

**DECOY COMMUNITY PRIMARY SCHOOL BOARD OF GOVERNORS**

COMMITTEE

**Full Governing Body**

DATE

**17 March 2025**

	Type	End of Term	07/10/24	02/12/24	03/02/25	17/03/25	19/05/25	30/06/25	Date Resigned
SALLY HERBERT	Headteacher	Ex-officio	P	P	P	P			
PAUL EVMY	LA	09/10/2026	P	P	S	P			
SIMON BARNES	Co-opted	09/10/2026	P	P	P	P			
BEN TWITTEY	Co-opted	06/02/2027	P	P	P	P			
SANDRA CARTWRIGHT	Co-opted	10/10/2025	P	P	P	P			
SCOTT PARNELL	Staff	09/10/2026	P	P	P	P			
GILL QUANTRELL	Co-opted	04/02/2028	P	S	P	S			
THOMAS PEARCE	Co-opted	23/02/2028				S			
VACANT	Co-opted								
ALEXA GAINSBURY	Co-opted	30/01/2026	P	P	S	S			
ANDREW MCKENZIE	Parent	23/09/2025	S	P	P	S			
NIKI GLEW	Parent	22/05/2026	P	P	P	P			
HELEN MURDOCH	Parent	22/05/2026	P	P	P	S			
JAMES OSBEN	Parent	09/10/2027	P	S	P	P			
KATE OCHILTREE	Parent	09/10/2027	S	S	S	P			

GILL QUANTRELL	<b>Co-opted</b>	<b>08/12/2023</b>							<b>08/12/2023</b>
KATE EAMES	<b>Co-opted</b>	<b>04/10/2024</b>							<b>31/07/24</b>

**P** – Present                      **S** – Sanctioned  
**Z** – Zoom attendance        **A** – Absent                      **L** – Late arrival

Chaired by	<b>Ben Twitney</b>	Clerked by	<b>Pete Osborne (On google Meet)</b>
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**Agenda:**

- FGB 52/2425 To record those who are present, accept any apologies and welcome any visitors
- FGB 53/2425 Declaration of interests
- FGB 54/2425 Division of Agenda
- FGB 55/2425 To agree the Minutes of the last meetings and to discuss any matters arising from the minutes and not on this agenda
- FGB 56/2425 Urgent business brought forward at the discretion of the Chair
- FGB 57/2425 Headteacher’s Report
- FGB 58/2425 Finance
- FGB 59/2425 Personnel
- FGB 60/2425 Primary Partnership
- FGB 61/2425 Governance
- FGB 62/2425 Committees
- FGB 63/2425 Policies
- FGB 64/2425 Information provided by the Clerk
- FGB 65/2425 Matters for the next agenda
- FGB 66/2425 Date of next meeting

**ACTIONS TO BE TAKEN**

<b>ITEM</b>		<b>BY WHOM</b>	<b>BY WHEN</b>
52/2425	Amend GIAS and Governor Hub for Lex Gainsbury	Clerk	asap

52/2425	Amend list for LW Committee by adding Tom Pearce	Clerk	asap
55/2425	Minutes to website	Clerk	asap
57b/2425	Governors to consider what support they could give to school staff on Safeguarding	All	asap

FGB 52/2223	To record those who were present, accept apologies and sanction absences where appropriate and welcome any visitors	<p>The meeting commenced at 1830</p> <p>In attendance: Halley Back (Business Manager for Item 58)</p> <p>Apologies: Helen Murdoch, Tom Pearce, Les Gainsbury, Andrew McKenzie and Gill Quantrell and sanctioned.</p> <p>The quorum for this meeting is 7 governors.</p> <p>Tom Pearce was welcomed to the Board and assigned to LW Committee.</p> <p>Lex Gainsbury had indicated her intention to resign from the Board after this meeting. <b>Clerk to amend GIAS and Governor Hub</b></p>	<p><b>Clerk</b></p> <p><b>Clerk</b></p>
FGB 53/2425	Declaration of interests. Governors were invited to declare any personal or prejudicial interests, including the nature and extent of such interests, they may have in any items to be considered at this meeting		<b>None</b>
FGB 54/2425	Division of Agenda		<b>None</b>
FGB 55/2425	To agree the Minutes of the last meetings and to discuss any matters arising from the	The minutes of the meetings held on 3 February and 24 February 2025 were agreed and signed. Copy to Headteacher and to be placed on website.	<b>Clerk</b>

