

Exminster Community Primary School Full Governing Board Meeting Minutes

Date and time of meeting: Thursday 09 July 2026 at 18:00

Venue: Exminster Community Primary School

Present

Simon Broom (SB) Staff Governor
Teresa Carr (TC) Associate Governor
Danni Cooke (DC) Co-opted Governor
Connor Heelan (CH) Parent Governor
Paul Herring (PH) Deputy Headteacher
Helen Hibbins (HH) Clerk
Jamie Hlland (JH) Co-opted Governor

Tamara Janes (TJ) Co-opted Governor (virtual attendance)
Ian Moore (IM) Co-Headteacher
Alwyn Reeves (AR) LA Governor
Ellouise Stone (ES) Parent Governor
Sarah Whalley (SW) Co-Headteacher

Apologies

Liam Hatton (LH) Co-opted Governor
Hamish Cherrett (HC) Co-opted Governor
Robin Scott (RS) Co-opted Governor
Christopher Porter (CP) Co-opted Governor

List of abbreviations/acronyms

CHT – Co-Headteacher
CC – Co-Chairs
CPD – Continuous Professional Development
DCC – Devon County Council (see also LA)
DHT – Deputy Headteacher
DPO – Data Protection Officer
ECT – Early Career Teacher
EDI – Equity, Diversity and Inclusion
EHCP – Education, Health and Care Plan
EYFS – Early Years Foundation Stage
FGB – Full Governing Board
GLD – Good Level of Development

KS – Key Stage
LA – Local Authority (see also DCC)
OAIP – Ordinarily Available Inclusive Provision
PEP – Personal Education Plan
PP – Pupil Premium
SCR – Single Central Record
SDP – School Development Plan
SEF – Self Evaluation Form
SEND – Special Educational Needs and Disabilities
SEMH – Social, Emotional, and Mental Health
SLT – Senior Leadership Team

Advice given by Governors at this school, in this meeting, is incidental to their professional expertise and is not being given in their professional capacity.

1 Administration

1.1 Apologies for absence

Accepted as listed above.

1.2 Declarations of interest on agenda items

None declared.

1.3 To approve the minutes of the last Full Governing Board Meeting held on 11 June 2026

1.3.1 Part I minutes were circulated online, and part II were circulated in the meeting.

1.3.2 It was resolved to approve both part I and II minutes

1.4 To track actions on matters arising at previous meetings

1.4.1 25/09/2025 - 5.4.9 - CH to undertake a pupil premium learning walk.

Booked in for week beginning 13/07/2026

- | | | |
|--------|---|---------|
| 1.4.2 | 05/03/2026 - 4.2.4 - TJ to undertake a visit to observe PSHE in practice. | Ongoing |
| | | Done |
| 1.4.3 | 05/03/2026 - 5.1.4 - ALL to read p73-81 in Ofsted toolkit | Ongoing |
| 1.4.4 | 05/03/2026 - 5.2.5 - LH/JH/SLT to consider putting together a group of Governors to prepare for Ofsted | Ongoing |
| 1.4.5 | 05/03/2026 - 6.1 - JH/LH to look at Skills audit data | Ongoing |
| 1.4.6 | 07/05/2026 - 1.4.15 - ALL Governors to advise LH of availability for a Governors drop in session either online or in person ASAP. | Ongoing |
| 1.4.7 | 07/05/2026 - 2.1.1 - JH/TJ to undertake a behaviour focussed Governor Visit | Done |
| 1.4.8 | 07/05/2026 - 2.1.2 - SLT to incorporate TJ's comments into the PSHE Policy | Done |
| 1.4.9 | 07/05/2026 - 2.2.1 - CHT to update Risk Register at Governor Meetings | Ongoing |
| 1.4.10 | 07/05/2026 - 3.1.4 - PH/HC to add AI into future pupil voice questionnaires in online safety | |
| | <i>The survey would be carried out in September.</i> | |
| 1.4.11 | 07/05/2026 - 3.4.1 - SB to gather wider staff view on matters discussed at FGB meetings (particularly SEND) | Done |
| 1.4.12 | 07/05/2026 - 4.3 - LH/CHT to make decision on increase in fees for school dinners and wrap around care | Ongoing |
| 1.4.13 | 11/06/2026 - 2 - SLT to ensure DPP and FoI are on website | Ongoing |
| 1.4.14 | 11/06/2026 - 4.7 - CHT to submit budget to DCC | Done |

2 Policies and Documents

2.1 Sports funding document approval

Deferred to September FGB meeting as the online reporting tool had not been made available in sufficient time and an extension for submission given. Therefore the report cannot be published on the school website by the usual deadline of 31 July.

