

MINUTES
of the General Meeting of the Local Governing Body of Dawlish College
held on Tuesday 13 December 2022 at 5.30 pm
in the Headteacher's Office at Dawlish College

Present:		
Name	Title/Role	Initials
Sam Banks	Headteacher	SBS
Lisa Johnson	Co-opted Governor	LJ
Lucy Lewis	Parent Governor Elect	LL
David Lidbury	Co-opted Governor Elect	DL
Sarah Mascall	Co-opted Governor Elect	SM
Harriet Randell-Nash	Co-opted Governor Elect	HRN
Amy Reed	Staff Governor (Teaching)	AR
Katy Quinn	CEO, Ivy Education Trust	KQ
Gaby Willis	Trust Governance Officer	GW
Katie York	Trustee, Ivy Education Trust, Chair	KY
Apologies:		
Ed Froude	Parent Governor Elect	EF
Sian Hawkins	Co-opted Governor/Vice Chair	SJ
Absent:		
Simon Broom	Staff Governor (support staff)	SB

Key to acronyms

DS	Disadvantaged Student	CFO	Chief Financial Officer
PSHE	Personal, Social, Health and Economic education	COO	Chief Operating Officer
DCC	Devon County Council	LGB	Local Governing Body
SLT	Senior Leadership Team	KCSiE	Keeping Children Safe in Education
PP	Pupil Premium	SENDCO	Special Education Needs and/or Disabilities Coordinator
SEND	Special Education Needs and/or Disabilities	RAG	Red Amber Green action coding
GIP	Governance Improvement Plan	NGA	National Governance Association
EHCP	Education Health Care Plan		

The meeting opened at 5.30 pm.

Item	Content	Action
22/2/1.1	Apologies: EF, SH	
22/2/1.2	Declarations of Interest: None declared for this meeting. No changes to register.	
22/2/1.3	Resignation of Co-opted Governor – Sian Hawkins: The resignation of SH with immediate effect was noted and will be formally approved by Trustees at the Full Board meeting on 15 December.	
22/2/1.4	<p>Proposed New Governors: The LGB is now in a positive position with the prospective appointment of 5 new governors from a range of backgrounds. Redacted applications were circulated in advance, and all were invited to say a few words.</p> <p>David Lidbury – potential Co-opted Governor - parent of a child at school who practices family law.</p> <p>Sarah Mascall – potential Co-opted Governor. School Improvement partner and range of work supporting schools to improve. Background of SEND and education.</p> <p>Lucy Lewis – prospective Parent Governor. Background in further education, SEND and currently working as part of the SW Careers Hub looking after Somerset provision for careers, and inclusion lead across Somerset and Devon.</p> <p>Harriet Randell-Nash – prospective Co-opted Governor. Strategy consultant so experienced in operational improvement and public sector work. Applied to be a Governor to do something applying career experience.</p>	