	minutes and not on this agenda																
FGB 56/2425	Urgent business brought forward at the discretion and the Chair	AM had reported what appeared to be a parent having a heated conversation with a teacher and reassurance was sought that this was being dealt with.															
FGB 57/2425	Headteacher's Report	<p>a. The Headteacher's Report and consider implications, actions raised, and decisions required.</p> <p><b>1. School Demographics (10.03.25)</b></p> <p><b>Boys 52%</b> <b>Girls 48%</b></p> <p>*Due to transfer of data from SIMs to Bromcom, our nursery data is inaccurate. There are currently 45 pupils in nursery (nursery 1 + nursery 2)</p> <p><b>Starters and Leavers</b></p> <table border="1" data-bbox="797 1002 1626 1264"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">September 2023 (Comparison)</th> <th colspan="2">27.01.25-10.03.25</th> </tr> <tr> <th>Starters</th> <th>Leavers</th> <th>Starters</th> <th>Leavers</th> </tr> </thead> <tbody> <tr> <td><b>Total since Sept 2024</b></td> <td>63</td> <td>1</td> <td>71</td> <td>9</td> </tr> </tbody> </table> <p>Reasons for leaving: The Y6 leaver in the period 22.11.24-27.01.25, returned to Decoy in the period 27.01.25-10.03.23, after being on roll in an out-of-area school for 2 weeks.</p>		September 2023 (Comparison)		27.01.25-10.03.25		Starters	Leavers	Starters	Leavers	<b>Total since Sept 2024</b>	63	1	71	9	
	September 2023 (Comparison)			27.01.25-10.03.25													
	Starters	Leavers	Starters	Leavers													
<b>Total since Sept 2024</b>	63	1	71	9													

Changes over the academic year (including nursery):

	<b>March 24 Compa rison</b>	<b>Sept 2024</b>	<b>Nov 2024</b>	<b>Jan 2025</b>	<b>March 2025</b>
No. of pupils	430	418	423	427	431
% SEN	21.2	21.8	22.7	23	22.8
No. of EHCPs	10	10	13	15	15
% FSM	19	19.9	20.1	20.3	21

**SEND and EHCPs**

**SEND**

	<b>#Pupils</b>	<b>% Pupils</b>	<b>%National</b>
SEN Support	83	19.3	14.1
EHC Plan	15	3.5	3

**Overview of EHCPs:**

	<b>EHCPs in place</b>	<b>EHCPs drafted and awaiting publish</b>	<b>EHCPs assessment in process</b>	<b>Appealing outcome for decision not to issue EHCPs</b>	<b>EHCPs referred for assessment</b>	<b>Awaiting Referral/ Deferred Referral</b>
<b>TOTAL</b>	<b>15</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>2</b>

**2. Attendance (School data includes Year 1 – Year 6 from September 2024)**

### Absence Rates

	School	National
Overall absence Rate	5.3%	5.9%
Authorised absence rate	4.5%	4.2%
Unauthorised absence rate	0.8%	1.6%
Persistence absence rate	12.8%	16.2%

### Changes over the academic year (Y1-Y6):

	Jan 2024 Comparison	July 2024 Comparison	March 2025
Overall Absence %	5.3	5.8	5.3
Authorised %	4.7	4.9	4.5
Unauthorised %	0.7	0.9	0.8
Persistent %	14.2	15.4	12.8

There are currently 7 pupils on part time timetables – two for SEND/SEMH, 3 for EYFS SEND and two for medical needs.

SH provided some explanation on part time timetables.

