



## Believing and Achieving Together to be The Best We Can Be

Meeting of the Full Governing Board of OTTER VALLEY FEDERATION					
Date/Time	8 <sup>th</sup> December 2025 6:30pm	Location	Fention C of E Primary School		
Attendees	Initials	Attendees	Initials		
Amanda Fulford	AF	Executive Headteacher	Sarah Walls	SW	Foundation Governor
Daphne Sherwood	DS	Foundation Governor <b>Staffing Lead</b>	Simon Richards	SR	Parent Governor <b>Finance Lead</b>
Jamie Lawrence	JL	Foundation Governor <b>School Improvement Lead</b>	Pete Button	PB	Staff Governor <i>Head of School</i>
Mark Humphries	MH	Foundation Governor <b>Safeguarding Lead</b>			
<b>Present</b>					
Karen Worthington	KW	DCC Access to Education Lead	Simon Niles		DCC Officer for Strategic Planning of Schools.
Jess Bailey		DCC Councillor for Otter Valley	Claire Polverino <i>Arrived 19:03</i>	CP	Foundation Governor <b>Premises Lead</b>
<b>Apologies</b>					
Eddie Smith	ES	Parent Governor <b>SEND &amp; Inclusion Lead</b>	Rev Lydia Cook		
Louisa Mansfield	SE	Head of School	Alex Pryor	AP	Parent Governor <b>Curriculum Lead</b>
<b>Absent</b>					

- |    |  |        |       |
|----|--|--------|-------|
| 1. | <b>Opening Prayer</b>  | Chair  | 18:30 |
| 2. | <b>Apologies for Absence/ Absences Sanctioned</b>  | Chair  | 18:35 |
|    | Alex Pryor – Work Commitments  |        |       |
|    | Lydia Cook – Work Commitments  |        |       |
|    | Louisa Mansfield – Family Commitments  |        |       |
| 3. | <b>Declaration of Interests invited and declared</b>   | Chair  | 18:37 |
| 4. | <b>Tipton St John Relocation Update from DCC – Joined by Simon Niles and Richard Power, Jess Bailey, Karen Worthington</b> |        | 18:40 |
| 5. | <b>Approval of the minutes of the previous meeting: FGB 20<sup>th</sup> October 2025</b>                                   | Chair  | 19:10 |
|    | Extra FGB Meeting 19 <sup>th</sup> November 2025   |        |       |
| 6. | <b>Matters Arising from the minutes not on the agenda</b>  | Chair  | 19:15 |
| 7. | <b>Governor feedback on new SEF format.</b>  | AF, PB | 19:20 |

FGB Meeting Minutes 08122025 approved

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Signed by the Chair \_\_\_\_\_ Date \_\_\_\_\_

8.	<b>Questions and matters arising from the Finance Lead Governor Report (ACB)</b>	Chair/ AF	19:25
8.1	Approval of the budget report for the term		
8.2	Merging the governors funds to the school budget share		
9.	<b>Questions and matters arising from the Premises, Security and Health &amp; Safety Lead Governor Report (ACB)</b>	CP/AF	19:35
9.1	Future planning for repairs and renewals work at schools.		
10.	<b>Questions and matters arising from the Personnel Lead Governor Report (ACB)</b>	DS/ AF	19:45
11.	<b>Questions &amp; matters arising from the Safeguarding Lead Governor Report (ACB)</b>	MH / AF	19:50
11.1	Action plan from Annual Safeguarding Audit S175 – postponed until February 2026		
12.	<b>Questions arising from Written Update from Admissions Committee (ACB)</b>	MH	19:55
13.	<b>Verbal Update from Executive Headteacher Performance Review</b>	DS	20:00
14.	<b>Verbal Update from Pay Committee</b>	SR	20:05
15.	<b>Governance &amp; Leadership</b>	Chair	20:10
15.1	NGA Skills Audit		
15.2	Governor Recruitment		
15.3	Governor Roles and Responsibilities		
15.4	Goodbyes and thank yous		
16.	<b>Policies to Approve</b>	Chair	20:15
16.1	Ratify Pay Policy		20:20
17.	<b>For information – Policies Approved by Lead Governors</b>	Chair	20:15
	Staff Leave & Absence Policy		
	OVF Appraisal & Continuing Professional Development Policy		
18.	<b>Governing Board Correspondence</b>	Chair	
19.	<b>Date of next meeting:</b>	Chair	20:30
	FGB Meeting 9 <sup>th</sup> February 2026		