Item	Content	Action
	<p>Ed Froude – prospective Parent Governor (apologies sent for this meeting). GW shared from EF's application that he is a parent of children at the school, and employed in the Royal Navy.</p> <p>It was unanimously AGREED to recommend appointment of the five prospective governors to the Trust Board.</p> <p>Action: GW to add to Trust Board agenda for approval on 15 December 2022 and confirm back.</p>	GW
22/2/2.1	<p>Ivy Education Trust – Update from the CEO and Q&A: KQ thanked everyone for attending the meeting this evening which had been rescheduled from a previous date and gave some background and context to where things currently stood. At the previous meeting the number of appointed governors was not enough to constitute a formal LGB and pick up all responsibilities delegated from the Trust to LGB, so delegation for some of these were removed at that point around areas of risk such as finance and premises.</p> <p>The Dawlish College LGB was RAGd as a red risk to the Trust, hence the immediate strong recruitment process. The Trust recognises and values LGBs as eyes and ears in community. The Trust is in an unusual position to remove delegation and to appoint a Chair for an interim period but this is very much a temporary measure with the intention to breathe life back into the governing body to give that back to the governors and the staff at the school.</p> <p>KQ advised that the Trust Board met last week and accepted the resignation of DV as a Co-opted Governor and Chair and, due to lack of appointed Governors and removal of delegation for some areas, the Trust Board appointed KY, Trustee, to sit as interim Chair until one can be appointed from the LGB number.</p> <p>This is a temporary holding situation and SBS is new to post and role, with his first Headship and having taken on the role midway through the year. The Trust considered the risk factor of supporting SBS in post, in addition to new governors needing to undertake training and get up to speed. Delegation will be returned when appropriate, to nominated governors who can pick up responsibilities for HR, premises, etc. Timeline for the new year to Easter is to look at training, visiting the school, meeting SBS and team, linking in to key people in leadership.</p> <p>Action: GW to circulate the roles that need to be populated to all.</p> <p>KQ stated that this LGB is now graded an amber risk for the Trust as there are more governors and a Trustee sitting as interim chair.</p> <p>Action: GW to circulate induction guide/LGB Handbook, NGA learning link for training, and enhanced training for specific roles such as safeguarding.</p> <p>KQ reiterated that the Trust values LGBs so the next few months are about giving the support and training required to be a functioning LGB and then the Trust will step back and allow Governors to ensure the school is always improving. Questions invited. None received at this point.</p>	GW GW
22/2/3.1	<p>Matters Arising from the Meeting held on 22 September 2022: It was noted that since this meeting a lot of things have now changed.</p> <p>Declarations of interest form for LJ has been completed.</p> <p>Vice Chair role to be added to list of roles.</p> <p>LJ and AR to continue in roles already agreed. LJ - Inclusion, behaviour and equality and careers. AR - PSHE and Wellbeing.</p> <p>Pay & Performance Committee process has been completed.</p> <p>Headteacher target setting process has been completed.</p> <p>Google quiz for KCSiE. SBS confirmed whole staff safeguarding training will be held on 5 January. KQ stated that the Trust has just finished a first recording of level 2 safeguarding as a video so this can be shared with governors for their own convenience.</p> <p>Action: KCSiE circulate for new governors. GW</p> <p>Cycle of business to be circulated again in new year.</p> <p>Q: What will happen with the Governance improvement plan in the working group? KQ advised this needs to be looked at as it is not a governor plan but more a T&L review which is not the role</p>	GW

