

Beaminster School
Minutes of the Full Governing Body meeting held on
Wednesday 5th February 2025, 9.15am

Governors (17):	N Chalkley (NC), D Ennals (DE), P Fleming (PF), K Hales (KH) Headteacher , H Harding (HH), G Montague (GM), S A Palmer (SAP), K Patten (KP), P Tanner (PT), R Tanner (RT) Vice-Chair .
In Attendance:	R Barnes (RB) Associate member , T Harley (TH) Clerk , D Withers (DW) Associate member , C Jones (CJ) DOLA KS3 .

Item	Detail	Actions
66.1.	<p>Welcome & Apologies:</p> <p>Apologies: B Millwood (BM), A Monks (AM), C Shead-Jones (CSJ), A Taylor (AT), all accepted.</p> <p>Absent: D Baldwin, M Sims (SM).</p> <p>It was understood that DB had stepped down and was looking for a replacement for his ex-officio Foundation Governor appointment.</p> <p>The meeting was quorate.</p>	TH contact DB to confirm
66.2.	Declaration of Beneficial Interest: None declared.	
66.3.	<p>Minutes of the meeting held on 27th November 2024 (non-confidential minutes, previously circulated):</p> <ul style="list-style-type: none"> The governors APPROVED the non-confidential minutes, as a true and accurate record and agreed for them to be published on the school website. They were signed by RT. 	TJH /NC – publish non-confidential minutes
66.4.	<p>Matters arising and action list update from the minutes:</p> <p>The governors reviewed the minutes and actions NOTING:</p> <ul style="list-style-type: none"> 64.4 MAT WG; it had been difficult to fix a date and KH suggested 5pm on 30th April, 2025, prior to the FGB meeting. All governors were invited to attend and RT offered to remind all prior to the meeting. 64.6 Transgender guidance; DW apologised as this had not yet been circulated. 65.5 Website review – a governor asked if the £1k legacy donated by a previous governor had yet been or could be used to update the website. The funds had been paid to the FTT and RT agreed to check if the funds were still available. 65.9 Risk register – KH had shared this with RT but more work was needed to move this forward. All other actions were either complete, in hand or on the agenda and there were no other matters arising. 	<p>KH arrange Initio meeting.</p> <p>DW – share document with GB</p> <p>Check IT legacy with FTT - RT</p>
66.5.	<p>Headteachers Report: <i>CJ entered the meeting at 9.30am</i> and was introduced by KH NOTING:</p> <p>KS3 DOLA update:</p> <ul style="list-style-type: none"> Last year’s focus was data and attitudes towards learning and this year there was a clear aim of improvements around ASK with a focus on literacy and oracy, skills and basics to ready students for KS4. There was a more coherent pastoral team, attendance was better, and basics had improved. Opportunities for students to help develop skills of resilience had been mapped out and now needed to be formalised along with increasing expectations. GQ: Are students aware of all the different opportunities? Yes they were but now needed to raise their expectations and be encouraged to take up opportunities, especially disadvantaged students. Priorities for improvement included increasing rewards and celebration of student achievements, increasing resilience with high expectations and 	