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
1.	<b>Opening Prayer</b> Sarah Walls opened meeting with a prayer		
2.	<b>Apologies for Absence/ Absences Sanctioned</b> Eddie Smith – Family Commitments Alex Pryor – Work Commitments Lydia Cook – Work Commitments Louisa Mansfield – Family Commitments  <b>Apologies Sanctioned</b> <b>Agreed by all present</b>		
3.	<b>Declaration of Interests invited and declared</b> None declared		
4.	<b>Tipton St John Relocation Update from DCC –</b> Joined by Simon Niles and Richard Power, Jess Bailey, Karen Worthington SN have met with DfE in October and in November and we are getting a lot of momentum with the DfE now, there is no risk of us dropping out of the programme due to risk of flooding/ risk to life.  DfE wanted more evidence on planning which DCC have submitted an outline application and expect a response from East Devon in January. DfE are looking into the foul water technical solutions, and we should also have an answer for this in January. SN felt this was very positive that they were getting their		

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	<p>people involved in this. DCC Highways are doing further exploration with a plan to have response to demands on roads/ rights of way.</p> <p>DCC have opened conversations with the landowner regarding the terms for purchasing the land, DfE.</p> <p>SW asked SN what the updated timescales on progress. SN felt that we will have all the answers for the DfE by Spring half term but negotiations regarding the purchasing third party land may be a longer process.</p> <p>There are more conversations to have with the DfE regarding what costs will fall within the 'red-line' but some of these conversations cannot happen until after we have agreed on the site, and this does not mean that DCC may not be able to cover some of the costs that are outside of the redline.</p> <p>KW noted that the date setting and deadlines set with the DfE are really constructive and show the urgency with which the DfE is treating the needs of the school. DfE are looking towards carrying out their own feasibility reporting in Spring 2026.</p> <p>SN suggested that DCC will send governors a confidential meeting briefing after the meeting with DfE on 13<sup>th</sup> January 2026 to update governors.</p> <p>SW asked whether we could have a briefing note on the Highways reporting, due by 30<sup>th</sup> January 2026. SN was willing to provide this but noted that we may not have received feedback from the DfE unless we get the report delivered earlier than 30<sup>th</sup></p> <p>AF ask for further information on the strategic plan for primary schools in the local community, as if the school is developed at Carter field, there is an identified site at Thorne Farm for a Primary school. SN outlined how the decision is made to build a primary school and the most defining factor is sustainable surge in numbers. SN noted that even in 2012 when there was a numbers bulge, a temporary classroom / additional class was created at Feniton, we did not have sustainable numbers to validate building a school. There would have to be a really big, longstanding compelling numbers in order to trigger building another school. It would be expected that all the local schools would absorb these numbers, even if that requires children being bused to schools slightly further away.</p> <p>SW asked the GB whether we consider that sufficient progress has been made to into the investigations of Carters field to reassure the GB that we can await further progress to in the Spring term. This was agreed by all present.</p> <p style="text-align: center;"><b><i>CP joined the meeting at 19:03</i></b></p> <p style="text-align: center;"><b><i>SN, JB, KW &amp; RP left the meeting at 19:15</i></b></p>		
5.	<p><b>Approval of the minutes of the previous meeting:</b> FGB 20<sup>th</sup> October 2025 Extra FGB Meeting 19<sup>th</sup> November 2025</p>		
	Minutes circulated prior to the meeting.	Proposal: to	Agreed by all