### 3. School Reviews and Support

		<p>The following Reviews and support took place and full details are in the HT Report:</p> <p>Local Authority SEND Review  Local Authority School Improvement Support – 5<sup>th</sup> March 2025 with Mark Walker  Primary Partnership Review of Writing  RWI Phonics Consultation Support Day</p> <p><b>Local Authority SEND Review - 3<sup>rd</sup> March 2025</b>  We requested a focus on the following during the review day:</p> <ul style="list-style-type: none"> <li>● Increasing SEND needs in EYFS and the challenges of managing these needs in a mainstream setting, including the implications for ongoing provision as these children progress through the school</li> <li>● Ordinarily Available Inclusive Provision (OAIP) in Key Stage 1 and Key Stage 2</li> <li>● ASD needs and provision in Year 5</li> </ul> <p>At the time of writing this report, I have not received written feedback from the review. However, verbal feedback on the day was extremely positive and recognised the following:</p> <ul style="list-style-type: none"> <li>● Nursery SEND provision was described as exemplary. Hannah and James observed how nursery staff have implemented advice from SEND teams and as a result all children are thriving in a supportive, nurturing and SEND aware environment.</li> <li>● Reception provision was praised for the creative and needs aware learning opportunities that were observed. Hannah and James recognised the challenges in meeting the needs of four high needs SEND pupils and they commented positively about the relationships between staff and pupils, the personalised plans and</li> </ul>	
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		<p>provisions and the team approach to running the Reception classes.</p> <ul style="list-style-type: none"> <li>• There is a consistent OAIP offer in place across the school. High percentages of SEN in classes are not obvious when observing learning because the adaptive approaches ensure that all children are well supported and needs are met. In general, behaviours for learning were good. Although there were a couple of lessons observed where teaching and learning were not as strong, this was not unexpected and support is in place to ensure improvement.</li> </ul> <p>We discussed our plans for changing our approach to Year 1 in September. It was agreed that the needs of the current Reception cohort and the experiences of our current Year 1 cohort, necessitate a change of approach. The current Year 1 cohort have found the change from Foundation Stage Profile to Key Stage 1 curriculum challenging and this has resulted in some behaviour and attendance concerns across the year group. Plans for September include:</p> <ul style="list-style-type: none"> <li>• A change of location for the Year 1 classes</li> <li>• Greater access to outdoor learning opportunities</li> <li>• An EYFS approach, including daily continuous provision and play based learning</li> <li>• A change in Y1 staffing to develop an EYFS approach</li> <li>• Development of the learning environment so that additional learning spaces are available</li> </ul> <p><b>Local Authority School Improvement Support – 5<sup>th</sup> March 2025</b>  This was the termly visit from Mark Walker, Mark spent the afternoon working individually with subject leaders for maths, RE, music and geography. They talked through their subject intent and</p>	
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		<p>implementation and actions taken to date, considered the impact of monitoring and next steps for development.</p> <p>On the same day, Mark led a staff meeting for all teachers based on styles of leadership. This was reflective CPD which encouraged staff to consider their leadership styles and strengths and how they can be most effective when working alongside staff with similar or opposing styles.</p> <p><b>Primary Partnership Review of Writing – 13<sup>th</sup> March 2025</b>  Schools within the Primary Partnership have grouped themselves to review teams with similar school improvement priorities. The headteachers from these schools are completing reviews of each other’s schools; Decoy was the first school within the review cycle for this group.</p> <p><b>Context of school for focus area</b>  KS2 Writing 2024 = 54% at EXS + (we were moderated by the LA)  Writing was a priority for 2023-24 and across the year we gradually implemented a new approach to writing. We moved away from the Devon teaching sequences because we felt that they did not give enough opportunities for independent writing and final outcomes were too heavily scaffolded to be a true reflection of the children’s writing ability.</p> <p><b>What does the school hope to gain from the Peer review process? The school would like reviewers to consider the following questions;</b>  1. How well does work in books reflect independent writing opportunities (including across the curriculum)? And what evidence is there that writing outcomes are aligned with age-related expectations?</p>	<p><b>All</b></p>
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		<p><b>2. How well do learning environments support all pupils to achieve well in their writing?</b></p> <p><b>3. What do pupils and staff have to say about the writing curriculum?</b></p> <p>The report from the review visit has not yet been completed. However, verbal feedback on the day was positive and confirmed that:</p> <ul style="list-style-type: none"> <li>● There are lots of opportunities for independent writing</li> <li>● Staff and pupils enjoy the writing curriculum</li> <li>● The writing book marks are effective</li> <li>● There is consistency in the delivery of the curriculum</li> <li>● Adaptations for SEND pupils is effective</li> <li>● Classrooms are calm, purposeful learning environments</li> <li>● The subject is led by two passionate and effective leads.</li> <li>● The identified next steps for development are appropriate</li> </ul> <p><b>RWI Phonics Consultation Support Day – 19<sup>th</sup> March 2025</b></p> <p>The focus for this development day is training for new staff and for new assessors to build capacity, monitoring of the delivery of RWI sessions, training video pathways to be allocated to staff, consideration for phonics interventions and targeted support identified from the observations of taught sessions.</p> <p><b>4. Developments in having a Therapy Dog</b></p> <p>We have not yet progressed to the consultation phase for a having a therapy dog at school due to the concerns around the school budget. The PAWs training and assessment and specific insurance will come at a cost of approximately £3000 in the first year, so until it is financially viable, plans have been put on hold.</p>	
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		<p>b. Safeguarding Report including Audit action plan</p> <ul style="list-style-type: none"> <li>• Staff training All staff training is up to date. New members of staff have also received basic safeguarding training in relation directly to Decoy School (school systems, reporting, recoding, DSL info etc.).</li> </ul> <p><b>Standing item</b> - General safeguarding reminders and information sharing continues to happen on a drip feed basis throughout the school year.</p> <p>This year, in staff bulletins, reminders continue to be given about various aspects of safeguarding as part of our 'drip feeding' approach and on-going commitment to creating a safeguarding culture and environment across school.</p> <p>Currently, we have 5 members of staff in the Safeguarding Team, who have all received level 3 training: Dave Lee (DSL), Sally Herbert, Sarah Strong, Cassie Smith (EYFS) and Alex Gurpinar, who is level 5 trained.</p> <p>Alex Gurpinar continues to support many families across school including home visits, some of which take place over school holidays and after the school day has finished. She has also secured HSF payments for families at Decoy experiencing financial difficulties as well as signposting and supporting families to engage with HAF activities for vulnerable children, who would benefit from attending holidays clubs during non-term time.</p>	
