

DECOY COMMUNITY PRIMARY SCHOOL BOARD OF GOVERNORS

COMMITTEE

Learning & Wellbeing Committee

DATE

11 March 2024

13/11/2023	11/03/2024	17/06/2024
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GOVERNOR ATTENDANCE

Paul Evey	P	P	
Sandra Cartwright	P	P	
Sally Herbert	P	P	
Gill Quantrell	S	S	
Kate Eames	S	P	
Alexa Gainsbury	P	P	
Helen Murdoch	P	P	
James Osben		P	

P – Present

S – Sanctioned

A – Absent

L – Late arrival

Chaired by	Paul Evey	Clerked by	Pete Osborne
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Agenda

LW 16/2324 To record those who are present, accept any apologies and welcome any visitors

LW 11 March 2024

- LW 17/2324 Declaration of interests
- LW 18/2324 Division of Agenda
- LW 19/2324 To agree the Minutes of the last meeting and to discuss any matters arising and not on this agenda
- LW 20/2324 Urgent business
- LW 21/2324 Staff Lead Presentation
- LW 22/2324 School Improvement Plan and School Performance Data
- LW 23/2324 Wellbeing
- LW 24/2324 Safeguarding
- LW 25/2324 Collaboration
- LW 26/2324 Governance
- LW 27/2324 Policies
- LW 28/2324 Information provided by the Clerk
- LW 29/2324 Matters for the next agenda
- LW 30/2324 Date of next meeting

ACTIONS TO BE TAKEN

ITEM		BY WHOM	BY WHEN
19/2324	Minutes to website	Sally Herbert/Clerk	asap
26a6/2324	Pupil Premium Report on FGB 18 March 2024	Clerk/Simon Barnes	asap

	Item	Notes	Action
LW 16/2324	To record those who are present, accept apologies and sanction absences where appropriate and welcome any visitors	<p>The meeting commenced at: 1835</p> <p>Apologies: Gill Quantrell and sanctioned</p> <p>In attendance: Simon Barnes and Ben Twitney, Sarah Fraser (Item 21 only)</p> <p>Quorum for this meeting is 3 Governors plus the Headteacher.</p>	
LW 17/2324	Declaration of interests.	None	
LW 18/2324	Division of	None	

LW 11 March 2024

	Agenda.		
LW 19/2324	To agree the Minutes of the last meeting held 13 November 2013 and to discuss any matters arising from them and not on this agenda	Agreed and signed	Clerk to place on website
LW 20/2324	Urgent business brought forward at the discretion of the Chair	None	
LW 21/2324	Staff Lead Presentation	<p>History – Sarah Fraser provided a presentation on the History Curriculum. The slides will be uploaded to Drive. She displayed the National Curriculum Aims for the subject.</p> <p>Intent -by the end of KS 2 want pupils to Think like historians. Implementation – Throughout their time at the school, our children are taught about a range of different time periods in the form of large scale case studies as well as those that focus on specific individuals and their impact on society. Impact – We want the children to see themselves as historians and use their knowledge to make sense of the world around them.</p> <p>A governor asked how various eras of history are explained to pupils and are related to the long arc of human historical development? Sarah explained the use of a range of artifacts and primary and secondary sources.</p> <p>Further questions were asked whether Sarah went to other classes to see if History is being taught equally across the board and if there is a conflict between Geography and History. Sarah visits other classes to</p>	

