

MINUTES
of the meeting of the Local Governing Body of
Teignmouth Community School, Exeter Road
held on 18 June 2025 at 5.30 pm, held in the Library

Present:		
Name	Title/Role	Initials
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, Behaviour, Safeguarding and Attendance Link	LP
Jim Prior	Co-opted Governor, Enrichment and Careers Link	JP
Jane Russell	Co-opted Governor, Curriculum and Delivery Link	JR
Dr Karl Devincenzi	Co-opted Governor, Curriculum and Delivery Link	KD
Jessica Phillips	Co-opted Governor, Behaviour, Safeguarding and Attendance Link	JP
Samantha Horne	Co-opted Governor, Inclusion (Disadvantaged and SEND)	SH
Catherine Merrick	Parent Governor, Parent Forum Link	CM
Apologies		
Samantha Horne	Co-opted Governor, Inclusion (Disadvantaged and SEND)	SH
In Attendance:		
Samantha Atkinson	Deputy Head Teacher	SA
Chris Darvill	Deputy Head Teacher	CD
Rebecca Flint	Deputy Head Teacher	RF
Rachel Hill	Local Governance Officer	LGO

Key to acronyms

LGO	Local Governance Officer	IET	Ivy Education Trust
GIP	Governance Improvement Plan	SIP	School Improvement Plan
SEND	Special Education Needs and/or Disabilities	LGB	Local Governing Body
GH	GovernorHub	SLT	Senior Leadership Team
ToR	Terms of Reference	LA	Local authority
FSM	Free School Meals	TGO	Trust Governance Officer
NAC	Newton Abbot College		

	Housekeeping:	Action
25/5/1.1	Welcome and Apologies: Welcome to Samantha Atkinson, Chris Darvill and Rebecca Flint – Deputy Head Teachers and Guest Presenters. Apologies from Sam Horne were received.	
25/5/1.2	Declarations of Interest: There were none.	
25/5/1a	Presentation by Sam Atkinson, Chris Darvill and Rebecca Flint, Deputy Headteachers <i>Where the School would sit under the new Ofsted framework. To include review of School Improvement.</i> <u>Introduction Samantha Atkinson</u> SA advised that since the May meeting when this presentation had become an agenda item for the June LGB meeting, analysis of the recent consultation undertaken by Ofsted will take longer than initially thought with a response now expected in September 2025. There is still a commitment to move to a new framework from November 2025, when routine inspections will recommence. It is anticipated that there will be a new approach to school inspections. Single judgements will no longer be made, instead report cards will be issued with the school being judged on a five-point scale. Safeguarding will either be met or not met. TCSE is seen as a 'stuck' school and anticipates that Ofsted will visit once the new framework becomes operational. A copy of the school inspection toolkit was handed to governors and emailed prior to the meeting. A RAG rated self-evaluation had been drawn up from the school inspection toolkit.	

For the purposes of the meeting those RAG rated red or amber were discussed. Both documents have now been uploaded to GH.

Leadership and governance **SECURE: ATTENDANCE & OUTCOMES.**

Curriculum **SECURE: INCLUSION**

Developing teaching **ATTENTION NEEDED: CFU, SUPPORT STAFF TRAINING & INCLUSION**

Achievement **BELOW AVERAGE, ATTENTION NEEDED**

Behaviour and attitudes **ATTENTION NEEDED: POSITIVE ATTITUDES TO LEARNING**

Attendance **CAUSING CONCERNS: DATA**

Personal development and well-being **SECURE**

Inclusion **ATTENTION NEEDED: ATTENDANCE & OUTCOMES**

Sixth form **SECURE: RETENTION 11 INTO 12**

Safeguarding **MET**

Achievement – Sammy Atkinson reported. RAG rated red and below average.

- Achievement will improve when other categories improve.
- The SENDCo has been working hard with the staff body through briefings. Spotlights on students have been given and training undertaken.
- There are opportunities for staff to engage in professional learning.
- Middle leaders have asked for more time with their teams. The School is being more strategic with how this time is used.
- Work has started, and is being continued, about what it looks like to achieve as the level of challenge gets harder. The school is particularly looking at KS2 to KS3.
- Middle leaders are currently visiting feeder primaries.
- The MFL curriculum has been reviewed. As over 80% of feeder schools deliver Spanish the school's curriculum has been aligned to this.