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
	<p><b>Proposal: to approve the minutes of the meeting of FGB Meeting 20<sup>th</sup> October and signed by the chair</b> Agreed by all present</p> <p><b>Proposal: to approve the minutes of the meeting of Extra FGB Meeting 19<sup>th</sup> November and signed by the chair</b> Agreed by all present</p>	<p>approve the minutes of the meeting of FGB Meeting 20<sup>th</sup> October and signed by the chair</p> <p>Proposal: to approve the minutes of the meeting of Extra FGB Meeting 19<sup>th</sup> November and signed by the chair</p>	<p>present</p> <p>Agreed by all present</p>
6.	<p><b>Matters Arising from the minutes not on the agenda</b> None noted</p>		
7.	<p><b>Governor feedback on new SEF format</b></p> <p>Draft report circulated prior to meeting and will be added as an appendix to the minutes. AF gave further information on how the report has been developed</p> <p>SW asked whether the toolkit/ OFSTED framework could be added as an appendix or as a hyperlink. AF felt this could be added as a link and noted that currently the Toolkit is being included into the SEF design but is in draft state.</p>		
8.	<p><b>Questions and matters arising from the Finance Lead Governor Report (ACB)</b></p> <p>Budget reports circulated prior to the meeting and will be added to the minutes as appendices.</p> <p>SW noted that we have made £12,000 savings in staffing costs this year and asked what the impact on the pupils and learning experience is? AF felt that this was a reduction 'generalised' Teaching Assistant (TAs) roles. Whilst SEND and vulnerable pupils will continue to get the specialised support, general class TA support has decreased, at this time we have not noted a negative impact on this as this time, and all schools are in a similar position.</p> <p>JL asked for further information on wraparound / after-school activities income and off-setting the rent payments. AF felt we are not over-subscribed at the after-school provision.</p> <p>JL noted that when we first brought in the service level agreement meal providers we had discussed whether we would be able to provide more meals for other schools/ in the community. AF felt that the kitchen is currently working at capacity and we do not have the resources to do that at this time.</p> <p>AF noted the NM has been doing lots of analysis work on what are the popular meals and choices. Parents also are being auto-enrolled into Free School Meals which is also a positive impact.</p> <p><b>Proposal: to approve the budget report for the federation for the term</b> Agreed by all present</p>	<p>Proposal: to approve the budget report for the federation for the term</p>	<p>Approved by all present</p>

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
8.1	<p><b>Merging the governors' funds to the school budget share</b></p> <p>The Chair and Clerk explained the current position of the Governors Fund, which stands apart from the School Budget Share (SBS). Historically this fund has been used to fund the 10% contribution to capital works etc. as defined in the Governors Fund Policy. Historically the fund has also received regular income from rental of the school buildings and Headteacher consultation fees. Neither of these income streams now exist and the balance continues to diminish. It is proposed that the balance of the Governors Fund is transferred into the SBS so that it is readily available to the Senior Management Team (SMT) to fund capital works etc. as defined in the policy but without the need for separate accounts and signatories.</p> <p><b>Proposal: to merge governors fund with School budget</b> <b>Agreed by all present</b></p>	<p>Proposal: to merge governors fund with School budget</p>	<p>Agreed by all present</p>
9.	<p><b>Questions and matters arising from the Premises, Security and Health &amp; Safety Lead Governor Report (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions arising.</p> <p>Future works have been requested at Feniton, including a dedicated path to the front gate and phased replacement of fluorescent lights with LED lights. Won't hear back from the decision making until the Spring term.</p>	<p>Noted</p>	
10.	<p><b>Questions and matters arising from the Personnel Lead Governor Report (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions arising</p> <p>MH noted that NM have fed-back that recruitment has been more successful via social media than more traditional recruitment such as Devon Jobs and we could use this for governor recruitment. The meeting felt this was a good idea.</p>		
11.	<p><b>Questions &amp; matters arising from the Safeguarding Lead Governor Report (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes of the meeting as appendix. No questions arising from the report. Audit will be carried out in the Spring term due to delays at Devon and County Council. (DCC)</p>		
11.1	<p><b>Action plan from Annual Safeguarding Audit S175 –</b></p> <p>Postponed until February 2026</p>	<p>Noted</p>	
12.	<p><b>Questions arising from Written Update from Admissions Committee (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes of the meeting as appendix. No questions arising from the report.</p> <p><b>Action: SR to join the Admissions Committee to replace ES</b></p> <p>AF reported on the SEND admissions applications at TSJ we are receiving that are not appropriate as we are over-capacity. DCC is understanding the challenges TSJ faces but DCC has it's own process in needs to work through.</p>	<p>Noted</p>	