		<p>see how the subject is being covered, and the children can distinguish between the two subjects.</p> <p>Sally commented that teachers regularly speak to subject leaders to obtain guidance and answers to specific questions.</p> <p>Sarah Fraser left the meeting at this point.</p>																																							
LW 22/2324	School Improvement Plan (SIP) and School Performance Data	<p>a. Monitor pupil progress against SIP and levels of expected progress from entry. Sally had provided a reduced HT report which she provided some detail on. She also outlined the booster sessions as shown below:</p> <p>Booster sessions:</p> <table border="1" data-bbox="714 632 1713 853"> <tr> <td></td> <td>Group 1</td> <td>Group 2</td> <td>Group 3</td> </tr> <tr> <td>SPAG (Spelling, Punctuation and Grammar)</td> <td>Securing EXS 8 pupils</td> <td>Securing EXS 4 pupils</td> <td>Securing GDS 7 pupils</td> </tr> <tr> <td>Who?</td> <td>Sally</td> <td>Sally</td> <td>Dave</td> </tr> <tr> <td>When?</td> <td>Monday after school</td> <td>Monday 3pm</td> <td>Monday after school</td> </tr> </table> <table border="1" data-bbox="714 885 1424 1078"> <tr> <td></td> <td>Group 1</td> <td>Group 2</td> </tr> <tr> <td>Reading</td> <td>Securing EXS 9 pupils</td> <td>Securing GDS 9 pupils</td> </tr> <tr> <td>Who?</td> <td>Andy</td> <td>Scott</td> </tr> <tr> <td>When ?</td> <td>Tuesday after school</td> <td>Tuesday after school</td> </tr> </table> <table border="1" data-bbox="714 1110 1664 1270"> <tr> <td></td> <td>Group 1</td> <td>Group 2</td> <td>Group 3a/b</td> <td>Group 4</td> </tr> <tr> <td>Maths</td> <td>Securing EXS (Arithmetic) 2 pupils</td> <td>Securing EXS (Reasoning) 2 pupils</td> <td>Securing EXS 2 groups of 6 pupils</td> <td>Securing GDS 7 pupils</td> </tr> </table> <p>A governor asked about the figures for year 6 maths and whether this would change and Sally replied that it should, but only marginally.</p>		Group 1	Group 2	Group 3	SPAG (Spelling, Punctuation and Grammar)	Securing EXS 8 pupils	Securing EXS 4 pupils	Securing GDS 7 pupils	Who?	Sally	Sally	Dave	When?	Monday after school	Monday 3pm	Monday after school		Group 1	Group 2	Reading	Securing EXS 9 pupils	Securing GDS 9 pupils	Who?	Andy	Scott	When ?	Tuesday after school	Tuesday after school		Group 1	Group 2	Group 3a/b	Group 4	Maths	Securing EXS (Arithmetic) 2 pupils	Securing EXS (Reasoning) 2 pupils	Securing EXS 2 groups of 6 pupils	Securing GDS 7 pupils	
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		<p>b. Monitor the arrangements for school visits and residentials and the evidence of the impact on the curriculum. Each year group have at least two school trips each academic year</p> <p>c. The cost and timing of school trips is considered when planning an event</p> <p>d. The trip leader completes a costings sheet for headteacher approval before booking</p> <p>e. Trips are generally linked to the school curriculum with the exception of the Year 6 trip to Woodlands and Reception trip to see Father Christmas at Kents Cavern</p> <p>f. The PTA provide a £10 per pupil contribution to subsidise trips each year. Sally advised that apart from two examples all visits/trip are within the curriculum. She also provided input on the risk assessment processes. The shortfall in funds is currently manageable but there may come a time when some become unmanageable. A Governor asked if the PTA scaled back on funding would this have an effect? Sally replied yes it would, but the new PTA team are working to ensure that they can continue to support the school.</p> <p>g. Monitor the curriculum in respect of special needs provision including More Able pupils. The mastery approach to Maths is having a positive impact on SEND inclusion in lessons and these approaches have been transferred into other areas of the curriculum. There has been a move away from ability grouping, teaching assistants being tied to specific children/groups or withdrawal of children from the lesson to focus on learning concepts and skills from the curriculums of younger year groups. A governor asked how the mastery approach is working and Sally provided an example of a pupil who is now progressing with suitable interventions and is able to read for pleasure and is working and engaging in the learning for 70% of the day.</p>	
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		<p>Children in KS2 who are recognised as being talented mathematicians or writers have had the opportunity to attend Aim High days at Shiphay Academy.</p> <p>h. Delivery of Sex and Relationships education. Sex Education lessons are run in the summer term, following staff training and parent consultations. We follow the Jigsaw programme for PSHE, including SRE lessons. The SRE content is linked to the science curriculum (plants and animals). For an overview of PSHE, please see the school website. See the HT report for further detail.</p> <p>Religious Education. For all classes from Year 1 to Year 6, Religious Education (RE) is delivered by Maria Wright (Higher Level Teaching Assistant) during teacher PPA time. Each class has 1 hour of Religious Education every week. Maria is passionate about teaching RE. She delivers lessons following the Devon and Torbay Agreed Syllabus for Religious Education, this is resourced using the Understanding Christianity programme and related units for other faiths. Additionally there is now a teaching Assistant who is a Muslim and is involved in providing information on her religion.</p> <p>Collective Worship. Collective Worship ‘vs’ Assembly Time This is an area for development as we currently do not have “daily collective worship for all registered pupils” Decoy’s assemblies do not always have religious content so are not classed as ‘collective worship’. However, major religious festivals, events and beliefs are covered throughout the school year. Special events are held in school to recognise and celebrate Christmas, Easter and Harvest. Time for reflection is often, but not always, built into collective worship time. Legislation states that “worship” must be mainly Christian in character.</p> <p>i. Undertake work scrutiny, and/or evaluate evidence from learning walks. Covered under Governance (Item 26).</p> <p>j. Update on Sustainability activities.</p>	
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		<ul style="list-style-type: none"> ● The Eco-Team meet regularly. In the autumn term they did a plastic audit in school. ● Fairtrade Event attended by School Council and Eco Team at Chudleigh Primary School (7th March) ● Gardening Club – working with Dainton Forest School to plant trees in the school grounds. The gardening club meet weekly. ● Year 4 working with Devon Wildlife Trust on wildflower areas to encourage insects. <p>k. Analyse pupil performance data including NFER, attendance, exclusions, part-time timetables. Compare exclusion rates with local & national data</p> <p>Absences (as of 01/03/24)</p> <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">School</th> <th style="text-align: center;">National</th> </tr> </thead> <tbody> <tr> <td>Overall absence rate</td> <td style="text-align: center;">6.0%</td> <td style="text-align: center;">6.3%</td> </tr> <tr> <td>Authorised absence rate</td> <td style="text-align: center;">5.3%</td> <td style="text-align: center;">4.8%</td> </tr> <tr> <td>Unauthorised absence rate</td> <td style="text-align: center;">0.7%</td> <td style="text-align: center;">1.5%</td> </tr> </tbody> </table> <p style="text-align: center;">School absence figures only include Years 1 to 6</p> <p>Exclusions and Suspensions: There were no exclusions or suspensions in the year 2022-23. There has been one suspension in the academic year 2023-24 (to date). The suspension was reported to the local authority and lasted for 3 school days.</p> <p>Part Time Timetables: There are two pupils on part time timetables.</p>		School	National	Overall absence rate	6.0%	6.3%	Authorised absence rate	5.3%	4.8%	Unauthorised absence rate	0.7%	1.5%	
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LW 23/2324	Wellbeing	<p>a. Review the school's compliance with the Equality Act and measures to ensure all pupils are treated equally</p> <p>b. Monitor pupil behaviour, including bullying, and trends over time</p>													