Item	Content	Action
	<p>of governors. Needs to come from the vision and values from setting aims and objectives. SBS plans to do this again as a new Headteacher and this will then be opportunity for governors to review that and form action plan. Would be nice to have in place for September in terms of training, roles to assign, and about capacity as volunteers.</p> <p>Action: KQ to share other LGB GIPs for Governors to see that and work on this.</p> <p>SBS revisiting values and aims for college as was a work in progress.</p> <p>Action: SBS to share this</p> <p>Q: Is the expectation that IET would drive this? KQ responded that the Trust Board set a mission statement and 4 aims with golden threads to be evident in mission and aims and objectives for the schools. Q: IET values have been agreed and set? KQ confirmed this took place upon merger when the two Trust Boards got together at the end of May and collectively agreed those for the next 3 years of the Trust.</p> <p>KQ noted whilst attending other governing body meetings, and as fed back by Chairs at the Chairs' Group meeting, that governors feel quite isolated so in the spring the Trust will hold a governor event for all to share knowledge and experience and specific link roles; sharing good practice and expertise.</p> <p>The school website has been audited and feedback sent to school as to what is required, working with marketing team from the Trust and SBS. The website is quite an old one so a new website launch is planned for Dawlish. Compliance is being worked on and Trust team committed to doing another snapshot review after Christmas. No name change is proposed, just an update of the website.</p> <p>GW to add list of missing items from SB as an appendix to these minutes.</p> <p>Carry over feedback from student voice.</p> <p>Action: GW to add to next agenda and SBS to provide.</p> <p>KQ stated that part of the Trust holding delegation is that SBS and a governor rep in the interim handover attend Trust committee meetings. The Committees will take Dawlish College as a specific item on their agenda. Attend with SBS for approx. 20 minutes and work with CFO outside of those minutes to look at budget forecasting for next year. Whoever picks up finance can attend with SBS. Equally, the Quality of Education Committee and People & Values.</p> <p>Risk register reviewed by Trust FAR Committee on 29 November.</p> <p>Admissions policy 2024-2025 – the Trust buys into Devon County for this service. Currently in consultation period.</p> <p>Action: SEND Policy - link governor name on this needs to change.</p> <p>Governor visits to begin again. It was felt the previously suggested one visit per governor per term was quite a lot. GW has circulated a visit protocol, and monitoring visit form which must be completed after each visit and will form part of the papers for the LGB meetings and a record of governor visits. It was noted that Governors must always go through the Headteacher to book in visits. Cycle of business will tie in with this, and around flow of the school.</p> <p>GW to send out cycle of business for LGB and also for Safeguarding.</p> <p>Exminster children bus situation - SBS confirmed this has been resolved. Still public Stagecoach but they are now sending two buses and there was some confusion amongst drivers as to a change in route which has been clarified.</p>	<p>GW</p> <p>SBS</p> <p>SBS/GW</p> <p>GW</p> <p>GW</p>
22/2/3.2	Accept Minutes of the Previous Meeting as a True and Accurate Record: Unanimously ACCEPTED.	
22/2/4.1	Headteacher's Report: SBS welcomed everyone and stated he was looking forward to working with all the governors on school improvement, robust and rigorous challenge, and supportive questions and acknowledged that the governors bring a huge amount of expertise and dedication which is exciting as a Headteacher.	

Item	Content	Action
	<p>Normally a written report will be circulated in advance, but for this meeting the update will be verbal and questions invited, and more detail at next meeting as requested.</p> <p>Quality of Education: There was an update at the last meeting about the public exam results in summer which were broadly very positive for Dawlish with a positive Progress 8 score which was .15 which came out as .05 on the DfE table. English and Maths improved since 2019, which was the last set of data pre-Covid and SBS can go through this in more detail in future if required. There is a challenge with current Year 11 projections going into summer holiday through teacher forecasts projecting Progress 8 of -0.56. Teachers have put in forecast grades and they are -0.59. Students are sitting PPEs last and this week so another forecast grade will be available in early January based more on a full cycle of PPE under exam conditions. Context behind this is a significant challenge represented to the school in terms of reputation and perception in the community as results probably won't be as good as last 2-3 years. This is not a future pattern but more reflective of this cohort.</p> <p>A small adjustment was made to SLT for September which brought 2 associate senior leaders in who each line manage half of the curriculum. Under SBS leadership from January will be significant improvements in how T&L is developed in this school. There is a really good standard but the school is ready to take the next step and these 2 positions will drive this forward in January.</p> <p>Behaviour and Attitudes: Attendance from September to date is approx. 91% which is lower than hoped. Data skewed by last 2 weeks with huge numbers of student absence and being only one third of the way through the year periods of absence impact more than at the end. 150 students were absent on Thursday and 170 on Friday and more today through illness circulating which has also impacted staff.</p> <p>Suspensions. One permanent exclusion this year which was upheld by the Governors' Discipline Committee. The process showed the quality of relationship between the parent and school and that they had worked closely together. 49 suspensions so far this year which is an increase on last year where there were 42 in the whole year. Context is a tariff on the behaviour system was introduced in the last half term of summer so that persistent disruptive behaviour over a 2-week period is monitored, recorded, and backed up with a suspension. Having implemented this, numbers for suspension increased. Want suspensions to be low but expectations and standards to be as high as possible and have raised the bar on what was expected of students before. Compared to many schools, Dawlish is still at the lower end of suspensions and before this system was implemented were rock bottom. This will be kept under review but is no cause for alarm.</p> <p>Q: Are you beginning to see impact? SBS advised this has identified work that needs to be done with students on the SEND register who have additional needs as one thing quite clearly shown in the process is that nearly all children who meet tariff had additional needs. Already put in place reasonable adjustments to mitigate for this. If a student has an EHCP, their ambers are not counted as these would be taken as reasonable visual behaviour choices that need to change. The school has a new SENDCO in post since September who is addressing this in terms of quality of universal provision in the classroom, and what needs to be done, and also a relational approach to behaviour management in the classroom.</p> <p>Q: Have you seen an impact on an individual student's behaviour. Is it better after they have been suspended? SBS advised this has impacted on awareness of SEND issues. Some students have moved out of that 10-point tariff back below it where they belong as they don't have additional needs but voted with behaviour. Work is taking place now with students regularly receiving a lot of points and the vast majority have additional needs which need support from that angle. In broad numbers, this has reduced how many students are getting towards that point and had a positive effect on students it would be hoped to see this as a deterrent. It has highlighted there are students for whom it is not a deterrent as their choices in the moment can't be controlled by the threat of something happening in 10 days.</p>	

