

**Beaminster School**  
**Minutes of the meeting of the Full Governing Body held on**  
**Wednesday 10<sup>th</sup> November 2021, 9.15am**

Governors (12):	R Amswych (RA), M Carter (MC) <b>Chair</b> , N Chalkley (NC), P Fleming (PF), K Hales (KH) <b>Headteacher</b> , H Harding (HH), B Millwood (BM) <i>via Teams</i> , G Montague (GM), S A Palmer (SP) <b>Vice-Chair</b> , K Patten (KP), E Smith (ES), D Solly (DS) <i>via Teams</i> , P Strong (PS).
In Attendance:	R Barnes (RB) <b>Associate member</b> , T Harley (TH) <b>Clerk</b> , D Withers (DW) <b>Associate member</b> Head boy, Head Girl <i>from 9.30 - 10.00am</i> , J See (JS) <b>Head of Sixth Form</b> <i>from 10.05 - 10.25am</i> , S Dinsmore (SD) <b>SENCo</b> <i>from 11.15 – 11.45am</i> .

Item	Detail	Actions
40.1.	<b>Welcome &amp; Apologies:</b> <b>Apologies:</b> D Baldwin (DB), accepted. <b>Absent:</b> None. <b>The meeting was quorate.</b>	
40.2.	<b>Declaration of Beneficial Interest:</b> None declared. MC updated his BI form with changes to his company business interests.	
40.3.	<b>Minutes of the meeting held on 15<sup>th</sup> September 2021</b> (previously circulated): <ul style="list-style-type: none"> <li>The governors <b>APPROVED</b> the minutes as a true and accurate record and agreed for them to be published on the school website.</li> </ul>	TH/NC publish minutes
40.4.	<b>Matters arising and action list update from the minutes:</b> The governors reviewed the minutes and the following matters were <b>NOTED</b> : <ul style="list-style-type: none"> <li>37.16; KH stated headway had not been made with insurers on the signage issues and asked that the action remain.</li> <li>39.5 Vision framework statement; KH explained that the current 3-year SIP ended in July and asked governors to set aside an hour slot at the next Governance committee meeting to consider and reinforce the intent section of the new SIP. MC highlighted that the Governor Information Booklet articulated there was no single strategic direction; instead, the strategy (known as marginal gains theory) was for a continual process of making small incremental improvements that will collectively lead to a significant improvement, and actions for implementing each of these small improvements were detailed in the SIP. As such, the long-term ambitious vision for Beaminster School was to remain as a maintained school, whilst monitoring the opportunities offered by partnerships and academies, and striving for an Ofsted rating of 'Outstanding'.</li> <li>All governors confirmed they had read Part 1 of the KCSiE report, as requested.</li> <li>39.14; KH confirmed Y8 parents would receive face-to-face support at the Academic Monitoring Day scheduled this term.</li> <li>All other actions completed, to be reviewed at Committee or on the agenda.</li> </ul>	TH – update Action List  Vision framework and new SIP intent review – Governance 2
40.5.	<b>Head Boy and Head Girl introductions:</b> <i>HB &amp; HG entered the meeting at 9.30am and left at 9.55am</i> The HB and HG were introduced, and governors asked the following questions: <ul style="list-style-type: none"> <li>How have you have represented the school before being elected as Head Boy / Head Girl, such as in sport, or a role in the school play?</li> <li>How are you representing the school now, including any extra-curricular activities?</li> <li>What are your aspirations for the future, e.g. Sixth Form, University, possible career?</li> <li>Are there any changes, improvements or issues that you want to raise with the School Governors?</li> </ul>	

	<ul style="list-style-type: none"> <li>• What do you feel BS has done to help you make your future choices?</li> <li>• How would you sell BS as a good place to study?</li> <li>• If a pupil had a problem, do you think they have someone in the school community they can go to?</li> <li>• Are students aware of how Houses are doing in House Competitions?</li> <li>• Does BS push students enough?</li> <li>• What can governors do to better support the school and do you know who we are and what we do?</li> <li>• What can be done to make the sixth form more attractive?</li> <li>• Is the school environmentally focused enough?</li> <li>• How have Covid restrictions and lockdown affected you?</li> <li>• What are your thoughts on online learning?</li> <li>• How do you feel about assessment instead of exams?