

MINUTES
of the General Meeting of the Local Governing Body of Dawlish College
held on Tuesday 31 January 2023 at 5.30 pm
in the Library at Dawlish College

Present:		
Name	Title/Role	Initials
Sam Banks	Headteacher	SBS
Ed Froude (via Teams)	Parent Governor	EF
Lucy Lewis	Parent Governor Elect	LL
David Lidbury	Co-opted Governor	DL
Sarah Mascall	Co-opted Governor	SM
Amy Reed	Staff Governor (Teaching)	AR
Katy Quinn	CEO, Ivy Education Trust	KQ
Gaby Willis	Trust Governance Officer, Ivy Education Trust	GW
Katie York	Trustee, Ivy Education Trust, Acting Chair of Governors	KY
Apologies:		
Lisa Johnson	Co-opted Governor	LJ
Harriet Randell-Nash	Co-opted Governor	HRN
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	DfE	Department for Education
SLT	Senior Leadership Team	EDE	Executive Director of Education
PP	Pupil Premium	SENDCO	Special Education Needs and/or Disabilities Coordinator
SEND	Special Education Needs and/or Disabilities	SIP	School Improvement Plan
GIP	Governance Improvement Plan	NGA	National Governance Association
QofE	Trust's Quality of Education Committee	SOP	Standard Operating Procedure
LA	Local Authority	KS3	Key Stage 3 (secondary)
SSAT	The Schools, Students and Teachers Network	CPD	Continuing Professional Development
DSL	Designated Safeguarding Lead	HLTA	Higher Level Teaching Assistant
SEMH	Social, Emotional, Mental Health	PPE	Pre-Public Exams (mocks)
EVC	Educational Visits Coordinator	EP	Educational Psychologist

The meeting opened at 5.30 pm.

Item	Content	Action
22/3/1.1	Apologies: LJ. EF absent at this time (to join by Teams). Meeting is quorate.	
22/3/1.2	Declarations of Interest: None declared for this meeting. No changes to register. KY declared change on form as Acting Chair of Governors as related by marriage to a member of staff within the school. GW confirmed this has already been updated on KY's register of interest form and the Trust website.	
22/3/1.3	Resignation of Co-opted Governor – Harriet Randell-Nash: The resignation of HRN with immediate effect was noted. HRN has stated she would like to apply for appointment again in a year's time when circumstances are more settled. This resignation will be formally approved by Trustees at the Full Board meeting on 21 February.	GW
22/3/1.4	Link Roles: As requested at the previous meeting, GW circulated the list of key roles and thanked the governors for their indications of interest. It was noted that LJ stated she is happy to be assigned to a different link role now that there are more governors around the table with specific skills and experience, and thanks were given for this. The following link roles were discussed and assigned:	

Item	Content	Action
	<p>Safeguarding – DL SEND and Careers – LL Curriculum and Assessment – SM Behaviour, Inclusion, Attendance – LJ and EF (tbc) Finance – to remain with the Trust at present Health and Safety/Premises – to remain with the Trust at present Action: GW to circulate role descriptions and liaise on training and attendance at relevant Trust Committee meetings with the Headteacher.</p>	GW
22/3/2.1	<p>Ivy Education Trust – Update from the CEO and Q&A: KQ updated Governors on the ROSLA Block which is condemned with 5 classrooms currently unusable. The Trust has been successful in the DfE bid for schools’ rebuilding programme which is great news as meet the criteria. Dawlish is not in the first tranche of schools, but more likely to be in the third or fourth tranche so looking at probably 2 years from now to start looking at feasibility. As this is the schools rebuilding programme, they will look at the entire site and building schools for the future which may include the toilets, etc and improvements to the school much wider than the ROSLA block. The delay will create short term pressure around parental preferences for September which are looking strong. This is a testament to the improvement at the school and parent and community feeling, and it looks as though County want to offer 180 places on a PAN of 150. Thinking this is possible for September. Keeping PAN at 150- and one-year group would go over this. The school is not at full capacity, with low numbers currently in Year 11, 10 and 9. When the building was condemned, the Trust at the time reduced capacity as a result, so it will be September 2024 that a solution will be required if the school is taking those numbers again.</p> <p>Q: How does that sit with staffing when there are already shortages? To be addressed in Headteacher’s report.</p> <p>The Quality of Education Committee met on 19 January and agreed a Trust wide school evaluation tool process very much driven from the Board perspective of not being Ofsted focused, although there will be Ofsted aspects within it. Wanted to be a very whole review of the school considering suspensions, achievement, attendance, and looking at the experience element of what it is like to be parent, student, member of staff. The EDE will trial this on one school after half term, at TCS ML, and then this will be rolled out to all schools in the summer term ready for SIP planning for next year. It will use Sir David Carter’s Leading Successful Academy Trusts 2020 model.</p> <p>The Trust has bought in Tony Bloxham for external quality assurance of secondaries, he will be doing a review at Dawlish in March centred around school improvement and whether the school is focusing on the right things to bring about achievement and change.</p> <p>There are four emerging themes across the Trust, one of which is attendance and numbers of persistently absent children and the strategies as a Trust to support this. Inclusion – suspensions and PEX across the Trust and working to see what can be done as 3 secondaries to put in targeted support for these children and families. Q: Do you look at managed move? KQ confirmed this is looked at, and last year the Trust spent £300k on alternative provision. SBS is driving this with the work he is doing with Southwest 100 Project. Ideas about school centred work and Trust collaborative, focused on KS3 rather than being reactive.</p> <p>Secondaries early reading and bottom 20% readers is a real challenge for secondaries and as a Trust this needs to be looked at.</p> <p>SEND and Devon picture – currently the DCC 0-25 team is failing but families need to be supported. Support for SENCOs who are new to the Trust. KQ will be going to Trust Board to look at prioritising reserve to support this, targeted and measure impact.</p> <p><i>EF joined the meeting via Teams.</i></p> <p>KQ reminded governors that KY is in place as Acting Chair only as a short-term interim measure and at the next meeting would like to think about calling nominations as Chair from the number of appointed governors.</p>	All