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		<p>We have a further 4 members of staff, who are also level 3 trained as a result of their roles in school: Jessica Edwards (admin team), Tania Bull (BASC lead) and Sue Stevenson (Thrive/Star support). Sarah Fraser has received training this academic year as part of her role as the CFC (Cared for Child/ren) lead and has completed her Level 3 safeguarding training recently.</p> <p>Dave Lee completed face-to-face Level 3 refresher training at the Future Skills Centre on Wednesday 13<sup>th</sup> November which was an all-day training event.</p> <ul style="list-style-type: none"> <li>• VCMs (Vulnerable Children Meeting) continuing Held on a weekly basis with a regular focus as appropriate/necessary on families that Alex Gurpinar (Parent Support Worker) supports. We continue to have an initial focus, at the start of meetings, on children in EYFS as Cassie Smith joins the meeting for the first part of it.</li> </ul> <p><b>Standing item</b> - On-going informal meetings and professional dialogue at SLT level also continues to happen as well as discussion and information sharing with class teachers throughout each week.</p> <p>For staff who work across school, they are alerted to additional posts which are useful to know for when they are responsible for certain classes for the day or part of the day.</p> <ul style="list-style-type: none"> <li>• Current priorities On-going E-safety awareness continues across school and at home. Parents/Carers continue to receive E-safety information and guidance as appropriate during the year.</li> </ul>	
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		<p>'What Parents Need to Know Guides' act as a way of helping parents/carers, as well as staff members, deal with issues as they arise. The most recent guidance sent out has been around use of WhatsApp, positive ways to engage with reading online and the use of YouTube/YouTube kids.</p> <p>Regular checks on the SCR are carried out to ensure all staff files are up to date with the relevant documentation. Hayley Back has also introduced a new system to help make this more effective when employing new members of staff at school.</p> <ul style="list-style-type: none"> <li>• Engagement with MASH and other agencies - Contact with social workers, MASH, MARAC, Fearfree (previously known as Fearless and SPLITZ), Children's Centre etc. on-going.</li> <li>• Safeguarding Meetings and Vulnerable Children TAF (Team Around the Family) meetings, CIN (Child in Need) meetings, Core Group meetings and CP (Child Protection) Review Conferences have all been held since the previous Governor's report. Currently, we have a range of families at CP level, CIN level and at assessment level for possible CIN/CP, as well as families at TAF level and families at SAF (School Around the Family) level.</li> </ul> <p><b>Standing item</b> - There is an increasing need for the support being provided for these families especially as many agencies, including other schools, report that they have less capacity to deal with these families. However, we are doing our utmost to provide the care needed. It is also worth noting that many of the children that are on</p>	
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		<p>our monitoring list are also part of our SEND provision which highlights the changing demographic of our school. This is also evident when looking at the increase in our FSM numbers.</p> <p>All children at these levels also receive support through school as necessary, which is provided by all staff but specific targeted support is provided by a small group of trained TAs during the school day including Alex Gurpinar.</p> <p>Sally and Dave have also carried out welfare checks by visiting homes of children who are absent from school and we are unable to get hold of via telephone/email etc.</p> <p>As mentioned, there is an increasing amount of time being spent on supporting our families and dealing with safeguarding issues across school. <b>To try and give some perspective on how this looks and the impact it has on people’s job roles, I have included below the number of hours each of our key staff spend on safeguarding each week. This will be an ongoing aspect of the safeguarding report as the safeguarding team have been asked to keep a record of hours spent on this area of school life each week.</b></p> <p>The hours outlined below for last week (week beginning 3<sup>rd</sup> March 2025) include anytime spent on safeguarding such as meetings (CP, CIN, TAF etc.), conversations with staff/parents/carers/children, emails, conversations with social workers, CPOMs (recording own logs and reading staff logs), VCM meetings, dealing with staff concerns/queries and home visits – this is not an exhaustive list.</p>	
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		<p>Dave – 14 hours  Sally – 16 hours  Alex – 30 hours  Sarah – 5 and a half hours  Cassie – 2 hours</p> <p>This is a total of approximately 67.5 hours spent on safeguarding this week.</p> <ul style="list-style-type: none"> <li>• Strategy Meetings None since the previous report.</li> <li>• Visitors to school <b>Standing item</b> - We continue to monitor adults visiting school and use the correct lanyards as appropriate as a way of identifying people who have had DBS checks and those who have not.</li> </ul> <p>Office staff continue to verify the identity of professionals calling into school before they are connected to the member of staff that they are requesting to speak to.</p> <ul style="list-style-type: none"> <li>• Other info</li> </ul> <p>Sally and Dave met with Governors, Paul and Sandra, in January, to complete the annual safeguarding audit.</p> <p><b>Governors were asked to consider what support they could give to school staff on Safeguarding</b></p>	
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		<ul style="list-style-type: none"> <li>• <b>Action Plan</b> - The Safeguarding Action Plan 2024/2025 is included in the report</li> </ul> <p>c. Mental Health Plan. Scott Parnell provided information on the draft Plan. Currently, the school does not have anything towards a mental health policy that is bespoke to the school due to the time constraints that he has been under.</p> <ul style="list-style-type: none"> <li>• Surveys for pupils have been shared and collated around mental health: 125 KS1 and 203 KS2 pupils responded. There are no responses from Reception as it proved difficult to deliver the surveys effectively.</li> <li>• Current areas of strength: Pupils report good relations with adults and trusted adults (93% KS1 and 82% KS2 for agree or neutral). Pupils enjoy school (90% KS1 and 78% KS2 for agree or neutral)</li> </ul> <p>Current areas of development based on the above surveys include developing emotional literacy skills, more opportunities for interactions between key stages and play equipment due to pupil feedback and more overt areas of mental health celebrations during school time.</p> <p>Staff and parent surveys to follow shortly (hopefully before the Easter holidays for parents at least).</p> <p>He also have attended a mental health conference at Sandy Park on 6 March 2025 with guest speakers and LA representation. This has given him a plethora of resources to draw upon, and he has been given time in a few weeks with Alex Gurpinar (Family Support Worker based at school) to begin putting together an action plan for this.</p>	
FGB 58/2425	Finance	HB reported that the school had moved to Bromcom and that there are problems with the new system. There is no information on when the	

