what they wanted and we are now able to put that in place. This is an ongoing piece of work. Our aim is for them to take part in what is on offer and that the offer is appealing to them. 	

	<p><i>Q: With regards to enrichment, is there a framework to get students together to engage collaboratively in what they are interested in?</i> There are extra-curricular clubs.</p> <p><i>Q: Is the information getting out to students and parents?</i> From a parent perspective, perhaps not. It is important for pupils to grow as a peer group. The intergenerational aspect is also key. We will make sure we get it out to parents.</p> <p><i>Q: Any there any plans for an activities week at TCSE?</i> We are thinking about an end of year activity rather than a range of activities. We need to get our core business right first. We need to work around rewards and trips. There will be an end of year trip for each year group this year. They are important for fostering good relationships between staff and students</p> <p><i>Q: What judgement is made by Ofsted about the rate of suspensions?</i> We have a legal right to suspend to make a safe environment. There is more scrutiny now post-covid with a move to discouraging schools from suspending and PExing. All providers these pupils would move on to are completely full. We don't want a school that doesn't suspend but one that doesn't have suspendable behaviour. Over a period of time, if Ofsted see high numbers of suspensions, they reach the conclusion that the school is not dealing with behaviour from the roots.</p> <p><i>Q: Can it be that schools are afraid to make a robust response to those behaviours?</i> It's not something we take lightly. It is a sensitive issue</p> <p><i>Q: Is there a group of students who have come to the limit?</i> When you talk about 30 minutes of a lesson being lost that is extreme.</p> <p><i>Q: In that scenario can teachers call for assistance?</i> Yes. We can also move the rest of the class so they can carry on with their learning.</p> <p><i>Q: It is commendable the work you are doing to reintegrate the Bridge students; what is the long-term plan for them?</i> The long-term vision is to reintegrate these pupils back into school/mainstream education. This is balanced with pragmatism that any time in school is better than being at home. It's about being pragmatic about what is reasonable.</p>	
24/3/4.2	<p>Rebranding of School: The meeting moved to Part II minutes The meeting returned to Part I minutes</p>	
24/3/4.3	<p>Update on School Improvement Committee: Please refer to agenda items 0.1 and 4.1 above.</p>	
Reports from Link Governors:		
24/3/5.1	<p>Safeguarding, Behaviour and Attendance: LD's Visit Forms had been uploaded to GH prior to the meeting. They included:</p> <ul style="list-style-type: none"> • Conduct Data Autumn Term 2023 • SCR check form 05.02.24 • Attendance comparison Term 1 2023 vs 2024 • Weekly suspensions trends updated for 11.01.24 • Visit Form Behaviour Jan 2024 • Visit Safeguarding Feb 2024 <p>LD reported.</p> <p>Behaviour The move of the reset room has been positive. All have access to a computer. It seems a calm and ordered space. The School Improvement partner is coming in. This is going well and is positive.</p> <p>One observation I raised was whether the short-term measure of Chris Darvill going to class to collect a child for detention will become too time consuming. It is anticipated that this will only continue until Easter. It will be monitored at my next visit.</p> <p>We also discussed recruitment and rewording of the advertisement to attract the right people.</p> <p>Safeguarding I met with Billy Lee, Designated Safeguarding Lead. The DCC safeguarding audit took place in January with positive results. One action from this visit was for the updated IET Child Protection and Safeguarding Policy to be uploaded to the website. IET policy requires school information to be added. Signposting for parents and students is good.</p> <p>CPOMS trends were reviewed and we had discussion about harmful sexual behaviours in school.</p>	