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<b>13.</b>	<b>Verbal Update from Executive Headteacher Performance Review</b> DS reported that the Executive Headteacher Performance Review has been carried out and targets set for 2025-26.  AF noted that capacity from DCC to provide governor support Executive Headteacher Performance Review in the coming year is decreased and we may need to look to find external supervision from another source. This is also an ongoing conversation between schools in the local learning community as we may be able to work as an LLC.	Noted	
<b>14.</b>	<b>Verbal Update from Pay Committee (ACB)</b> SR reported that the Pay Committee met on Friday 5 <sup>th</sup> December and reviewed and accepted pay progression for staff, backdated to September 2025.		
<b>15.</b> <b>15.1</b>	<b>Governance &amp; Leadership</b> <b>NGA Skills Audit</b> This has been completed by most governors and results compiled for the Devon Audit Partnership review.	Noted	
<b>15.2</b>	<b>New Governor Induction Training</b> CP, SR and AP have been booked on to DCC new governor training.		
<b>15.3</b>          <b>15.4</b>	<b>Governor Roles &amp; Responsibilities</b> Alex Pryor moving from being a co-opted governor to being a parent governor.  Discussed who can take on the additional roles. Check the sheet for the notes. JL recommended that we recruit specific roles for SEND /Pupil Premium  Daphne to be vice chair until the end of the academic year. As ES is stepping down as a governor at the end of this term.  SW noted that she cannot continue indefinitely as the Chair of Governing Board, due to overwhelming responsibilities with work and family life. The meeting discussed how we could recruit more governors and how we manage succession planning.  <b>Goodbyes and thank-yous</b> Eddie Smith is stepping down as a governor at the end of the Autumn term. The Governing Board extended their thanks to Eddie for all the work he has carried out as part of the board over his years of service. .		
<b>16.</b> <b>16.1</b>	<b>Policies to Approve</b> <b>Ratify Pay Policy 2025</b> The updated model Devon County Council Pay Policy has been reviewed by the Pay Committee and recommended for adoption by the Full Governing Board  <b>Proposal: to ratify Pay Policy 2025</b> <b>Agreed by all present</b>	<b>Proposal: to ratify Pay Policy 2025</b>	<b>Agreed by all present</b>

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
<b>17.</b>	<b>For information – Policies approved by lead governors</b>		
	Staff Leave & Absence Policy OVF Appraisal & Continuing Professional Development Policy		
<b>18.</b>	<b>Governing Body Correspondence</b> None		
<b>21.</b>	<b>Date of next meeting:</b> FGB Meeting 9 <sup>th</sup> February 2026		
<b>Meeting closed at 20.35</b>			



TIPTON ST JOHN  
CHURCH OF ENGLAND VA PRIMARY SCHOOL

# SELF EVALUATION FRAMEWORK

Believing and Achieving Together  
to be the Best that We Can Be

Tipton St John Church of  
England Primary School

Autumn 2025

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## Our Vision and Core Values

**Based on the wisdom of the Bible...**

***'I have come that they may have life, and have it to the full.'***

**(John 10:10)**

**We have a vision...**

**Believing & Achieving Together to be the Best We Can Be**

Deeply rooted in Christian faith and the wisdom of the Bible, we believe that Jesus' promise of 'life in all its fullness' (John 10:10) can be realised at Tipton St John School through a broad and balanced curriculum which promotes diversity, healthy living, celebrates achievements, nurtures talents and prepares all pupils for living their own life to the full.

### **Our Values:**

**HEART** sums up our school's core Christian values – these values help to shape our teaching, our learning and the personal growth of every child. Through our values we can aspire to realise our vision of being the best we can be.

**H – Hope**

**E – Empathy**

**A – Achievement**

**R – Reflection**

**T – Thankfulness**

**With God's LOVE and LOVE for one another encircling all of the above values.**

HEART comes from the pupils, teachers, parents, governors and wider community: what we value about the school and what we think makes us special and unique. These values are integrated into everyday school life.

