

GREAT TORRINGTON SCHOOL
Academy Trust
 Company Number 769819.
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Full Governing Board Committee Meeting
Thursday 20th April 2023 at 3.30pm in E5



Attendees	Initials	Position	Comments
Beer, Emma	EB	Member Appointed	Present
Bloodworth, Andy	ABL	Headteacher	Present
Major, David	DM	Parent Governor	Apologies
Newberry, Ian	IN	Member Appointed (Committee Chair)	Present
Rhymer, Matt	MAR	Staff Governor	Apologies
Smith, Doug	DS	Co-opted Governor	Apologies
Sparrow, Annie	ASP	Staff Governor	Present
Stevens, Jo-Anne	JSA	Parent Governor	Present
Wall, Lesley	LW	Co-opted Governor (Vice Chair)	Present
Wynne, Colin	CW	Co-opted Governor	Present
Pateman, Jo	JMP	Clerk to the Governing body	Present

MINUTES

Agenda Reference	Agenda Item	Information and Action Required	
2022/23/ FGB/ 46	Apologies	Apologies were received and approved from DS, MAR, and DM.	I, D
2022/23/ FGB/ 47	Conflicts of Interest	No amendments to the statements of personal and business interests were necessary. IN will discuss strike action under agenda item 2022/23/FGB/57 Items Through the Chair – this is a conflict of interest for staff governors.	I I
2022/23/ FGB/ 50	Packets	JS attended for this agenda item to discuss packets (booklets) and provided several examples for the board. JS wanted to speak with the governors as the packets have a resource implication which the board will need to keep in mind, and he would like them to understand why this is happening.	I

	<p>Effectively, each department creates a packet (booklet) which is an extremely useful resource, especially for new teachers. This includes SOW, expectations and ensures consistency across subjects. The packets make it really easy for teaching staff to scan where pupils are writing, whilst they are teaching and it also greatly reduces preparation time in the moment, (and we all need to be really mindful of workload to help with recruitment and retention). Packets are a very powerful resource and one which our ECTs have found particularly helpful. Packets can also be used to set high quality cover work.</p>	I
	<p>Packets are one of the strategies recommended by TLAC, however SLT have not previously pushed packets, as they felt there may be a sticking point with some teachers who would feel constrained by the packets, and also because of the workload of setting up the packets in the first place. However, the more that our staff came across packets in other areas, they more they have used them in their own areas and we currently have around 70% of our staff using packets, without SLT actively encouraging them to do so. HVW is also seeing benefits for pupils with SEN, (although JS feels there is more work to do here moving forward towards a whole school approach).</p>	I
	<p>The key implications for the governors, is that the printing of these packets s is melting our photocopiers. We have taken out leases on our photocopiers, and they have come to the end of their life only half-way through the lease. We will need to explore new photocopiers and there will be a significant cost implication.</p>	I
	<p>ABL reminded governors that the budget is currently in the ‘beyond cautious’ stage, however he would argue that when our core purpose is teaching and learning, an all evidence is showing that the packets are increasing learning, that paying an addition £5 or £10k per annum for photocopiers, is justified by the learning in pupil progress.</p>	I
	<p>Q – how will you deal with the limit of creativity for some teachers and, whilst it may reduce preparation time, how will you deal with the amount of time taken to produce the packets in the first instance? When thinking about teaching and learning, if you have a poor teacher a high and middle ability pupil will still make a year’s progress, but with a disadvantaged pupil, they will only make 4 months progress. With a good teacher, a disadvantaged pupil will make progress of 1 year and 4 months, and middle and higher pupils will make around the same. The difference between a good and poor teacher is the significant effect they have on disadvantaged pupils. The packets are a resource which can be used by poor teachers to ensure they are teaching well. Those teachers who may want to be more creative could still use the contents of the packets but deliver in a more creative way. Potentially, the packets allow more time for teachers to be creative and all energy can go into the delivery.</p>	Q
	<p>Q – is feedback from staff good? Yes, really positive, particularly in terms of ease in delivering a lesson and a huge reduction in planning time. It does take time to initially set up the packets but once they are completed only minimal tweaking is required.</p>	Q