	<p>The RAP (Raising Awareness and Prevention) Foundation has visited school to deliver sessions to all students in years 7-10.</p> <p>John Gayle interventions are continuing and having an impact. He works with the most troubled students in small groups and one to one. This is targeted support.</p> <p>Reset, Safeguarding and Welfare are all now centrally located in one hub, located in the former library. There are some concerns about the resets location which will be monitored. Inevitably some students who have been sent to reset are angry and dysregulated, which is not conducive to the calm environment required for those students accessing interventions or using the Bridge.</p> <p><i>Q: Is it the right place for resets? Does staffing play a part?</i> Yes, it is stretched for staff in the Bridge.</p> <p>Attendance As reported in agenda item 4.1 above.</p>	
24/3/5.2	<p>Enrichment & Careers: The Enrichment Visit Form was uploaded to GH prior to the meeting for governors to read. JP reported. Enrichment is on an upward trajectory but at a low pace. The Chair noted this was a positive report.</p> <p><i>Q: Are you finding the impact? Can we link how SEND are doing in personal development through Enrichment?</i> In terms of careers it would be good to have some destination data and case studies. The problem is tracking people who have left. At present we are concentrating on people who are here. I will speak to the school contact next time to find out what she does with this information.</p>	
24/3/5.3	<p>Inclusion (Disadvantaged & SEND): No report received.</p>	
24/3/5.4	<p>Curriculum & Delivery: The following Visit reports had been uploaded to GH prior to the meeting.</p> <ul style="list-style-type: none"> • Curriculum and Delivery January 2024 • Sixth Form January 2024 • Sixth Form 04.12.23 • Curriculum 23/24 <p>JR reported. There is a certain level of passivity when you go around the classrooms, but it is encouraging to see the green shoots of improvement.</p> <p><i>Q: Passivity from staff or students or both?</i> Some staff. It will take a while to have the spark within the curriculum. There has been a huge improvement over 3 years. QA is starting to happen.</p> <p>Sixth Form The Opening for Y11 was great. It was a warm and engaging show. Assessment grades needed to show progress so SISRA needs to be responsive. Staff numbers – are there enough? Log in for ISDR?</p>	
24/3/5.5	<p>Leadership & Management Delivery: The Finance Report for period 4 had been uploaded to GH prior to the meeting. Costs associated with additional provision need to be monitored. This links to previous discussion about creating a centre of SEND excellence within Ivy to reduce overall costs.</p> <p>Skills Audit The Governors' skills audit has now been completed. The Chair will publish the matrix which will identify specialist or collective training needs. A separate governor training day might be held.</p>	
	Policies:	
24/3/6.1	<p>Final 2025/2026 Admissions for recommendation to Trust Board for approval. Secondary school and Sixth Form: The secondary and sixth form admissions policies above were RECOMMENDED to Trust Board for APPROVAL. LM has seen 6th form policy. Yes.</p>	
24/3/6.2	Supporting Pupils at School with Medical Conditions:	

	This policy was deferred to the May meeting or to be approved in GH if available before.	
24/3/6.3	Use of Reasonable Force Policy: The Use of Reasonable Force Policy was APPROVED .	
24/3/6.4	Equality Objectives: The Equality Objectives were APPROVED .	
24/3/6.5	Disability Equality Scheme & Accessibility Plan: The Disability Equality Scheme & Accessibility Plan was APPROVED subject to the following minor amendment. To change the words 'learning styles' to 'meeting needs'. <i>Q: Do the expected outcomes have a timescale for when they will next be reviewed?</i> The policy is updated annually. Action: LGO to update Sixth Form policy page on the website with a link to the school policies page.	LGO
Governor Visits and Training		
24/3/7.1	<ul style="list-style-type: none"> • Dr Karl Devincenzi attended DES Introduction for local or hub board members (Academy schools) on 08.02.2024; Level 3 Safeguarding on 05.02.2024 and Level 5 DSL delivered by Safeguarding Associates for Excellence • Laura Parfitt completed IET Level 2 Safeguarding on 31.01.2024 • Jim Prior completed IET Level 2 Safeguarding on 30.11.2024 • Gavin Viney completed IET Level 2 Safeguarding on 07.01.2024 and Exclusions with Browne Jacobson on 04.12.2023 and will complete Introduction to school governance in an academy trust on 19.03.2024 	
	Dates of Next Meetings: 1 st May, 3 rd July	
	Any other Business: <ul style="list-style-type: none"> • When we have the Ofsted monitoring visit it would be useful to have governor reports printed out. The report sheet produced by Nikki Lee would also be helpful. Action: LGO/Chair. • JR has begun a living document titled Ofsted questions from inspections which has been emailed to all. 	LGO/Chair
	The meeting closed at 19.30	