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	<p>Action: All to give some thought about this.</p> <p>Questions invited. Q: It is good to hear schools won't just be focusing on Ofsted, however, they still need to ensure processes are in place that will meet their criteria. KQ stated that the Trust wanted something which will stand the test of time, and potential change of government, which can evolve and develop. The new documents and process are a work in progress and will be reviewed again at the Q of Ed Committee following the initial trial of one school. The importance of the ability of staff and students to articulate the quality of education provided was recognised, together with the outcomes and that is what is judged and that is what the processes must support. The Trust is keen to involve governors and the reports will be shared as they come out; they will be refined as they evolve, and the Heads will be part of this. It is also hoped to have the Heads peer reviewing each other's schools and have an internal system with some external review as well.</p> <p>Q: Please may you clarify the problems Devon are having with SEND? KQ advised that Devon used Babcock for these services and they have now gone back in house to Devon Education Services. Safeguarding was sitting in a category and didn't improve. Lots of changes have taken place at all levels of staffing and a lot of people have been brought into interim roles. Despite having a Service Level Agreement (SLA) and having purchased time for several children to be assessed by EP, the service was withdrawn for the end of last year as there was such a backlog for County to clear. It was noted that the Trust has a private EP used in primary schools. Q: Are they underfunded and mismanaged? KQ replied unfortunately yes, but Devon is not the only LA in this situation with rocketing levels of need and a lack of investment.</p> <p>Q: What are your learnings from the inclusion interventions, what worked, what didn't work, value for money? KQ replied in terms of what the Trust spent last year this is mixed. When Heads met recently, they were largely in agreement but some schools use a provision very successfully and others had less success, so it is about prioritising the children for the right provision. Q: That is trust wide isn't it so potentially the problems that TCS ER have and the journey they are on do we know what the breakdown is. How many are we dealing with here at Dawlish? SBS confirmed there had been one PEX at Dawlish this year, so the school is at the lower end of the spectrum and has some of the lowest numbers in Devon.</p> <p>Action: KQ to share contextual figures.</p> <p>Q: What are we doing at Dawlish that is working well so we can share this with the other secondaries in the Trust? Have we got a different group of students? SBS agreed this might point to size and that staff are more able to be hands on, although at larger schools they have greater numbers of support staff. The staff at Dawlish know the community very well and have a close-knit community where children have supportive family backgrounds. Historically the school has had fairly low numbers of exclusions. There is a school culture around behaviour and high expectations the students have gone in with this. KQ commented that a feature of Dawlish is around relationships that the staff have with the children and individuality of the children is celebrated.</p> <p>Q: That analysis of what is working will be useful with the expansion in numbers to ensure it is maintained and built in. SBS stated a potential point of challenge for the Headteacher may be are the school tolerating a little too much if numbers are low? KQ commented this is for the LGB a key feature around gauging the parent, student, and staff view of life here at the college as eyes on the ground. It is hoped that the evaluation tool will be a 360-degree triangulation.</p>	KQ
22/3/3.1	<p>Matters Arising from the Meeting held on 13 December 2022: KY ran through the action points. GIP will be updated under the training item at the end of the meeting.</p> <p>Action: GW to share</p> <p>SBS advised the Assistant Headteacher recruited recently was starting on 10 February and this person will be responsible for personal development, character and things that feed into vision and values looking over next term and a half with significant teaching load as joining partway through the year.</p> <p>SEND Policy – currently the name of the Trustee responsible for safeguarding has been entered on this. This will change once there is a SEND link governor in place.</p> <p>Action: SBS to change DSL on safeguarding policy appendix 10.</p>	SBS/GW