Item	Content	Action
	<p>Q: Are we thinking of other ways to help them if suspension not working? This helps students in the class but not necessarily the child. SBS replied that the student is taken out of lesson for the benefit of other children in room but may not need to be suspended as well as this is around need. Some students with cognitive and learning needs and SEMH needs have a personalised pathway where if things are not working in lesson, which is clear to teaching coach or teacher, those students have agreement as part of flow chart they can take work into the Hub which is part of the SEND provision. This is not a sanction; it is taking a student from a situation where they are not coping to enable them to continue their work. The SENDCO is working extensively on this as to how behaviour pathways can be personalised. Very much aware and avoiding suspensions where possible where it is known they won't act as a deterrent.</p> <p>Q: Is there a behaviour support team as well as SEND or does this come under SEND? SBS stated the school does not have a specific behaviour support team. SENDCO would be against that approach to behaviour as views behaviour as a form of communication. There is a pastoral wellbeing welfare team and a SEND team. Hub is a SEND provision which is used for interventions in a strategic and planned way, or under a pathway which is not a punishment but a place to continue working in a supported area. Behaviour unit is a behaviour provision and staff know if a student is disrupting a lesson they can be sent there.</p> <p>Q: Has your SEND or SEMH numbers increased? SBS about 22% of students are coded K on the record of need. Currently have 31 students with an EHCP.</p> <p>Q: Is there a crossover with SEND, SEMH and Pupil Premium? SBS agreed and KQ had data available which showed the school currently has 187 pupil premium students and 87 K. SBS Dawlish compared to Devon average has highest number of applications for size of population in any town in Devon and highest number of adults accessing community-based support for learning difficulties. Children with sensory issues are attracted to the smaller school and culturally very inclusive approach at Dawlish College.</p> <p>Personal development: This is a huge priority this year to embed the co-curricular period. Core lessons are literacy backed with assembly and 2 sessions of PSHE taught sessions per week. This is now one term in, so staff, student and parent voice has been reviewed. This is done on an ad hoc basis where students come forward. Year 10 students are finding this a difficult add-on to their day which they have not been used to for the previous 3 years. Wednesday and Friday are electives which is going very well, having seen universal engagement, and student and parent voice is being sought there. The Behaviour Unit does not run in that period and there have been no behaviour issues.</p> <p>Recruitment/Staffing: Interviewing for a cover teacher on Thursday. Budget meeting with KQ and the Trust CFO which highlighted how much the school is spending on agency supply. It has been difficult to recruit a cover supervisor so is hoped a good appointment will be made to give capacity. The current recruitment process for assistant headteacher has produced a high level of interest and 12 tours have been given so far, some from further afield who have heard of the school which is encouraging to see the positive reputation is there for Dawlish and will give a strong field for appointment to give leadership capacity.</p> <p>Pupil numbers: Recruitment of students is healthy; the challenge is how to house them. KQ updated on the urgent capital repair bid which has been submitted to DfE, and the Trust COO and KQ have ongoing negotiations with an answer expected this week, looking at around £7-8 million build. Going for an 8-classroom build to give more capacity and numbers coming through for September and the following year are looking strong. This will feed into the budget and give more capacity for staffing. There will be a pinch point to start the build and this won't be finished by the time the children come so there will be a term or so period where adjustments are required, but the Trust will only agree to take those children if the build is funded. Parental choice shows that 180 children want to come to Dawlish in September, which is in the school's favour. The funding is a significant figure which requires the approval of the Secretary of State so this is why it is taking a long time. KQ will advise asap on any news.</p> <p>Link Governors: Amid the change of governing body, and move to the new Trust, SBS advised there are staff keen to be involved with governors which is positive.</p>	