CHT/HH

3 Governor reports and monitoring

3.1 Behaviour

- 3.1.1 TJ and JH began their visit by watching a video about the Exminster way (behaviour framework) that was described as a restorative approach, with connection before correction, use of non-judgemental language, and regulation time allowed before addressing the behaviour. Zones of regulation were also introduced that were displayed in each classroom.

- 3.1.2 Training in the approach for LSA's was ongoing.
- 3.1.3 *TJ drew attention to matters in the CHT report and the Stakeholder surveys and noted that it was clear that school was being proactive in addressing behaviour.*
- 3.1.4 Year groups were visited and it was clear that pupils understood the zones of regulation principles.
- 3.1.5 *SB asked how disruptive behaviour was monitored to see if it was improving.* The SLT responded that it was through CPOMS, behaviour team meetings, meetings with key adults involved with the child and ABC charts. Escalation to external agencies would take place if required. The number of suspensions could also be used for monitoring (regularly discussed at Safeguarding Governor review meetings with HC and AR) and general engagement within a class situation.
- 3.1.6 *A comment was made about transition to secondary school and how a child struggling with behaviour may find it difficult to adapt to secondary provision.* The SLT responded that it was important to do what was in the best interests of a child at their current stage while still making sure that they were ready for transition, but without compromising the inclusive approach just to match secondary expectations. It was acknowledged that it was a difficult balance.

3.2 PHSE

- 3.2.1 TJ met with Tilly Martin and gathered pupil voice across the Y6 classes. Pupils could confidently talk about the PHSE themes that they had covered.
- 3.2.2 The new PHSE curriculum map was reviewed. School was already meeting the new legal requirements coming into effect in September, but water and travel safety would be introduced in the next academic year.
- 3.2.3 Teachers had autonomy to embed PHSE into their own lessons and routines and adapt it as appropriate to their class. A follow up visit would take place in the Autumn Term to reflect on this.

3.3 Pupil Premium

Deferred to September FGB meeting.

3.4 Budget Monitoring

- 3.4.1 The budget had not yet been uploaded to the BROMCOM system to enable monitoring to take place.
- 3.4.2 *JH asked whether Governor involvement was required to expedite the process.*

3.5 Safeguarding

A meeting with HC had taken place to discuss matters that would be outlined in the CHT report.

3.6 Other

AR had visited to look at SEND provision.

TJ

4 Co-Headteachers' report

4.1 Safeguarding

- 4.1.1 Fixed term suspensions had increased this term. An in-depth discussion with HC had taken place about this. *JH asked whether there were common themes that had triggered this.* SW explained that the contexts were individual and these were discussed with safeguarding governor recently in a safeguarding review.
- 4.1.2 *It was asked whether a reintegration meeting took place after a fixed term suspension.* SW explained that a meeting with the child and parent/carer took place. An individualised proactive plan was put in place for each child with the aim of helping the child return to school in a regulated, workable way and to

reduce the chance of repeat incidents. Generally, parents/carers were supportive and engaged with the process.

- 4.1.3 Safeguarding handovers with new starters and leavers was taking place. Additionally, Hannah Parker was meeting with class teachers for in-school transitions. It was mentioned that 42% of pupils needed some safeguarding context shared.

4.2 Achievement

- 4.2.1 Strong headline outcomes were shared in the phonics screen, the EYFS GLD, and the multiplication tables check. Full details and comparative data would be available in the IDSR.
- 4.2.2 *Governors asked about the lower performance of vulnerable groups in maths.* It was explained that due to the small number in any group in a cohort, the percentage data presented could look misleading due to lack of context. Governors requested that the number of pupils was shown against the percentages in future updates.