Item	Content	Action
	<p>Q: Cycle of business, not all link governors to attend at all the times. SBS will establish links to set these up.</p> <p>All actions have been covered.</p>	
22/3/3.2	<p>Accept Minutes of the Previous Meeting as a True and Accurate Record: Unanimously ACCEPTED.</p>	
22/3/4.1	<p>Headteacher's Report: SBS report circulated in advance and questions invited. SBS gave an update on the recent recruitment process. Advertised for assistant headteacher and received 21 applications with a very strong field. The school was able to appoint two assistant heads with one from within the Trust. KQ advised that the Trust recognise that Dawlish is growing. The external candidate was appointed to the role, and there was an opportunity also for a member of staff from within the Trust to give greater leadership experience. Q: Are you clear about the roles and responsibilities you want them to have? SBS advised that the member of staff joining next Friday, is coming from within the Trust, will be taking on the portfolio of personal development and attendance. Will teach some art but as not on the timetable this year, this is a good opportunity to utilise time for driving this portfolio forward. They will be asked to do a review of co-curricular core and electives with an outside pair of eyes and degree of impartiality. Well versed in the legal framework of attendance which is an advantage and culture shift is required around attendance and what is done proactively to encourage better attendance.</p> <p>The other appointee will start on 17 April. This person has been with a very forward thinking and expressive school and has experience of American education and curriculum development. They will manage curriculum design and delivery. Q: Are you incorporating assessment into that? SBS confirmed this is the case.</p> <p>The school has signed up for the SSAT embedding formative assessment programme which is a two-year CPD programme. This will give a solid framework around which to deliver this and have a huge hold over directed time budget in terms of whole staff meetings and appraisal objectives as one will be participation in this programme. Resources and activities come as part of the package. All informed by Dylan William and his research over 20-30 years on what works in schools. Associate senior leaders will be visiting Dylan William in Peterborough in March. The cost of this is subsidised by the DfE so costs £1300 for two years of CPD which will benefit every teacher with monthly group meetings, etc. Q: Are you including HLTAs, higher level assistants to understand the process? SBS stated these members of staff will be included, although there are some technicalities around overtime as this is not part of the directed time budget. Q: With potential growth in staffing, can we add to that? SBS explained the programme has Teacher Learning Communities (TLCs) and those are 10-12 members of staff with one TLC leader. The leader shouldn't be a member of SLT but should be higher up the MP scale or looking to cross threshold. They will have all the necessary resources and lead the meetings. These TLCs stay together for the two years and new staff will slot in.</p> <p>Q: This Headteacher report is very much data driven and all the questions we are asking about the report itself, what does it mean? There are lots of figures but no breakdown of those. How do we get that information without you using valuable time now to give us that information? Is this a generic IET Headteacher report format? SBS advised the report is an initial submission as a new Head with the template taken from The Key for Leaders. SBS will provide what governors want to see in the report and invited direction on this for the future. Q: You will have SLT who write the sections and produce the information? SBS responded that he produced all of this, and school reports can be run to give attendance, etc.</p> <p>Action: It was noted, and agreed, that governors would like a breakdown of the figures, for example 2581 safeguarding incidents which appears huge, but would have more meaning with a narrative and breakdown behind it. Also, for a benchmark against County and national. This will assist the governors with the questions they need to ask.</p> <p>SBS stated this was the number of incidents recorded during that period of time on CPOMS and confirmed this is data from 5 September 2022 to 23 January 2023. Q: What are you reporting? What constitutes a safeguarding incident as far as you are concerned? Does it involve groups? SBS explained the template of a report from a Headteacher to the LGB was taken from The Key for School Leaders and the Dawlish data entered into categories that exist in that template. KQ</p>	<p>SBS</p>