RW added that although the School has RAG rated Achievement as below average the School has not had the Progress 8 measure this year. All students have prepared and turned up, with only one student not attending. Pupils have felt confident and well supported. LP added, it has been a different picture this year. Students have had no problems taking exams and she was impressed with the input and motivation given to students.

Developing teaching. Rebecca Flint reported. This is RAG rated amber and attention needed. Leaders have an accurate understanding of where the school sits. There is a robust QA process for SEND students. Capacity next year will be an issue.

Effective training for support staff needs to be built in next year. Staff have had training on reading. They haven't looked at oracy yet. There is a shift around middle leaders looking at how to maximise the impact of their meeting times. The SENDCo is offering training needs for specific students and how students can access the curriculum through delivery. There is a gap in the provision for specialism next year. Staff are checking for understanding not consistently occurring in the classroom in order to move learning forwards. The School will sharpen the focus on what needs to happen in lessons. There will be six expectations which will need to be met in every lesson. Inclusive teaching is an area of weakness for the school. Time has been built into the calendar to look at this. Recruitment and retention for Sixth Form requires work. There is a Sixth Form working party looking across the curriculum. Staff are reviewing how aspirations can be raised at KS3.

Behaviour and Attitudes. Chris Darvill reported. RAG rated amber and attention needed.

There has been a positive trend in suspensions with a significant reduction of 60%. This is not yet secure because SEND and disadvantaged students are not represented in this figure. This needs to be changed to ensure representation is secure the next time Ofsted visit. The School could see more suspensions at the start of next year. Staff are monitoring and moderating for consistency and looking at students and teachers who are outliers. The School is restructuring engagement of the support team and will move to a model more common to the local schools.

Attendance. This is RAG rated red and causing concerns. Attendance is not where it should be nationally. In the south west TCSE sits in the middle of Devon schools for attendance.

	<p>This is a key indicator of School performance. Staff have spent this year looking at data. A survey was undertaken to find out how attendance impacts of education. Attendance also reflects a sense of belonging and mattering and a sense of school safety and this requires building. 'Be your Best' form time is held weekly. The response time to bullying has been reduced by referring students to Sixth Form Ambassadors. The SENDCo has also introduced positive interventions. SEND FSM requires improvement.</p> <p><i>Q: Will we see an increase in Attendance as the Covid generation moves on?</i> Yes, you can see this in Primary Schools already who are dealing with young people and families who have only ever gone to school. Attendance is a problem across the country.</p> <p>RW continued. Given that the School will be reinspected it is useful for governors to have some understanding of the key red areas and to see where we are sitting. This will form the narrative to use and triangulate when you make your visits.</p> <p><i>Q: Do you think that the school inspection toolkit is useful?</i> It's in school friendly language. The previous one was open to interpretation. It helps to crystalise next steps. Even if it falls away it will drive improvement.</p> <p><i>Q: You said the numbers of suspensions may increase because of focus on specific areas. What are those areas?</i> Silence as standard in lessons. RW added the secret to not increasing suspensions is consistency. This is very important for vulnerable students.</p> <p><i>Q: Will it cause an issue with silence when you are also encouraging oracy?</i> We will train TAs in oracy and encourage students to talk with a purpose.</p> <p><i>Q: The time that departments team meetings is being allocated, is that within the school day?</i> No, we have revamped the school calendar for next year. If there is a week with an event on we will have a shorter meeting. It will be after school time when faculties can get together. The time for meetings equates to the same amount as staff have had this year.</p> <p>The Deputy Headteachers were thanked for their presentations and left the meeting at 18.15.</p>	
25/5/1.3	<p>Proposed dates of meetings 2025-2026</p> <p>Proposed dates had been uploaded to GH prior to the meeting and are as follows:</p> <p>Wednesday 17th September 2025</p> <p>Wednesday 26th November 2025</p> <p>Wednesday 4th February 2026</p> <p>Wednesday 29th April 2026</p> <p>Wednesday 8th July 2026 (changed to enable MW attend TPS/SX)</p> <p>All meetings to be held at 5.30pm. Since the meeting the LGO has confirmed with IT that a projector, Whiteboard and HDMI cable can be made available for presentations in the upstairs room of Sixth Form. This makes Sixth Form a more suitable venue than the Library as it has more room and access to toilets and refreshments.</p>	
25/5/1.4	<p>Nominations for Chair and Vice-Chair for 2025-2026</p> <p>Voting timeline by the end of Summer Term 2025. Nominations to the LGO.</p>	LGO
	Standing Items:	
24/5/2.1	<p>Matters Arising from meeting held on 30.05.25:</p> <p>Updating the Risk Register and Terms of Reference to be an action for MW. The TGO will circulate an updated LGB Handbook and TOR once approved by the Trust Board on 22 July 2025.</p>	MW
25/5/2.2	<p>Accept the minutes of the previous meeting as a true and accurate record:</p> <p>Unanimously ACCEPTED.</p>	
	Strategic Items:	
25/5/3and 4	<p>Feedback from IET and verbal update from the Chair:</p> <p>The IET comms sheet to LGBs in had been uploaded to GH prior to the meeting. MW reported that he had attended the Chairs' meeting on behalf of SSh.</p> <p>The results of a trust-wide parent survey were shared using a slide presentation. The data was collated by Emma Wood who is employed by the Trust. Results for Teignmouth Community school were placed in a folder on GH and shared with SSh and MW. It was discussed how school governors could focus on a couple of aspects of the results for their school, both the positive and not so positive, with the School Improvement Plan (SIP) in mind. It was agreed that the school's results could be shared with governors but not outside of the LGB for GDPR reasons. It could be possible to identify children or parents through the results. With this in mind, hard copies only could be handed out at the start of a governors</p>	