		<p>Q – how much time? ASP spent a solid 2 weeks during her summer holiday producing the initial booklets. She now adds minor tweaks each time she re-teaches a topic.</p> <p>Q – how many booklets and how often are we printing these packets? One packet per pupil, per topic, who studies that subject. We have already looked at external printing, but the costs were very high. ABL is happy to revisit external printing. We have also made a small saving by not needing to purchase exercise books.</p> <p>Q – you are not teaching pupils organisational skills by using packets? We need to think about why a pupil is in a lesson. If they are in a history lesson, for example, the priority of that lesson is to learn about the first world war and not organisation. If we want to teach pupils organisational skills, this should be covered in the PSHE curriculum.</p> <p>Q – what happens to the booklets once that block of work is finished? They are returned to pupils as they are perfect for revision. Most departments have a separate assessment booklet which they keep as evidence of assessment.</p> <p>Q – do other schools use packets in this area? No, although across the Ted Wragg Trust they are working on a common curriculum and are beginning to produce booklets in core subjects.</p> <p>Q – would one person be solely responsible for creating the packets? No, the workload is spread across the department.</p> <p>JMB will be speaking to resources at an upcoming meeting to discuss the photocopiers and costs. JS has provided the information to governors today so that they are fully aware of the reason for packets. JS left at 4.02pm.</p>	<p>Q</p> <p>Q</p> <p>Q</p> <p>Q</p> <p>Q</p> <p>Q</p> <p>I</p>
2022/23/ FGB/48	Minutes and Matters Arising	<p>The minutes of the meeting held on 9th February 2023 were agreed as a true reflection of the meeting and approved to be signed.</p> <p>Matters arising 2022/23/FGB/35 Behaviour Policy</p> <p>Q – NMM had informed the board, when asked, that behaviour was not as good as she would want it to be. We are now 2 months on from adopting the policy, has it had any effect on behaviour? Amending the policy has allowed us the ability to deal with behaviour more effectively as and when incidents arise. However, if those behaviours have not yet happened, this limits our ability to deal with it. Behaviour in our school is an ongoing challenge. We now have a behaviour working party, we are concentrating on behaviour as a SLT, and we will focus our upcoming INSET training on behaviour too. ABL would suggest that in the last 2 months behaviour has been marginally better.</p> <p>Q – can you identify anything in particular as to why there has been an improvement? The weather! Now that the weather is improving pupils have more outside space, which spreads them out and means that there are less pupils in</p>	<p>I, D</p> <p>I</p> <p>Q</p> <p>Q</p>

		<p>the corridor. We have updated the policy recently as it was due, and it allows us to be prepared for the next academic year. We have a massive piece of work we are trying to undertake in relation to behaviour, so ensure that everything is in place for September. For info, next year MR1 will be for low-level disruption only and the internal suspensions will be housed elsewhere.</p> <p>Q – any plans for one person to man MR1 all the time? We are not planning for this, as it has not worked well in other schools, however we are taking it into consideration yes.</p>	Q
2022/23/ FGB/49	Committee Matters	<p>Nothing to raise from T&L.</p> <p>Resources – the Finance Policy has been adopted and now needs to be ratified by the full board. The policy was ratified.</p> <p>The Risk Register has been reviewed and approved by the resources committee on 30th March 2023 and previously on 1st December 2022, this was ratified by the full board.</p>	<p>I</p> <p>I, D</p> <p>I, D</p>
2022/23/ FGB/51	Safeguarding	<p>We held a whole staff level 2 refresher training on Monday 17th April with Devon Education Services, with a specific focus on change around contextual safeguarding, and an increased focus on PREVENT (radicalisation). There has been a significant upsurge in radicalisation behaviours, more in further education, but it is felt that schools are a bit of a breeding ground for PREVENT and we will do further work on this.</p> <p>There is a safeguarding meeting after school on Monday 24th April which will be a whole school input focussing on ACES and allowing time for staff to complete a safeguarding questionnaire in preparation for the safeguarding audit on 9th May.</p> <p>Q – is time spent with pupils explaining that online videos are heavily swayed in one direct? Yes, in PSHE we look at algorithms and online content. This is written into PSHE curriculum.</p> <p>As previously advised, self-harm is increasing again.</p> <p>Q – there have been suggestions that PREVENT is ineffective? Yes, it is now being relaunched in a big way with a lot more investment and training.</p> <p>Q – does the governing body have regular meetings with safeguarding? Yes, DM is our safeguarding governor and attend fortnightly meetings at the school. DM to be reminded to complete a governor visit form.</p>	<p>I</p> <p>I</p> <p>Q</p> <p>I</p> <p>Q</p> <p>Q</p>
2022/23/ FGB/52	MATS	<p>As requested by the board, ABL continues to scan and consider the educational landscape in terms of MATs and the MAT agenda. We have a potential option of a partnership/ collaborative plan with 2 other local secondary schools which may</p>	I