Item	Content	Action
	<p>commented this would come from the SIP, and the governors' responsibility is to hold the Headteacher to account for the development and improvement of their school. The SIP was written by the outgoing Headteacher and links in with a piece around vision and values. The 2581 could be anything from a small query cause for concern, to the very highest level and it could be that the staff are very good at recording things and at early intervention.</p> <p>KY commented the safeguarding system across the Trust and the school is very solid. This is where the link governor comes in and they then report to the LGB. All data is collected so this could also expand in the HT report for the governing body. A governor's role is strategic oversight, not operational, so governors wouldn't spot serious case reviews from the Headteacher's report, more what is working well etc and the strategic approach. Patterns and trends would be seen over time. Data is collected half termly and this is looked at by the LGB.</p> <p>Action: KQ to share this information and Devon averages are included in this, which is collected by the Trust from all the schools.</p> <p>Q: Persistent absence is a third of the school. You have talked about revising your Attendance Policy. What are the key features in that new policy you are hoping to use to turn things around? SBS is meeting with the attendance officer this week following training with the current leader of attendance, and the EDE from the Trust. KQ explained there is a national project for improving attendance and all 3 secondaries are collaborating on this. Not just the legal requirements, there is an area around what are the strategies that can be used, and what has worked in other schools. Post pandemic has seen persistent absence figures and where the schools target the finite resources they have, and which children and families are targeted. SBS advised the figure is relative so will reduce further down the year. The school also had a high level of illness absence before Christmas and this is consistent with other schools in the area. SBS explained the Five foundations programme which is around strategy and resource. The attendance officer is entering data, checking attendance, sending parent mails, etc. Missing culture around the importance of attendance which comes from the Headteacher for example having no authorised absence. It is important to ensure the community understand the importance of coming to school. Also, being more proactive in how the school tackles lack of attendance. Q: Do you have any family liaison people? SBS responded that there are none in the school but there is a child protection officer and primary early help person who works a lot with families and most of their time is taken up by safeguarding, early help, looked after children, and children in need.</p> <p>Q: Are there persistent absence themes? Groups? SBS commented that transport is not a barrier to attendance unless students who live further away miss the transport. The main factor here is SEMH needs in older students. The school has an inclusion facility which works very well and is used by school refusers to have supported integration so that they are in school and accessing education, and being supervised in the provision where they can sit and do some 121 sessions. KQ stated that a cultural piece is required around all the secondaries around parent perception post-Covid. Q: What no longer attracts them in? SBS felt what is stopping students coming in is a combination of anxiety for some reason, and parental tolerance of non-attendance at school.</p> <p>It was noted that attendance is worse in the Southwest than anywhere else in the country. It is important to get across to parents missed time means missed opportunity, and link school attendance to the future, job, career, opportunities. Couple this with culture change and possible additional resource on attendance.</p> <p>Q: Suspension. Is there a breakdown? How many actual pupils did that involve. 51 suspensions, total number of days, how many pupils is that? Action: SBS to add this in future with more details. There are between 5-10 students who have had more than one or two days of suspension this year so quite widely spread around day here and there. Q: Can we get anything in place to help? Are they just going to keep going through those days or are there some students who have had their one day and are not getting more suspensions? Or have you not done it for long enough to see where breaking point is?</p> <p>Action: SBS behaviour breakdown for next time from what is happening in lessons, anonymised.</p>	<p>KQ</p> <p>SBS</p> <p>SBS</p>