		<p>problems are likely to be resolved. This will obviously impact on producing budget monitors.</p> <p>There was also some discussion on the caretaker role and whether an alternative provision could be considered.</p> <p><b>Hayley Back left the meeting at this point</b></p>				
FGB 59/2425	Personnel	<p><b>a. Staffing</b></p> <p>1. Staffing Changes</p> <p>A Teaching Assistant left on 28<sup>th</sup> February. She decided to take on new ventures and has started working in customer support at Exeter Airport. She will be very much missed by all at Decoy. We advertised internally to replace the TA role in reception and are delighted to have appointed Michaela Pearson to the role.</p> <p><b>2. Initial Teacher Training (ITT)</b></p> <p>We have two Exeter University PGCE trainees in school for the rest of the spring term and most of the summer term. Both trainees are working alongside Sarah Fraser and Leanne Cooke in Year 2</p> <p><b>Maternity Leaves</b></p> <p>One on currently on maternity leave And one due to go maternity leave before the end of the summer term.</p> <p><b>Recruitment</b></p> <table border="1" data-bbox="797 1310 1662 1348"> <thead> <tr> <th data-bbox="797 1310 1043 1348">Post</th> <th data-bbox="1043 1310 1397 1348">Reason for</th> <th data-bbox="1397 1310 1662 1348">Action</th> </tr> </thead> </table>	Post	Reason for	Action	
Post	Reason for	Action				