	<p>meeting and then collected at the end. The Trust Governance Officer will be typing up the Chairs' minutes and these actions will be noted, most probably for action in September.</p> <p>The Trust Board has made a decision to remove the requirement for finance link governors from September and hold central finance briefings online instead. These will be held before the date of each IET FAR Committee and notes provided to be shared with the LGB alongside the management accounts. There does not have to be a specific governor who attends each time. It should not be a staff governor due to potential conflict of interest. The TGO will set dates for next year for remote central finance briefings with the Director of Finance and circulate to LGOs. LGOs to ensure their LGB is represented at each meeting. The TGO will continue to upload the relevant management accounts to the Governance Officer folder on the GeneralHub. LGOs to include in meeting papers and ensure the governor attending the central briefing has the document.</p> <p>NAC is making progress with attendance and learning from this will be shared between the Schools within the Trust.</p>	
25/5/5.1	<p>Safeguarding, Behaviour and Attendance: Visit form for Attendance. Uploaded to GH prior to the meeting.</p> <ul style="list-style-type: none"> • Data indicates that although the academic year began with higher rates of absence than the previous year, attendance has improved and from Christmas has remained below last year's rate of absence. So far in this summer term the absence rate has decreased from 18.5% last year down to 15%. • Dedicated software is to review trends weekly is being used for absence and persistent absence. This same software monitors all students' attendance daily and automatically triggers pre-determined graduated actions as a result. • At the start of each half term Wayne Westacott (Trust Attendance Lead) publishes an attendance report of each secondary school to each secondary school attendance lead that details the headline figures of the attendance and persistent absence (year to date) of all year groups sub cohorts (gender, FSM, SEN -K, SEN - E, LAC etc), This also compares each to national rates and the school at the same point the previous year. • We are currently taking part in a national study with 'Impact Ed' to survey both students and parents to gain insights into how key attendance drivers and barriers fair in our school compared to others nationally - to support the direction of our ongoing attendance strategy. • Trends are being interpreted. • To date this year 7.44% of absence is authorised. • Absences are better than this time last year. • Attendance is being promoted to students. • It is early days to see the impact strategies to improve attendance have had, however the school has seen some stabilisation in the top line figures towards the second half of this academic year. • Strategies have been put in place to support attendance for vulnerable pupils or those from disadvantaged groups such as pupils with SEND, Looked After Children, Pupil Premium, FSM, traveller community and young carers. • The School is in the process of updating the SIP, in which our attendance strategy will be prominent as a school priority. • <i>Do all staff receive appropriate training to support good attendance?</i> No - attendance is a successful outcome of many other elements of school improvement, therefore it is difficult to define attendance itself in training terms to staff, however how different elements of their day-to-day work contributes to good attendance for each child will be embedded into a range of 'set plays' being developed for whole staff CPD next year. • CD is developing some ideas taken from Dawlish Community College - whereby progress Leaders (Heads of year) will identify those at risk of becoming persistently absent and will meet weekly with them to monitor and mentor them to improve of stabilise their attendance. 	