		<p>provide enough support and at a level that satisfies the Regional Director and prevents GTS from being 'pushed' in the direction of a MAT.</p> <p>ABL has also been looking at current MATs and was due to visit Educational Southwest before Easter, however they unfortunately had to cancel the meeting. This meeting will be rescheduled.</p> <p>IN and ABL are attending another Regional Director Round Table meeting next week to gain an insight of the feeling around the MAT landscape and how it will develop. This will enable us to know what our options are as we move forward. Lots of avenues are being explored, not with the idea that we will jump into a MAT however we need to be mindful and in control. Another option is a Partnership Agreement with an existing MAT. This is a 'try before you buy' option where we could pay to access some of a MAT's services. This would not be a restructure, we would continue to act as an individual school but would be able to access the services of the MAT for a year or two before making a final decision.</p> <p>Q – will our position change if we have a deficit budget? If the budget drastically declines, we may be forced into a MAT. We must also be mindful that if we continuously run a deficit budget and do not have any reserves, we will not be attractive to a MAT.</p> <p>Q – what schools are in Education Southwest? South Devon College and Kingsbridge are two. The schools have their own identities and do not feel like they are in a MAT.</p>	<p>I</p> <p>I</p> <p>Q</p> <p>Q</p>
2022/23/ FGB/53	Census	ABL informed the board that the pupil census was successfully completed in October 2022, one correction was identified before the return was submitted. There were no other issues. This is the key census for the school as our funding will be based on this census.	I
2022/23/ FGB/ 54	Review	The Governance Review has been confirmed and will take place on 24 th May 2023. The Clerk will contact governors in due course with further information.	I
2022/23/ FGB/ 55	Governors	<p>The board had been approached by 2 potential new governors. 1 had attended the last FGB meeting to observe and the second had been into school to meet with IN and ABL. The board discussed and agreed to appoint as follows:</p> <p>MM – co-opted due to experience in building, surveying etc., which is a skill gap in the board.</p> <p>BW – to go to the Members meeting next week to be adopted as a Member appointed governor.</p> <p>It was agreed that both governors would be invited to attend all committee meetings before being asked where they felt their strengths lay and choosing a committee to sit on.</p>	<p>I</p> <p>D</p> <p>D</p> <p>D</p>

		The board need to complete a new skills audit, the clerk will send this to all governors who are asked to complete and return the audit by the end of this academic year.	I
2022/23/ FGB/56	Governor Visits	LW and EB have attended school today to assist with pupil voice as part of a deep dive. CW and IN have met with KLR today in finance. Visit reports for both will follow shortly.	I I I
2022/23/ FGB/57	Items Through the Chair	IN reminded all governors of a few of their expectations. <ul style="list-style-type: none"> • Please regularly check school emails to ensure information is not missed. • Please avoid side conversations during the meeting, it is rude, it distracts, and it is difficult to minute all strands of the conversation. • Please read all documents provided prior to the meetings. • We also need to try to keep more on the point of the conversation and the decision we are trying to reach, rather than drifting off into other conversations. 	I
2022/23/ FGB/ 58	Final Point	What is the impact of this meeting on outcomes for pupils in the school? JS has pre-empted the need to buy new printers to produce packets, which have a signification impact on pupils. Discussed MATs and the future proofing of the school. Approved new governors to join the board which will strengthen our governance team.	I
2022/23/ FGB/ 59	Date of next meeting	Thursday 13 th July 2023 at 3.30pm in E5	I
2022/23/ FGB/57	Items Through the Chair	ASP and CW left at 4.52pm. The meeting moved to Part 2.	I

Meeting ended at 5.08pm.