		<p>c. Evaluate the school’s PSHE, and cultural curriculum and the impact on pupil well-being, character development and understanding British values. The link is on the website regarding the PSHE curriculum. Particular mention was made of the School Choir and musicians’ successes at the recent music festival.</p> <p>At Decoy we have a range of activities including:</p> <ul style="list-style-type: none"> ● Looking for opportunities to have visitors to the school to share experiences, expertise, beliefs, lifestyles, jobs etc. ● Respond to opportunities that arise from within the school community – e.g. a staff member who is part of a sports team or a music group, parents, past pupils (e.g. Ollie Watkins – England and Aston Villa footballer), ● Extra-curricular clubs and trips to enhance the curriculum ● PSHE sessions ● Class reading texts e.g. The Boy at the Back of the Class ● Festivals – sport and music ● Focus days and weeks – World Book Day, National Science Week, Arts days, Anti-Bullying ● Charity work – whole school, PTA and pupil-led fundraising <p>The cultural curriculum and the impact on pupil well-being, character development and understanding British values</p> <p>The School serves a thriving and supportive community in Newton Abbot. The school’s Golden Rule is to, “treat other people as you would like them to treat you.” Through the curriculum, school assemblies, events, trips, visitors and teachers, the children are taught about equality and diversity.</p> <p>Everyone is:</p> <ul style="list-style-type: none"> ● heard ● valued ● celebrated ● included ● loved <p>Our staff follow and put into practice national and local policies and</p>	
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		<p>guidelines on equality in education, support for disability and special needs, moral and religious education and child protection and safeguarding. We provide every child the encouragement and opportunity:</p> <ul style="list-style-type: none"> • To feel happy and safe in a caring environment. • To develop and build on prior learning. • To be active, enthusiastic, thoughtful and responsive. • To experience new learning through a planned curriculum which covers appropriate aspects of language, social, cultural, moral, emotional, cognitive, mathematical, scientific, creative and physical development both indoors and outdoors. • To take part in all activities, which are organised to take into account different languages, cultural experiences, backgrounds, beliefs and abilities. 	
LW 24/2324	Safeguarding	Sally advised that she had nothing to add on safeguarding. There will be a report to the FGB on 18 March 2024 by the DSL.	
LW 25/2324	Primary Partnership	There is a Headteacher's meeting this week to finalise the Partnership agreement	
LW 26/2324	Governance	<p>a. The following were considered where visits have taken place:</p> <ol style="list-style-type: none"> 1. Maths Visit (Kate Eames) <ul style="list-style-type: none"> Any key issues arising for the governing body: <ul style="list-style-type: none"> • Do we have a useful system for assessment and reporting to give leaders an overview of progress and attainment in mathematics? • Is there a clear policy on the approach to mathematics teaching and learning in the early years? 2. EYFS (Gill Quantrell) <ul style="list-style-type: none"> Areas highlighted by staff: <ul style="list-style-type: none"> • CS talked about the challenges of leading a new Reception team in the autumn term as she was moved to Nursery and was off for a lot of the term. She wants to ensure that standards rise, but also that staff keep teaching and learning rooted in strong EYFS 	