</li> <li>• Within Beaminster School, have you ever encountered bullying, and do you think it is a significant problem?</li> <li>• Do you feel that students could speak easily with staff about any safeguarding issues?</li> <li>• Is there a good awareness of the school vision amongst students?</li> <li>• The HB and HG answered the questions and spoke of their experiences, assured governors that they felt BS was a close community, students were definitely able to speak about problems, assemblies covered hot topics, on-line learning had been well organised, assessment grades took in all their learning and commitment rather than what they could produce on one day and having a governor attend an assembly or the 'Hot Seat' at a SC meeting would help students know governors better.</li> </ul> <p>The governors thanked the HB and HG for answering their questions and said how impressive they were.</p>	
40.6.	<p><b>Headteachers Report:</b> KH updated governors on current issues <b>NOTING:</b></p> <ul style="list-style-type: none"> <li>• <b>Covid 19</b> – Difficulties maintaining continuity of teaching remained despite the drop in cases to single figures. The SW was under Amber Warning due to case numbers and students and staff were being directed to wear face coverings in communal areas. Numbers were now reducing but the school was continuing to monitor and manage expectations. <b>GQ: How was staffing being affected?</b> No more than 3 staff members were off at any one time, so remained manageable; £6,000 had been set aside to support cover and an extra member of staff had been employed for 3 days per week to support the cover supervisor team. Staff governors spoke of the issues of setting work for absent pupils, keeping on top of what has been learnt, duplication and challenges. <b>GQ: Was there any pattern to attendance?</b> Yes, absences had ran through the sixth form, then Y11, Y10, and down through the year groups and was now roughly equal in all year groups. Students were relied on to take twice weekly lateral flow tests at home and testing was no longer done in school. <b>GQ: What was happening with the vaccination programme?</b> Public Health Dorset's plan to vaccinate students for influenza went ahead successfully, but the covid vaccinations were cancelled the day before, which was incredibly frustrating; this has been a similar pattern across Dorset, due to nursing capacity, and the concern has been raised at Heads level. There was no list on which students have been vaccinated and no information on whether a second in-school programme would be organised or if students would be expected to arrange their own vaccinations.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Positive news included a return to ‘normality’ with ‘Stop the Clock’ day, trips out, work experience interviews and sport fixtures, although there were still no full school assemblies. <b>GQ: Had residential returns?</b> Art and geography residentials have been organised but there were no more overnight trips planned until Activities week next July.</li> </ul> <p><b>School Improvement Partner Visit</b> (SEP report, previously circulated): KH told governors of the first meeting with David Herbert:</p> <ul style="list-style-type: none"> <li>• DH had met with the SLT, the Heads of Maths, English and Science and took a tour of the school. It had been a positive meeting and DH had been impressed by the learning environment.</li> <li>• Learning walks had re-started with a focus on class routines and what Heads of Departments were doing to monitor T&amp;L in their classrooms.</li> <li>• <b>GQ: The report stated middle leaders were not as knowledgeable of the SIP as they should be, what are you doing to address this?</b> KH explained this came back to the governor review meetings and linked the DIP with the SIP. The links would be discussed at the next Team Leaders meetings but KH acknowledged the SLT had not spent as much time as they should with staff on the SIP during Covid. KH confirmed he wrote the SIP, whilst staff wrote the DIP’s, which are based on the SiP headings.</li> <li>• <b>GQ: How do you feel the Ready to Learn programme has gone since September?</b> RtL was going well, although the first ½ term had been difficult in terms of Covid absences, but as attendance increased the RtL focus improved. Through learning walks it was clear that learning objectives needed a bigger push.