	<ul style="list-style-type: none"> • <i>Severely absent pupils?</i> This is complex work and is overseen and managed by Fiona Keen (our Attendance Lead) and supported by our Attendance Improvement Officer from Devon CC. • <i>Is the attendance strategy monitored and adapted as necessary?</i> Yes – in fact this year it has had its most significant overhaul in the last 3 years. <p>Governor Visit Form Safeguarding, Behaviour and Attendance Jess Phillips, newly appointed governor, undertook her first visit to school with LP. The CPOMS system was reviewed and JP learnt how this is embedded with all members of staff at the school. CD then escorted governors around the English department and 3 different lessons were observed. Throughout the visit, around all parts of the school, governors observed well behaved and seemingly happy students. When any of the students were spoken to, they were polite and well mannered. All the students observed were conducting themselves in a presentable manner.</p> <p>Governor Visit Form Safeguarding – uploaded to GH prior to the meeting Safeguarding is everyone's responsibility. The designated Safeguarding team comprises DSL (Designated Safeguarding Lead) Sarah Minty-Dyke and DDSL (Deputy Designated Safeguarding Lead) Rachel Hart. They support the most vulnerable members of the school community and their families. All staff are trained to record any concerns onto CPOMS. This is the online information management system. If teachers notice a change in behaviour or have any disclosures from children, they record it on CPOMS. If urgent they must also report it to the safeguarding team immediately. There are on average more than 100 CPOMS reports made per week. There is a planned reconfiguration of the safeguarding team following redundancies. The Pastoral team will be expanding with more level 3 safeguarding trained staff to monitor CPOMS. They will deal with lower-level welfare concerns. SMD would like to do a Mental Health Day to get in other agencies for whole school and parents such as Papyrus and Couth Booth a mental health online support tool set up by the NHS for free MH support. She would also like to set up a quiet space for young people to access including targeted support for someone not coping. If a disclosure made by a student hits threshold the DSL creates a MASH referral if it used to be social services involvement it's now held by school as the threshold for social services involvement has gone up. If a child is hospitalised CAMHS Crisis Team become involved but the waiting list is around 18 months which is creating an over-reliance on schools. Devon is the least funded per child with base funding at £6000. There are then different top ups available. The Inclusion Officer for Devon has praised our school stating that we provide the best support for children in care. Fantastic job in challenging circumstances.</p> <p>Governor Visit Form for SCR Check June 2025 Single Central Record (SCR) check. A thorough check of the SCR with the School Business Manager (SBM) who maintains it was undertaken. The document and accompanying files are stored on the one drive in an encrypted file which is only accessible by two people – the SBM, DSL, The Trust Designated Safeguarding Lead and the Trust CEO. The SCR is up to date with the complete removal of those who no longer work at the school. Their information is stored on personnel files in a Leavers' folder. The SCR was carefully checked for administrative errors including any omissions, illegible entries and blanks. In case of a security problem there are 2 service systems so always a back-up and because it is stored virtually it cannot be 'lost'.</p>	
25/4/5.2	<p>Enrichment & Careers: Report uploaded to GH prior to the meeting.</p> <ul style="list-style-type: none"> ✓ Careers week was a success with an engagement level of 75% and a diverse range of speakers. ✓ Disadvantaged and SEND pupils were actively encouraged to sign up for workshops ✓ Work experience is carried out in the first half of June for both year 10 and Sixth Form. ✓ The Charity Committee which is formed primarily from SEND and dis-advantaged background pupils has completed a charity cake bake event to raise money and are undertaking a beach clean event and a sponsored walk. ✓ The framework around Gatsby is changing and whereas TCSE has achieved 100% compliance for a number of years, this is expected to drop when the new framework is introduced until the School is used to the new goals and compliance requirements. 	