	<p>ambition and ensuring all staff were on the same track to improve outcomes.</p> <ul style="list-style-type: none"> • GQ: How are you doing this and what is the measure? By increasing the focus on academic monitoring day target discussions with families, by having a more collective idea on what needs to be done to increase student resilience, ambitions and expectations. The current strategy development work was key along with a strong SLT and all staff looking in the same direction. With good data, skills and attitude going into KS4, the KS4 outcomes will be the measure. The Y9 art exhibition in Symondsburry was a good example of high ambitions in the real world. • GQ: What is tracking the speaker in literacy and oracy? It was a key technique developed by Doug Lemov (Teach like a Champion) to establish high expectations of attention and focus to prepare students for the real world. • GQ: Please summarise the reward scheme and are students well engaged? ClassCharts was used to generate positive award points and certificates were given out regularly for recognition with Raffle Tickets earned at the end of each term. Rewards tended to be given out less in the upper year groups, which was an area to improve. Celebration and making it more academic was something that needed to be improved. Thresholds for certificates started at 75 points (tutor), rising in increments to 500 (Governor). The top students were currently at about 300 (Deputy Head). Students had a record folder which was reviewed annually and was valuable as a physical record of achievement in addition to schoolwork. Attitude points were the main focus and ensuring disadvantaged students were getting just as much recognition was a priority. • GQ: Were there any plans for a Presentation Evening for KS3? No, not an evening event with parents but an extended celebration assembly which would be videoed and uploaded onto the school website was planned, but the DOLA was keen not to do something that would be more time and energy consuming for staff. <p>DOLA Q: What is the governor role. It was to add scrutiny and support the school and to challenge the SLT and school to ensure the best outcomes for the students. DQ: Do you feel you have challenged me enough today? No, a 15-minute chat is not enough time for a deep-dive and a fuller understanding of specifics, which is a problem for governance.</p> <ul style="list-style-type: none"> • CJ invited governors to join her on one of her weekly drop ins on all KS3 lessons. (contact CJ to arrange cjones@beaminster.sch.uk) <i>CJ left the meeting at 9.50am</i> <p>Kirkland Rowell surveys (KR reports and governor responses, previously circulated):</p> <ul style="list-style-type: none"> • The governor responses asked for discussions on weapons in school, misogyny, racism and bullying and happiness of the child. • KH reassured governor that the weapons comment related to one isolated incident where a student brought in a diving knife for an English project and had been dealt with and that the single misogyny comment did not corroborate with what was being seen and done in school. • All schools deal with issues of bullying, but we have an open culture and very little is actually reported. DW assured all incidents were dealt with swiftly and appropriately and a lot of work was done through Life Studies lessons, assemblies and external speakers on what bullying actually was and students were good at reporting incidences in school. There would 	<p>Take up invite to attend DOLA classroom drop ins</p>
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	<p>always be bullying in schools but it was how it was dealt with that was important.</p> <ul style="list-style-type: none"> • GQ: I feel it is more important not how we tackle bullying but how we prevent it? Prevention work is always being done, the children are learning to be adults. Every time something comes up we do analyse and provide rationale of what we are doing to help to change attitudes and behaviours and promote the school values. • GQ: Is there a threshold for when parents are informed of bullying issues? Yes, we use a restorative approach, log interventions and involve parents when appropriate, understanding communication is key. • There was concern that the happiness of the child question may have led to a particular response, as other surveys (school, Ofsted and PASS) outcomes were higher, and more work was needed to unpick this and respond as appropriate. Happiness and safety were of key importance to students and will be included in more questionnaires. • SEND provision across the country has negative comments – this was partly due to funding which was always an issue. Parents are involved through termly meetings with the SENCo, but a small percentage of parents were unhappy, and this continues to be monitored. • Subjects – all identified departments were getting extra support, triple science was being reviewed following the mock exam results, Maths was now on track following staff changes with French being strongly encouraged and RS compulsory for all students at KS4. • GQ: Have we shared the results with parents? The data was now 1 year old and was being used to link in with the strategy work. KH agreed to prepare a short report for a Friday ParentMail, to be reviewed by governors prior to publication before the half-term break. • A governor asked for an anomaly in the report to be checked; pg 27 stated 25% of students did not know who to speak to, whereas pg9 had the total at 53%. – KH to check. <p>Staffing structure – <i>Confidential item – see Part 2 minute.</i></p>	<p>Prepare KR feedback report to parents, with GB review prior to publication</p>
<p>66.6.</p>	<p>Safeguarding Update (LA S/G Audit report, previously circulated) DW updated governors NOTING:</p> <ul style="list-style-type: none"> • The self-audit graded the school Good with Outstanding features. • Two area's of concern were site security (open site, but safe as possible) and that not all alternative provision providers were on the DC approval list, although all other requirements were covered. • AM, the S/G Governor had reviewed and approved the audit with DW. • Governors had no further questions and unanimously approved the audit for submission to the LA. 	<p>S/G audit approved for submission</p>
<p>66.7.</p>	<p>SEND update (SEND Governor reports and PP Strategy statement 2024 25, previously circulated): PT introduced her report NOTING:</p> <ul style="list-style-type: none"> • PR had had two meetings with the SENCo since the last FGB meeting. • A W Dorset inclusion hub with satellite hubs in all 3 secondary schools was moving forwards positively. Presently with an allocation of 14 students, 8 at BS. SD was looking at staffing and finance and ideally was looking for a 12-student model at BS which would allow for sufficient funding and a long-term plan. Educational psychologists were visiting on 11th February to assess students for complex communication need and it was hoped all would be in place for September 2025. Assurances on funding and the future were needed, and it was felt all three schools having their own smaller hubs would be beneficial for all. 	

	<ul style="list-style-type: none"> The LAG funding that had provided for a Transition TA ends in March and no extra funding had been secured, although it was felt the role could be extended till the end of school year through different funding streams. The school followed the Dorset Council guidance on LAC, but did not have a specific LAC policy. KH was looking at whether one was needed with SD. <p>PP Strategy report:</p> <ul style="list-style-type: none"> This was the last year of the current 3-year plan and gave an overview of how the monies had been spent. A new strategy would be implemented next year, and KH was looking at appointing a new coordinator to drive PP. GQ: Why is the term disadvantaged used and do pupils know they are labelled as such? The word was used by the government and generally used to describe all types of disadvantages, but was not used with students. With no further questions the report was approved by the GB for publication on the school website 	Publish PP strategy Report on school website
66.8.	<p>Standards Committee: (draft minutes of the meeting held on 22nd January 2025 and Y11 data report, previously circulated):</p> <ul style="list-style-type: none"> The minutes were circulated for information and accepted with no further comments. <p>Y11 Data Report:</p> <ul style="list-style-type: none"> The Y11 data on their progression from Y10 was pleasing, although they were a more able cohort than last years Y11. There was no P8 data to support or share nationally so can not be compared with like for like. Students needing extra support and those more able students needing stretching had been identified and support programmes implemented. The next set of trial exams in March would give a better indication for final results. <p>Pathways to GCSE:</p> <ul style="list-style-type: none"> RB tabled the current Pathway routes for KS4 and explained how this would look for the current year 9 if the same format was applied, where all students were given two free GCSE choices alongside the core subjects plus: <ul style="list-style-type: none"> Red –study support and work-related learning (for a small number of students requiring vocational offer). Yellow –study support and one Ebacc subject (for a small number of students requiring extra support) Green –French or Spanish and Geography or History. A full Ebacc suite of subjects for those students in Set 1 in French and Spanish. Purple –2 Ebacc subjects but not necessarily a MFL or humanities for all other students. The governments expectation was that 90% of all students take the Ebacc as it was felt to be a good indicator of breadth of curriculum. Currently BS was in the mid 40%, which was quite high locally. Previously only French was available for the MFL at GCSE but Spanish was being introduced this year with the hope that more students would be content to study a language. All Green route students were obliged to study a language and although the majority of those students were happy with this, there had been a few challenges each year and the SLT asked governors whether they felt the green route should be subsumed into the Purple route with students encouraged to study a language but not enforced to, or to continue with the current 4 pathways. 	