</li> </ul> <p><b>PP 2020-21 Review Report</b> (previously circulated): KH asked governors if they had any further questions on the report, to be published on the school website. Governors stated they felt the report was more comprehensive than in previous years and confirmed acceptance for it to be published.</p> <ul style="list-style-type: none"> <li>• <b>GQ: What is the reasoning behind service pupil premium?</b> A staff governor stated it should be allocated differently than that for other PP students and agreed to forward further reading for governors; Standards 2 agenda item.</li> <li>• <b>GQ: Will we go back to the termly written Heads Report, as received prior to Covid-19.</b> KH confirmed the report compiled by the SLT and Year Heads would resume from the next FGB meeting.</li> </ul> <p><b>Head of Sixth Form report:</b> <i>JS entered the meeting at 10.05am</i>  JS introduced himself and took governors through a PowerPoint presentation (attached) <b>NOTING:</b></p> <ul style="list-style-type: none"> <li>• Current on roll numbers; Y12 – 44, Y13 – 30. Numbers were lower than in previous years due to geographical changes, new competitors and the higher demands of A-level.</li> <li>• To mitigate this the department was focusing on its strengths and by attracting students earlier through mentoring, raising its profile and encouraging expectations with an emphasis on BS being a 11-18 school.</li> <li>• The focus for the start of the year was to establish good routines through mentoring, attendance, punctuality and supporting independent learning.</li> <li>• Y13 had recently sat mock exams and exam technique was not as it should be, due to the students not having sat formal GCSE exams.</li> <li>• Y12 had only sat ‘assessments’ so did not have formal exams experience either.</li> <li>• Ongoing support for Y13 included UCAS/next steps, exam support and progress reports to help identify additional needs.</li> <li>• Y12 support included work experience and careers support.</li> </ul>	<p>HH – forward SPP info to GB – Review at Standards 2</p> <p>Heads report – FGB 3</p>
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	<ul style="list-style-type: none"> <li>Beyond exams students had participated in art trips, field trips, talks, PSHE programmes, the school council and RAG week and received additional support from external providers.</li> <li><b>GQ: Do you think students go elsewhere due to the range of subjects offered?</b> Possibly on an individual basis but BS offered a good range for its size and all the main subjects required by universities. Open evenings allowed students to request courses and sociology would be an addition next year. Law was often requested but no law degree specified law at A-level.</li> <li><b>GQ: What is the number of students needed for the sixth form to remain viable?</b> KH explained the sixth form made a small loss but this was mitigated by the positives of attracting good teachers and keeping the school inclusive as a community school. If numbers dropped well below 70 at BS and 200 for the joint school, then options would need to be considered. The government funding model was very low in the sixth form although there was a small bonus for some subjects. Governors agreed marketing initiatives focused on the lower school, pushing the value of sixth form externally and embedding progression into the sixth form would help. NC suggested a sixth form report in the school newsletter.</li> <li><b>GQ: Are the outcomes one of our strengths?</b> For the last 2 years grades had not been the focus but destinations and breadth of courses students went onto have been broad and advertised strongly.</li> <li>Governors were invited to attend the sixth form open evening at SJC (10/11/21, 6-8pm) and to read the new prospectus, available on the school website. <i>JS left the meeting at 10.25am</i></li> </ul>	Attend Open evening