Item	Content	Action
	<p>SBS advised there are groups of students for whom an occasional short sharp shock has impact and some students have had one day and never had another one vs those who come back again despite interventions.</p> <p>Q: The parts in attainment data, as you told us at the last meeting, Year 11 doesn't look great. What is being done and what can be done before they sit their exams and leave? SBS confirmed there is an action plan for Year 11 which was discussed last time – these students were Year 8 and 9 during Covid and out of school which affects every school in the country. Contextual factors specific to this cohort is partly around the size of the year group which gives a skewing effect at either end. There is some optimism with the Assistant Head and progress leader for Year 11 that the negative progress figure can be significantly reduced. PPE results were taken in December and looked at progression from November to January forecast, progress score largely unchanged, figure for attainment has gone up. 5 standard passes from 43% to 50%. Maths and English up. Targeted intervention based on overall Progress 8 score across the board, and identifying individuals in specific areas who have most potential to make up ground. These are working with middle leaders to put strategies in place to raise up in those subjects. Mentoring of those students continues. Use of period 6 is being reformed so from co-curricular core lessons PSHE they are doing maths and science, now from after half term the plan is to use those periods strategically to target specific students in specific subject areas. Holding academic reviews with band of middle students, with parents, to look at revision strategies and target setting in specific subjects. Every effort is being made.</p>	
22/3/5.1	<p>Policies and Procedures: Access Arrangements Policy: Action: SBS to amend page 1 to update name on key staff involved. ADOPTED subject to that change. Upload to school website when amended.</p>	SBS
22/3/5.2	<p>Accessibility Policy: Q: This refers to work that is going to be done in a request made by the assistant SENCO for 2017-2018. Has that work been done? SBS the policy is being re-done but this is the most up to date version. Some categories possibly open to question. Action: Remove for governor approval until next meeting. SBS to confirm the work being done, update the policy document, and then send to GW for governors to approve via Governor Hub.</p>	SBS/GW
22/3/5.3	<p>Admissions 2024-2025: Coming back from public consultation will go to Trust board for final ratification on 21 February. The Trust buy into this service with Devon. No queries. Action: GW to put forward for Trust Board ratification at Full Board on 21 February.</p>	GW
22/3/5.4	<p>Outdoor Education Visits and Off-Site Activities Policy: Q: Slight concern about monitoring and reviewing down to the governing body. Outdoor visits are key and if an incident comes back to be reviewed, how do we ensure the monitoring by the EVC is stringent? KQ confirmed that the Trust buys into the Devon Evolve service so every offsite visit in the B and C category is signed off by the EVC Designated Devon person at the Local Authority. The visit doesn't have to go through the governing body but does go through the Headteacher to look at ratios and suitability. Devon looks at risk assessments, SOPs for the trip, and then authorise it. Q: How robust are those systems as this comes back to us having agreed the policy? Is there any way we can put in a line that there is other monitoring? SBS confirmed that the PA to the Headteacher oversees it, and she could be quality assuring what someone has told her, e.g. high vis being worn, etc. Action: SBS to add something along lines of spot checking in section 3 responsibilities of the EVC feeding into governors. Then email to GW for uploading to Governor Hub for governor review and approval.</p>	SBS/GW
22/3/5.5	<p>Uniform Policy: SBS advised this has not been substantively changed but the policy was in need of review. The page on the website created some ambiguity and gave a list of items available in a specified stockist. Guidance has been received from the DfE around affordability, so this has just been tightened up in the policy to re-write the preamble and tried to put across more clarity for parents and children around why the school has a uniform. Wording of items has been updated and all branded items removed apart from badge for the blazer, and tie. Items have been made as affordable as possible. Q: Around hats and headwear. There is nothing about caps, whether you say no caps. SBS stated that the whole policy had been discussed with staff at length and the issue of headwear. The policy states once settled inside a building you remove all outer garments which would include headwear. On hot day on the field, children would be permitted to wear a hat to protect</p>	

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	<p>from sun, etc. This is operational at the discretion of the Headteacher depending on the specific circumstances.</p> <p>Q: What are you doing around hijabs and range of ethnicity? Does your policy cover that?</p> <p>SBS confirmed the policy doesn't explicitly say it and the wording doesn't prohibit the wearing of those items. For example, if you wear a hijab it must be black. Students shouldn't feel precluded by the letter of the policy.</p> <p>Action: SBS to give this some consideration and look wider to other schools. ADOPTED and will be amended as required. GW to ensure upload to website.</p>	<p>SBS/GW</p>
22/3/6.1	<p>Training opportunities this term: KQ emailed all governors with an invitation to join a Trust wide training session on exclusions on 7 February. This will be held in the Trust office at TCS ER with refreshments and arrival at 4.30 pm for a prompt 5 pm start and will be delivered by one of the partners at Browne Jacobson, the Trust's solicitors. The training will focus on the governor aspect of the exclusion and appeal process.</p> <p>Action: Confirm to GW/KQ if you will attend.</p> <p>A governor event will be held on 23 May from 5 pm-7 pm at The Passage House Hotel for governors to look at governance improvement plans and a mixture of training input and time for the links to get together on a governor level.</p> <p>Action: Confirm to KQ/GW if you will attend.</p> <p>GW has shared the training that is available as part of the Trust's training programme and will pick up this with all governors after half term, for link roles and specifically newly appointed governors for their induction training.</p> <p>The Chair thanked everyone for attending and closed the meeting at 7.04 pm.</p>	<p>All</p> <p>All</p>