	<p>JP reported that he had attended a Careers Convention on 17.06.2025.</p> <ul style="list-style-type: none"> ✓ The questions which lead up to benchmarks are changing and it would seem they are looking beyond Gatsby. ✓ Unless School has a fully integrated careers systems they will not score strongly with Ofsted. TCSE doesn't offer this as School has a generic careers offering. ✓ Staff have less hours but the system is also massively changing. ✓ JP expressed concern about the future of careers. 	
25/5/5.3	<p>Inclusion (Disadvantaged & SEND):</p> <p>No report received prior to the meeting. Post meeting the newly appointed link governor for Inclusion submitted a Visit Report Form advising that she had met with the SENDCo.</p>	
25/5/5.4	<p>Curriculum & Delivery:</p> <p>Report uploaded to GH prior to the meeting. In brief:</p> <ul style="list-style-type: none"> ✓ KD had the opportunity to carry out two different student voice sessions with different year groups. The groups comprised of approximately 6-8 students, 2 from each subject class. ✓ Following the completion of the sessions, KD fed back initial observations and comments to staff. <p><i>Q: Did they answer questions on subjects other than Maths and English?</i> It was primarily maths and English but we did also talk about politics. I looked at what voice a student has in the School and how they fed back. They struggled a little with expressing ideas. Staff have undertaken work around encouraging voice. RW added there are pieces of work to be done around passive learners. The next stage is for them to take responsibility for their learning.</p> <p><i>Q: Did students understand how the curriculum builds from one year to another?</i> It's a cycle which they are a part of.</p> <ul style="list-style-type: none"> ✓ KD also attended a briefing on lockdown procedure. <p><i>Q: What happens to the children who don't follow the rules in practice times?</i> We had one class not behave very well. They were spoken to. It could have been the novelty of it. The practices have helped us to understand the infrastructure of the school better and to ensure we have practical things in place to keep people safe.</p> <p>JR reported on Sixth Form. There has been some impact on personal development due to redundancies. Due to engagement with Dawlish College a higher percentage of the Y12 cohort will be staying. 90% completed the level 2 course this year. 80% of students have completed level 3 on a two-year pathway.</p> <p><i>Q: What is the capacity of 6th Form?</i> 200/250 is sustainable.</p>	
25/5/5.5	<p>Leadership & Management Delivery:</p> <p>Report uploaded to GH prior to the meeting. MW reported.</p> <ul style="list-style-type: none"> ✓ School is holding to in-year budget. The downward pressures remain. ✓ The impact of the restructures are partially covered in RW's report below. ✓ Additional costs for External Provision have significantly reduced from last year and colleague Link Governors for SEND and Behaviour should assure themselves that our most vulnerable adults are not being adversely affected by reduced spend. ✓ We should be prepared to support the Head Teacher in any reasonable way with regard to financial stewardship as the ongoing challenge remains significant. 	
	<p>Restructure:</p> <p>RW advised that the first round of restructure had been held in the first part of the year. The second round has recently occurred.</p> <p><i>Q: Roughly, how many teachers does it affect?</i></p> <p><i>Q: How much more of your hours are going to teaching?</i> I will be teaching part time.</p> <p><i>Q: How has it landed with the ones teaching?</i> They are just grateful they have a job. The problem is the falling roll and we are underfunded.</p> <p><i>Q: Have you got staff worried about workload doubling? What will happen when the School Business Manager goes?</i> HR and Finance will go into the central team. The main bulk of the SBM's job will sit with Ellie Walker who is PA to the leadership team.</p> <p><i>Q: If someone wants to hand in their notice, would you look at replacing them?</i> It depends on what their post is. If business critical we would have to replace the role. We have to be agile around the role.</p> <p><i>Q: What about French teachers?</i> We have two MFL teachers. They represent a combined effort for MFL. We are hoping to see a growth in languages because of this.</p>	

	<i>Q: RW is the Trust pushing you too far?</i> No. The challenge is that we are a huge site and we have a Sixth Form, so we are no comparable with the fixed costs of say, Dawlish College. The Trust wants Sixth Forms. NAC are going to have a new build.	
	Policies:	
25/5/6.1	<ul style="list-style-type: none"> Phone Policy and Guidelines. This is a new policy and had been uploaded to GH prior to the meeting. <p><i>Q: What happens to their phones when they are out of school on trips?</i> Phones are locked but on them when they are out. One handheld device is taken on trips so phones can be unlocked by pupils on the way home.</p> <p>The Phone Policy was APPROVED.</p> <ul style="list-style-type: none"> Education of Children in Care Policy. This is a new policy and had been uploaded to GH prior to the meeting. <p>The Education of Children in Care Policy was APPROVED.</p> <p>It was AGREED that the Governors to cover care would be LP and JP as it falls under the Safeguarding remit.</p> <ul style="list-style-type: none"> CEIG and Work Experience Policy. Due to restructure this policy is to be reviewed September 2025. 	Agenda item September
	Governor Visits and Training	
25/5/7.1	<ul style="list-style-type: none"> LP will undertake Safeguarding Lead training on 19.06.2025 	
	Date of Next Meeting: Wednesday 17 th September 2025. Please also see 1.3 above. All meetings to be held at 5.30pm.	
	The meeting closed at 19.30.	