40.7.	<p><b>Safeguarding:</b> DW updated governors on current issues and <b>NOTED:</b></p> <ul style="list-style-type: none"> <li>There were currently two children on the CP register.</li> <li>The annual audit had been completed and sent to the LA, with BM, Safeguarding Governor, copied in.</li> <li>PD days had required all staff to complete on-line training, with pass rates and certificates issued and some members of the SG team had attended contextual training.</li> <li>By 2025 all schools must have a Senior Mental Health Lead, DW was happy to subsume this role but was looking to see if any one else could take it on.</li> <li>Sexual harassment was now being logged by Heads of year and the My Concern app was a very good operational tool used by all staff.</li> <li>DW had met with GM (see GM link report, attached) and discussed bullying perceptions with a focus on trans and homophobic bullying.</li> <li><b>GQ: bullying statistics seemed high, could this be because students were unafraid to report?</b> DW agreed that could be a possibility, but it was worth drilling down and finding out to make sure.</li> </ul>	
40.8.	<p><b>SEND: SD entered the meeting at 11.15am</b> SD introduced herself and took governors through a PowerPoint presentation (attached) <b>NOTING:</b></p> <ul style="list-style-type: none"> <li>There were 203 students on the register, 22 with EHCP's, 181 received SEN support and 32 regularly accessing the Learning Hub.</li> <li>A Whole School Approach was used to meet the needs of SEND students through Quality First Teaching, a graduated approach cycle Assess, Plan, Do and Review. The SENCo only became involved if students did not make enough progress.</li> </ul>	

	<ul style="list-style-type: none"> <li>• SEN needs were broadly categorised as communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs.</li> <li>• The SEND department had a specialist teacher for literacy, a p/t teacher to assess for learning difficulties and access arrangements for exams, although due to time constraints assessing for learning difficulties was more limited, and 12 TA's (3 1:1 for specific students funded by the LA). <b>GQ: Do you make use of specialist teachers to do assessments?</b> Yes, but Dorset Council capacity was an issue and private assessment very costly.</li> <li>• Interventions, which were tracked and monitored, ranged from reading and handwriting support, wellbeing and social skills to ELSA and homework and breakfast clubs. The Learning Hub was created to meet the needs of the more complex students in Yr's 7 - 9.</li> <li>• SD was in regular contact and had good relationships with students and parents.</li> <li>• Challenges included accessing on-line learning and other negative lockdown impacts, the dramatic increase in EHCP's in the last 3 years (from 3 – 22), staffing and support from external agencies issues. <i>DW and KP left the meeting at 11.30am</i></li> <li>• <b>GQ: Was the increase in ECHP's due to students having more severe needs?</b> Needs were being better identified, the closure of the SRP meant more students were in mainstream; the rise was a national picture and continuing to rise.</li> <li>• Looking forwards the department would continue to support the recovery and wellbeing of the students, further develop the Hub and continue to support and train staff.</li> <li>• <b>GQ: Will you go back to the departmental TA's?</b> Resources and lack of TA's is not allowing this system to resume as before and other ways to support teachers and overcome issues is being looked at and taken forwards.</li> </ul> <p>With no further questions the governors thanks SD for her comprehensive report. <i>SD left the meeting at 11.40am.</i></p>	
40.9.	<p><b>Standards Committee:</b> <b>Draft minutes of the meeting held 6<sup>th</sup> October 2021</b> (previously circulated); BM introduced the draft minutes and <b>NOTED</b> key business:</p> <ul style="list-style-type: none"> <li>• The PP presentation had been very informative, and governors were encouraged to include questions on PP at link meetings, but noting the role was to support staff as well as to gain information.</li> <li>• BM had taken on the role of Chair but was keen for new governors to take on the role to aid succession.</li> </ul>	
40.10.	<p><b>Resources Committee:</b> <b>Draft minutes of the meeting held 27<sup>th</sup> September 2021</b> (previously circulated); RA introduced the draft minutes and <b>NOTED</b> key business:</p> <ul style="list-style-type: none"> <li>• Covid catch up and new grants were discussed, along with concerns about the new pay policy, CPD plans and incorporating the 5-yr campus plan into the budget plan.</li> </ul>	