	<ul style="list-style-type: none"> The Government Curriculum review, which was hoped to give a steer on the Ebacc would now not be ready until later in the year and there were no indications on their stance. The governors and SLT discussed and shared opinions on the merits for and arguments against keeping the Green route including equity, flexibility, breadth of curriculum, life skills and raising ambitions. Governors were asked to vote, with a show of hands, if they were in favour of keeping the 4 routes for the time being, with an intention to review again once the governments review had been published. All 10 governors present voted, with 8 in favour and two against. As this was a majority of the FGB numbers (15) the resolution was carried through. 	Resolution to keep all 4 routes on Pathways agreed.
66.9.	Resources Committee (No meeting held since the last FGB meeting) : <ul style="list-style-type: none"> AT had attended the SFVS training and a completed draft of the questionnaire was on the SharePoint for all governors to review prior to the review at resources on 24th February. 	Review SFVS questionnaire answers
66.10.	Chairs Report (previously circulated): RT introduced BM report for information NOTING: <ul style="list-style-type: none"> Governors were encouraged to click on the Calendar link and attend events and were strongly encouraged to attend the Strategy meeting on 11th February at 5pm. The report included information on Activities week, governor training and the re-designing of the SharePoint and Governors Induction process to help governors access resources more efficiently. 	Attend events
66.11.	Governance Committee (draft minutes of the meeting held on 9 th December 2024, previously circulated): RT updated governors NOTING: <ul style="list-style-type: none"> The minutes were circulated for information and accepted with no further comments. Governor recruitment – advertisements were out, and governors were asked to consider and pass on any perspective candidates to RT. GQ: What is the priority. The SIP or the Strategy? They are the same thing, just different levels. The SIP sits under the strategy and when the new strategy work is completed the SIP will be updated. The current SIP sits under the previous strategy. 	Consider and recommend perspective new governors
66.12.	Link Scheme: RT spoke to governors NOTING: <ul style="list-style-type: none"> Discussion of agenda questions arising from the KR survey would be deferred to the next FGB meeting. A high number of link meeting reports had been submitted and the steer on SEND questions had been well received and documented. 	Agree new link meeting agenda questions
66.13.	Clerk's Report (Clerks Report, previously circulated): TJH introduced the report for information NOTING: <ul style="list-style-type: none"> Accepted, with no further comment. 	
66.14.	Any other business: RT asked governors if they had any other business to discuss: <ul style="list-style-type: none"> KH explained there had been a data breach where an email, containing personal information, intended for one recipient had been sent out to multiple addresses. The school was looking into how this happened. KH had written a report and shared it with BM, who was content with the schools actions so far. 	
66.15.	2024/25 Meetings, <ul style="list-style-type: none"> Next meeting dates NOTED: <ul style="list-style-type: none"> Governance 10th February, 5.00pm Resources 24th February, 3.45pm FGB 12th March, 9.15am Standards 19th March, 5.30pm 	

	With no further business the meeting ended at 11.25am.	
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Chair.....Dated.....

Item	Action	Owner	By when /report
66.1	Contact DB re position	TH	asap
66.3	Publish minutes.	TJH/NC	Completed
66.4	Arrange meeting with Initio for 30 th April, 5pm Circulate document with transgender info to GB Check IT legacy with FTT	KH DW RT	Asap Asap Asap
66.5	Contact CJ DOLA to attend classroom drop ins Write KR report for parents, reviewed by FGB before publication by PM	All Govs KH	Now 14/2/25
66.6	Submit safeguarding audit to DC	DW	Completed
66.7	Publish PP strategy report on school website	KH/NC	Completed
66.8	Resolution to keep all 4 current pathways approved	KH	Completed
66.9	Review SFVS questionnaire draft answers	All Govs	24/2/25
66.10	Attend school events, especially strategy workshop on 11/2/25	All	As directed
66.11	Consider and recommend prospective new governors	All	Asap
66.12	Agree new link meetings agenda questions	All	12/3/25