CHT

4.3 Attendance

- 4.3.1 School was in the top decile for overall attendance and 2nd decile for FSM. Unauthorised absence was in a lower decile, but still below national average which is a positive.
- 4.3.2 It was confirmed that unauthorised absence was usually due to families taking holiday during term time and families with close family members living in a different country. A letter was sent out twice a year to parents outlining the fines that could be levied.
- 4.3.3 Governors suggested that the letter should be sent out more frequently and consideration given to it being made available on the website.

SLT

4.4 Health, Safety and Premises

- 4.4.1 Refurbishment of the toilets would take place over the summer holidays. SB would keep in touch with the contractor and if it was likely that the work was not going to plan and may overrun, contingencies would be put in place.
- 4.4.2 Discussion about accessibility took place. It was noted that there was very limited funding available from the LA to support premises adaptations. *AR said that school was doing everything possible to accommodate complex needs, as evidenced by a recent visit.* However, it was recognised that mainstream provision had limits.
- 4.4.3 Sensory and regulation spaces were being established, linked to the wider inclusion and behaviour approach investigated by JH and TJ on their recent Governor visit. Two grants had been obtained to support this work.

5 Stakeholder surveys

- 5.1 With all the surveys, terminology had changed since last year (for example the introduction of a “neither agree nor disagree” option) as had some of the questions that were based on the Ofsted questionnaires. This made it difficult to make a direct quantitative comparison with previous years’ data.

5.2 KS2 pupil survey

- 5.2.1 The survey was mainly positive with a few recurring concerns. Many children enjoyed school, said behaviour in lessons was generally good and that there were adults that they could talk to. The main worries were linked to peer conflict, rough games on the playground and MUGA, being teased and a fear of the fire alarm/fire.

- 5.2.2 As a result of what the pupil voice said, school had changed timetabling for use of the MUGA, put mentors in place for some children (having a 2-way benefit), given additional staff training on the behaviour ladder, clarified the verbal reminder and step-one process and made special arrangements for some children during fire alarm practices.

5.2.3 *JH suggested that a “you said – we did” was shared with the children.*

SLT

5.3 Parent/Carer survey

- 5.3.1 Overall, parents/carers felt that their children were happy at school and valued the caring, inclusive ethos. Opinion on communication was mixed and there were comments about clubs/extra-curricular opportunities and parking.
- 5.3.2 The SLT were sharing the positive comments with staff, especially the year group specific comments.
- 5.3.3 It was recognised that school needed to advertise clubs and opportunities more clearly as these opportunities were vast but unless there was a cost, parents may not be aware of the range on offer. The Parish Council had been approached regarding improving the car park at Deepway.
- 5.3.4 It was suggested that parents needed to be made aware of actions that the school was taking while being mindful of the budget required to implement some of the ideas.
- 5.3.5 It was suggested that some of the positive comments could be shared on the website as testimonials.

SLT

5.4 Staff

- 5.4.1 Four main themes had been identified: behaviour, wellbeing, equity and workload.
- 5.4.2 Actions being taken were:
- For behaviour - provision of more training to embed understanding of the behaviour and regulation approach, making sure that the “loop was closed” consistently following incidents for the restorative aspects.
 - For wellbeing - building in more formal recognition over the term for staff. It was outlined what was already in place to support this.
 - For equity – reminding children to speak respectfully to all adults in school (required due to perceptions of staff roles and hierarchy).
 - For workload – continued consideration to be given to how workload could be balanced out when new initiatives were introduced. It was acknowledged that this was a national issue.

6 Governing Board Development and Ofsted Preparation

- 6.1 IM gave a presentation on the Ofsted Framework changes.
- 6.2 Governors were reminded of their roles: strategic oversight, accountability and financial probity and consider how these could be evidenced during an Ofsted inspection.
- 6.3 There would be seven areas assessed: safeguarding, curriculum and teaching, achievement, attendance and behaviour, personal development and leadership and governance, with inclusion embedded throughout all areas.
- 6.4 The new performance tiers were explained with the expected standard as the assumed starting point for an inspection.
- 6.5 Sources of evidence were outlined, such as Governor visits and data.
- 6.6 The SEF was currently being reviewed and this would be shared with Governors when available.

The meeting closed at 20:10

Date of next meeting: Thursday 17 September 2026 at 18:00

Signed:.....L Hatton..... Date:.....17/09/2026.....