40.11.	<p><b>Governance Committee:</b> <b>Draft minutes of the meeting held 18<sup>th</sup> October 2021</b> (previously circulated); SP introduced the draft minutes and <b>NOTED</b> key business:</p> <ul style="list-style-type: none"> <li>• The focus had been Ofsted preparation, governor recruitment and the governor self-review findings.</li> <li>• SP had arranged a WG session on the self-review with Mark Lees on 10<sup>th</sup> January 2022 and governors were asked to contact SP directly if they wanted to attend.</li> </ul>	Contact SP to attend WG session

	<ul style="list-style-type: none"> <li>A visit to Magna Academy in Poole was arranged for 17<sup>th</sup> November; RA, GM, KP and SP would be attending, and SP asked if any other governor wished to attend they should contact SP directly. MC stated he was no longer able to attend on that date.</li> </ul>	and/or Magna academy visit
40.12.	<p><b>Chair's report</b></p> <p>The Governors <b>RECEIVED</b> the Co-Chairs report from MC <b>NOTING:</b></p> <ul style="list-style-type: none"> <li><b>At National level;</b> following the report in September that the Good Law Project duly won their Court Case, allowing non-attendance to prevent the spread of Covid-19.</li> <li>A bill was now going through Parliament that would categorise schools as 'essential infrastructure' meaning that schools would legally be required to remain open during any future public health emergency, or national emergency, so schools would therefore have the same status as hospitals. The Bill was scheduled to have its second reading in February.</li> <li><b>At Local level;</b> The incidences of Covid in school age children had dropped, though Covid continued to affect staff and student attendance.</li> <li><b>At School level;</b> The Governor Information Booklet had been updated and uploaded onto SharePoint. MC asked governors to read it as it was useful information in preparation for an Ofsted Inspection.</li> </ul> <p><b>FTT - Draft minutes of the meeting held 6<sup>th</sup> October 2021 (previously circulated); Confidential Item – see part 2 minute</b></p>	
40.13.	<p><b>Clerk's Report</b> (previously circulated):</p> <p>TH introduced the Clerk's report and <b>NOTED:</b></p> <p><b>Governor appointments:</b> TH asked governors to formally approve the following appointments.</p> <ul style="list-style-type: none"> <li>Robin Amswych – Authority Governor, re-appointment, nomination confirmed by the LA; 4-year term ending 31<sup>st</sup> December 2025.</li> <li>Mark Carter – Foundation Governor, re-appointment approved by the Diocese; 4-year term ending 5<sup>th</sup> January 2026.</li> <li>Simon Williams – Co-opted governor, appointment nominated by SP; 4-year term ending 10<sup>th</sup> November 2025</li> <li><b>With a show of hands, the governors unanimously approved the governor appointments as stated.</b></li> </ul>	Update GB records, induct Simon Williams
40.14.	<p><b>Link Scheme:</b></p> <p>Link reports on Drama, Bullying and Psychology were received (previously circulated) and accepted.</p>	
40.15.	<p><b>Any other business</b></p> <p>Further business raised by governors and <b>NOTED:</b></p> <ul style="list-style-type: none"> <li>Two former students are competing in the karting Race Of Remembrance at Thruxton on Sunday, and MC would be there to take photos for school publicity.</li> <li>A date would be set for the autumn term Head Teacher Performance Review meeting.</li> </ul>	
40.16.	<p><b>2021/22 Meetings</b></p> <p>The next meeting dates were <b>NOTED:</b></p> <ul style="list-style-type: none"> <li>Standards 2 8<sup>th</sup> December 2021, 5.30pm</li> <li>Resources 2 22<sup>nd</sup> November 2021, 3.45pm</li> <li>Governance 2 7<sup>th</sup> March 2022, 5.30pm</li> <li>FTT 2 21<sup>st</sup> March 2022, 5.00pm</li> <li><b>FGB 3 19<sup>th</sup> January 2022, 6.30pm</b></li> </ul>	
	With no further business the meeting closed at 11.50am	

Chair.....Dated.....

<b>Item</b>	<b>Action</b>	<b>Owner</b>	<b>By when /report</b>
40.3	Publish approved minutes	TH/NC	completed
(37.16)	Contact insurers for advice on signage and liability	KH	asap
39.5	Vision framework and new SIP intent review	Governance 2	7/3/22
40.6	HH – forward SPP info to GB – Review at Standards 2	HH Standards 2	8/12/21
40.6 (2)	Heads Report – Autumn Term	FGB 3	19/1/22
40.6 (3)	Attend 6 <sup>th</sup> Form open Evening	All Govs	10/11/21
40.11	Contact SP to attend WG meeting	All Govs	10/1/22
	Contact SP to attend Magna Academy visit		17/11/21
40.13	Update GB records with appointments	TH	asap
40.13 (2)	Induct Simon Williams	SP/TH	asap