		<p>pedagogy when implementing new initiatives. For example, with writing, she is keen to ensure that skills are introduced incrementally with clear steps.</p> <ul style="list-style-type: none"> ● CS would like to ensure that everyone has a clear understanding of the new EYFS framework and that children have good periods of uninterrupted time in the Continuous Provision so they can apply the Characteristics of Effective Learning. CS would like to ensure that the Reception timetable has a clear balance of teacher-led and child-initiated play. <p>Recommendations from Visit:</p> <ul style="list-style-type: none"> ● To meet at the start of the spring term to explore progress. ● To see how the EYFS environment develops to support children’s learning. <ol style="list-style-type: none"> 3. Safeguarding Visit (Sandra Cartwright). Scheduled for 20 March 2024 4. Literacy (Sandra Cartwright/Paul Evely) To be arranged 5. SEND Visit (Paul Evely/Sandra Cartwright). Scheduled for 18th March 2024 6. Pupil Premium Visit (Simon Barnes/Lex Gainsbury). To be included on FGB Agenda 7. Phonics (Gill Quantrell) To be arranged. 8. Data Visit. Kate had met with Sally to discuss the data arrangements but a report had not been completed. 9. Well-being and Diversity (Lex Gainsbury) <p>Recommendations to Governors</p> <ul style="list-style-type: none"> ● to consider our role in supporting the wellbeing of senior leadership whilst effectively carrying out the function of our role (for example through meeting practices) ● to consider how the wellbeing and learning committee can best support the newly established wellbeing champion role and function (for example review of action plan) <p>c. Discuss report from Pupil Premium champion and identify actions/issues; review effectiveness and impact of intervention programmes against</p>	
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		<p>pupil premium strategy success criteria. To be on FGB on 18 March 2024</p> <p>d. Evaluate subject leader Self Evaluation Forms and Improvement Plans. Not provided. To be on next agenda.</p> <p>e. Preparation for the annual Parent/Pupil/Staff questionnaire(s) (as appropriate). Sally will circulate the document from last year for agreement</p> <p>f. Sports Grant Report. Deferred to the next meeting</p>	
LW 27/2324	Policies and Other Documents	<p>The following Policies/documents were recommended to the FGB for approval where appropriate:</p> <p>a. School Complaints Policy. Agreed.</p> <p>b. Children with health needs who cannot attend school Policy Agreed.</p> <p>c. Exclusions Policy. Agreed.</p> <p>d. Online Safety Policy. Deferred to the next meeting.</p> <p>e. Anti-Bullying Policy Agreed subject to some amendments.</p> <p>f. Relationships and Sex Education Policy. Agreed.</p> <p>g. Supporting pupils with medical conditions Policy Agreed.</p>	
LW 28/2324	Information provided by the Clerk	<p>The training programme for the summer Term has been distributed. Please let the clerk know of your requirements.</p>	
LW 29/2324	Matters for the next agenda	<p>The following matters were agreed for the next agenda:</p> <p>Staff Lead presentation.</p> <p>Housekeeping:</p> <ul style="list-style-type: none"> ● Elect Chair for the next academic year <p>Learning:</p> <ul style="list-style-type: none"> ● Monitor progress of all pupils against SIP and levels of expected progress from entry and the start of this academic year ● To receive an update on Sustainability activities ● Ensure National Curriculum is in place and consider any disapplication to pupils, (including part-time timetables) 	

		<ul style="list-style-type: none"> • Discuss report from SENDCo and identify actions/issues, review effectiveness of intervention programmes against SIP success criteria • Agree annual report on SEND provision for school website in line with statutory duties <p>Strategy:</p> <ul style="list-style-type: none"> • Evaluate the success of the SIP • Evaluate responses from the annual Parent/Pupil/Staff questionnaire(s) (as appropriate) and make recommendations to FGB <p>Wellbeing:</p> <ul style="list-style-type: none"> • Monitor pupil behaviour, including bullying, and trends over time 	
LW 30/2324	Date of next meeting	Monday 17 June 2024 at 1830	

The meeting closed at **2027**

Signed as a true record.

Signed: P Every	Date: 17 June 2024
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Collaboration Project

The primary schools involved are:

1. Abbotskerswell Primary School
2. The Grove School (Totnes)
3. Kingskerswell CE Primary School
4. Denbury Primary School

LW 11 March 2024

5. Bishopsteignton Primary School
6. Bradley Barton Primary School
7. Decoy Community Primary School
8. Canada Hill Primary School
9. Chudleigh CE Primary School
10. The Grove Primary
11. Highweek Primary School
12. Haytor View School