				<b>(comparison)</b>				
				<b>Teachers</b>	<b>Support Staff</b>	<b>Teachers</b>	<b>Support Staff</b>	
			<b>No. days (illnesses)</b>	37.5 (13 teachers)	52 (20 staff)	16 days (6 teachers)	134 days (28 staff)	
			<b>No. days (other)</b>	4 (3 teachers)	22.5 (10 staff)	3 (2 teachers)	18 (7 staff)	
				SH said that teacher's absence isn't bad at all but support staff absences do give cause for concern at times.				
FGB 60/2425	Primary Partnership	There had been a writing review carried out by schools in the partnership and then next Governor's meeting is on 26 March 2026. All heads in the partnership are now committed to taking part.						
FGB 61/2425	Governance	<p>a. DAG Update NG said that theme related events are still being run and these will be expanded. This month there had been sessions on SEND and topics are being broadened and Governors are encouraged to sign up for the sessions.</p> <p>b. SIP with governor monitoring points and success criteria are clearly established. The governor points had been updated. There will be Co-opted governors vacancies arising and the Clerk will continue to advertise these. Advertising the Governor's role is a new one added and needs to be progressed. All those listed will be carried forward.</p> <p>c. Vision &amp; Values including feedback from pupils.</p> <p>Feedback from teachers had been received as follows and feedback from pupils is still awaited:</p>						

		<p>Why do you choose to work at Decoy Community Primary School? Why do families choose to send their children here?</p> <table border="1"> <tr> <td>PEOPLE</td> <td>TEAM</td> <td>WELCOME</td> <td>FRIENDLINESS</td> <td>SUPPORT</td> </tr> <tr> <td>OPEN DOOR</td> <td>LOVE</td> <td>HUMOUR</td> <td>FUN</td> <td>CHARACTER</td> </tr> <tr> <td>EXCITEMENT</td> <td>FREEDOM</td> <td>OPPORTUNITY</td> <td>OWNERSHIP</td> <td>TRUST</td> </tr> <tr> <td>ENVIRONMENT</td> <td>LOVE OF LEARNING</td> <td>CARE</td> <td>CONSIDERATION</td> <td>HAPPINESS</td> </tr> </table> <p>What values do you feel are promoted at Decoy Community Primary School? What motivates you?</p> <table border="1"> <tr> <td>INSPIRATION</td> <td>ASPIRATION</td> <td>FAMILY</td> <td>UNIQUENESS</td> <td>INCLUSION</td> </tr> <tr> <td>LOVE/ING</td> <td>CARE</td> <td>AMBITION</td> <td>GENUINE</td> <td>HOLISTIC</td> </tr> <tr> <td>SUPPORT/IVE</td> <td>TOGETHERNESS</td> <td>EFFICACY</td> <td>HUMILITY</td> <td>COMMUNITY</td> </tr> <tr> <td>RELATIONSHIPS</td> <td>UNITY</td> <td>ENJOYMENT</td> <td>FUN</td> <td>DETERMINATION</td> </tr> </table> <p>There was a range of comments on these results. It was agreed that a final set of values should be agreed in the Summer Term ready for the new academic year. <b>To be on the next agenda</b></p> <p>d. Asset Management Plan Review. <b>Deferred</b> e. SEND Action Plan. The Action plan for 2024-2025 was noted. The action plan for 2025/2026 will be on the agenda for the first FGB in the Autumn.</p>	PEOPLE	TEAM	WELCOME	FRIENDLINESS	SUPPORT	OPEN DOOR	LOVE	HUMOUR	FUN	CHARACTER	EXCITEMENT	FREEDOM	OPPORTUNITY	OWNERSHIP	TRUST	ENVIRONMENT	LOVE OF LEARNING	CARE	CONSIDERATION	HAPPINESS	INSPIRATION	ASPIRATION	FAMILY	UNIQUENESS	INCLUSION	LOVE/ING	CARE	AMBITION	GENUINE	HOLISTIC	SUPPORT/IVE	TOGETHERNESS	EFFICACY	HUMILITY	COMMUNITY	RELATIONSHIPS	UNITY	ENJOYMENT	FUN	DETERMINATION	
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RELATIONSHIPS	UNITY	ENJOYMENT	FUN	DETERMINATION																																							
FGB 62/2425	Committees	The minutes of the following committee and the Governor Reports listed: a. Learning & wellbeing Committee (3 March 2025). No questions																																									
FGB 63/2425	Policies	The following policy/documents was approved/ratified/Adopted: a. Health & Safety Policy <b>Agreed</b> b. Promoting Positive Behaviour Policy. <b>Deferred</b> c. Catering/school meals/nutritional policy. <b>Deferred</b> d. School Complaints Policy – deferred to consider revised guidance e. SEND Policy. <b>Deferred</b> f. SEND Information Report. <b>Agreed</b> g. Exclusions Policy <b>Deferred</b> h. Online Safety Policy <b>Deferred</b>																																									