Item	Content	Action
	<p>Action: Everyone to consider area of expertise they most feed into for links.</p> <p>Community: SB would like the school to be a more active part of the community and is bringing people in and starting work on this. A member of staff has done a lot of work coordinating other reps from the community. A meeting took place recently with groups around the community and other charities locally based and current and former town councillors and events planners. There is a huge desire to work with the school and some funding is available there for projects and some priorities link closely with what the school is trying to achieve. For students with safeguarding concerns, there is an established pathway school can take which is a long and steady process. Looking to appoint family support workers in their organisations who are more readily available who can work with families more closely. SBS is keen for governors to be involved in this.</p> <p>Questions invited. Q: year 11s. Mitigating circumstances, I'm guessing are a direct result from Covid and mental health issues. What are we putting in place to support these students so they do achieve and how many are at risk and interventions in place? SBS gave the context not so much around Covid, although that is relevant, but this cohort is very small compared to others with only 92 students so half the size of Year 7 and part of the effect of this is more skewing of the data with extremes at both ends, and more at the bottom end of the spectrum. Covid is a factor with really high levels of SEND and DS in that year group disproportionately affected by Covid. Caution that impact on this year group in lockdowns won't be the same as the others.</p> <p>Q: What are we putting in place as a school to ensure these students achieve and transition successfully? SBS confirmed the careers lead has put in a lot of work around their progression. Traditionally have very low numbers of NEET students. All have a pathway in place and to achieve this will need to meet entry requirements. Individual attainment and progress is not a concern for large number, but have disproportionately large tail of students with additionally high needs and who are persistently absent so they are not achieving, attaining highly at all. Phil Henderson Assistant Principal who leads on this is looking with progress leader at things put in place. Daily learning walks are taking place in Year 11 lessons to reinforce the importance of Year 11 in a way that they will respond to; to show them the staff care about what they achieve and expect them to work as hard as possible while they are there. Members of leadership are walking round as much as possible, not looking at the teacher, but giving students the knowledge, they are looking at them. Approximately 20 students have been identified for mentoring so those mentors are working with them mainly looking at things such as home learning and some of the barriers in place for those students. When PPE grades are ready, Atkinson reports will be produced with targeted data for teachers to identify which students they should be focusing on. Not resigned to these figures, just highlighting those projections are there but the staff are doing everything possible to turn this around and are really positive about their plan. PPE results will give another pointer.</p>	All
22/2/4.2	Pay & Performance Committee Review: This went ahead and the Headteacher's recommendations were approved by the Trust FAR Committee. All staff have received letters. Will be paid in December.	
22/2/5.1	Exclusions Policy: Governors formally ratified the electronic approval of the policy.	
	<p>Meeting dates for next year: Agreed as 31 Jan, 25 April, 27 June from 5-7 pm. More usual meeting January with KY chairing, and then in April look to elect a new Chair; and if not then June.</p> <p>Action: GW to circulate these dates.</p>	GW
	Meeting closed at 6.46 pm.	