		<p>i. Anti-Bullying Policy <b>Deferred</b>  j. Preventing Radicalisation Policy <b>Deferred</b>  k. Relationships and Sex Education Policy <b>Agreed</b>  l. Early Years Foundation Stage Policy <b>Deferred</b>  m. Collective Worship Policy <b>Deferred</b></p>	
FGB 64/2425	Information provided by the Clerk	Governors were encouraged to look at the training programme for the Summer Term and let the clerk know of their requirements.	
FGB 65/2425	Matters for the next agenda	<p>The following matters were agreed for the next agenda.</p> <p><b>Headteacher's Report:</b></p> <ul style="list-style-type: none"> <li>• Receive headteacher's report and consider implications, actions raised and decisions required</li> </ul> <p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding update</li> </ul> <p><b>Finance:</b></p> <ul style="list-style-type: none"> <li>• Approve budget (if not completed last term)</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Vision and Values</li> <li>• To receive feedback on responses to the pupil/staff/parent questionnaire.</li> <li>• Asset Management Plan Review.</li> <li>• Primary Partnership</li> <li>• DAG Update</li> <li>• Agree dates for FGB and committee meetings for the coming academic year</li> <li>• Monitor progress against the SIP, including the governing board section (self-audit and evidence of governor impact)</li> <li>• Consider convening a separate meeting of Governors and others to develop strategy, vision, curriculum or other strategic elements of school improvement</li> </ul>	

		<b>Policies</b> <ul style="list-style-type: none"> <li>• Promoting Positive Behaviour Policy.</li> <li>• SEND policy</li> <li>• Catering/school meals/nutritional policy.</li> <li>• School Complaints Policy – with reference to revised guidance</li> <li>• Exclusions Policy</li> <li>• Online Safety Policy</li> <li>• Anti-Bullying Policy</li> <li>• Preventing Radicalisation Policy</li> <li>• Early Years Foundation Stage Policy</li> <li>• Collective Worship Policy</li> </ul>	
FGB 66/2425	Date of next meeting	<b>Monday 19 May at 1830</b>	

The meeting closed at **1958**

**Signed as a true record**

Signed <b>A McKenzie</b>	Date: <b>19 May 2025</b>
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### **Primary Partnership Project**

The primary schools involved are:

1. Abbotskerswell Primary School
2. The Grove School (Totnes)
3. Kingskerswell C of E Primary School
4. Denbury Primary School
5. Bishopsteignton Primary School

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6. Bradley Barton Primary School
7. Decoy Community Primary School
8. Canada Hill Primary School
9. Chudleigh C of E Primary School
10. Highweek Primary School
11. Haytor View School.