### **Our Context:**

Tipton Church of England (VA) Primary School is a small, rural school with 84 children on roll and currently 6 children attending our preschool. The school is on a split site with a road running between, and regularly suffers from flooding on the lower site where the EYFS and KS1 children learn. The 4 classes are mixed age, with Oak Class (Y5 and 6) and Willow Class (Y3 and 4) in Key Stage Two on upper site. Maple Class (Y1 and 2) in Key Stage One and Hazel Class (Reception and Pre-School) on lower site.

Since our last inspection the school has had a complete change in senior management and significant changes in staffing. Despite this, the school has continued to build on its successes, growing its own leaders within the federation and strengthening our Christian vision and values rooted in John 10:10. We have developed a comprehensive and ambitious approach to school improvement, valuing a relational approach and time for reflection and we are especially proud of our recent developments in spirituality, behaviour management and meeting the needs of all our SEND pupils. We have supported new teachers in the school to consider the importance of challenging learners and having high expectations of achievement.

In 2023 we were accepted on the National School Rebuild Programme with the intention of relocating the school beyond a flood plain to a safer location. Working together with Devon County

Council and the local community we have explored various sites in and beyond the village. Understandably this has caused tensions within the community, and we continue to manage this situation. The decisions made by the Governing Board deeply reflect our Christian Vision and Values,

Together with Feniton Primary School, we form the Otter Valley Federation, which was established in September 2013, with both schools being run by one governing board and a single budget. The Federation is led by Amanda Fulford, Executive Headteacher. We work collaboratively within our federation to provide high quality leadership across both schools and a comprehensive programme of CPD for all staff. We work closely with local schools within the Local Learning Community moderating work and meeting to discuss current issues in a range of core subjects. The school also has well-established links with teacher training providers - the University of Exeter and Exeter Consortium Teaching School.

In recent years we have seen a significant increase in the number of children joining our school with a diagnosis of ASC or ADHD. To address this need, we have employed a Federation SENDCo (0.8 contract across the Federation) and work closely with the LA Inclusion Team and Educational Psychology services.

### Achievement – Expected Standard

#### Headlines:

Above national average in Early Years / Phonics / KS1 outcomes.  
Below national averages at the end of KS2 in 2025.

#### Outcomes in 2025

78% EYFS Good Level of Development  
88% Y1 Phonics Screening  
100% KS1 Reading, Writing and Maths  
65% KS2 Reading and Maths  
60% KS2 SPAG  
55% KS2 Writing

Low KS2 outcomes were very specific to the cohort in 2025 and results are predicted to be above national in 2026 in all phases of the school.

#### Targets 2026

73% EYFS Good Level of Development  
78% Y1 Phonics Screening  
75% KS1 Reading and Writing  
63% KS1 Maths  
77% KS2 Reading, Writing, SPAG and Maths

#### Year 6 Cohort

30% of cohort EHCP

#### % who joined the school in year

did not achieve expectation and did not make accelerated progress from their starting points in core areas. However they maintained good levels of attendance and attitude to learning and overcame emotional barriers towards learning which prepared them well for their next phase of education.

20% of cohort SEND Support:

3 pupils joined the school in Y5 working below expectation and made good progress particularly in their Maths and Reading.

100% achieved expectation in Maths

75% achieved expectation in Reading  
25% achieved expectation in Writing

### Safeguarding –Met

- **Safeguarding is everyone’s responsibility**
- **Everyone feeling safe and heard**
- **Robust systems for reporting**
- **Effective multi agency working**
- **Gathering the views of stakeholders**

*“I feel safer at school than anywhere else because I know everyone and we can trust and rely on each other.” Pupil*

Leaders have established an open culture in which safeguarding is everyone’s responsibility. This message is reinforced through annual L2 training every September and through fortnightly safeguarding emails to all staff, governors and volunteers. Our Safeguarding Lead Governor visits once a term and speaks to staff and volunteers to check their understanding and knowledge and is available at any time for any staff questions or concerns.

Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Our online reporting system enables both Exec Head and Head of Schools DSLs to have an overview of multi-agency working and review the workload associated with this to ensure maximum impact for the children.

Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). The DSL Team meet termly to catch up on developments and issues and weekly in a SMT meeting where current cases can be updated and next steps discussed. We can ensure we are maintaining a consistent approach to our management of safeguarding cases and ensures we are receptive to challenge and are reflective about their own practices. This also means that the impact of safeguarding policies, systems and processes is kept under continual review.

We include pupil voice in our recording of incidents as routine and complete regular surveys and talks to capture pupil and parent voice:

Parent Survey May 2025

My child feels safe at school – 100% parents agreed.

Lead Governor talk with pupils Nov 2025

AA group of vulnerable pupils were spoken to about their views on safety and bullying. Their responses were positive with all able to cite the school staff safeguarding leads and able to explain who they would speak to if they had a concern. They couldn’t identify any areas of the school site where they felt unsafe and could explain many measures that are in place to keep them safe in school and online.

Staff understand the signs of possible safeguarding concerns. They respond by following the school’s systems confidently and consistently. This was evidenced in Lead Governor talk with staff in Nov 2025: Staff felt sufficiently informed, with regular knowledge updates, they are supported by those with DSL responsibilities, staff know the signs and indicators to look out for, and that the school has clear reporting and recording guidelines.

*"The Otter Valley Federation is a really supportive and happy place to work. I love working here and am generally very happy in my job. There are a lot of things in place already to support staff that I think are great."* May 2025 Staff Satisfaction Survey

Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. For example, pupils are able to talk confidently about.....

Leaders fulfil their responsibilities in relation to all forms of child-on-child violence and are immediate and consistent in their application of our Behaviour Policy to .....

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty and all DSLs across the federation have refreshed their level 3 training in 2025.

### Inclusion

#### Strengths

- **Inclusive culture and classroom practice**
- **Addressing barriers to learning through a carefully planned curriculum**
- **High expectations of pupils**
- **High levels of attendance for SEND and disadvantaged**
- **Quality research based CPD and knowledgeable staff team**
- **Close collaboration with local authority**

Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. E.g Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions. E.g

During 2025 Otter Valley Federation engaged with Devon 0-25 Team to volunteer as a pilot for their renewed SEND Review process. This provided TSJ with the opportunity to celebrate its successes in meeting the needs of SEND and disadvantaged pupils and to discuss our next steps. Our self-evaluation was deemed a very accurate reflection and provided a useful basis for discussion.

DEVON SEND Review Mar 2025 acclaimed that *'the school is committed to relational practice. Teachers and support staff understand children's pastoral and emotional needs well. Staff value the positive relationships they have with parents and feel that these support pupil wellbeing.'*

Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff. This year we have been able to particularly impact on ....

Our federation SENDCo is a member of our SMT and has a team of staff that have delegated responsibilities to impact on pupil outcomes, e.g speech and language / zones of regulation.

Staff are well trained. The executive head teacher has previously held the role of SENDCO, and the Head of School is currently completing his NPQSEND. The SENDCO has achieved a Masters distinction in SEND and actively contributes to local and Devon-wide networks.

The SENCO is experienced and knowledgeable and actively contributes to local and Devon-wide networks. As a valued member of the federation senior management team, ‘school staff feel that she is approachable, and that there is a clear process for sharing and acting on any concerns about a child’s progress’, as evidenced by DCC SEND Review March 2025

The DCC SEND Review March 2025 reported that ‘Staff value the CPD they receive in relation to meeting the needs of children with SEN. Teaching Assistants also receive regular CPD’.

Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. TSJ has a track record of supporting the wellbeing of SEND pupils and adapting the provision, so they maintain high levels of attendance and extremely low levels of suspension.

In summer term 2025 our DCC School Improvement Advisor was invited in to celebrate the achievements of the school, in particular our development of Reading & Geography. In relation to meeting the needs of all pupils, it was reported: The school are ensuring that there is the highest engagement of SEND pupils and that the needs of the majority of these children are met with their class. Where adaptations are needed for a very small number of children to work as a group outside the class this support is meeting the needs of the pupils.’

Inclusion Pupil Voice Talks – June 2025 (9 pupils from across the school who get less opportunity to share their views)

100% reported that they felt safe and respected.

100% reported that they felt valued and their voices heard.

Feedback from pupil voice collected as part of the assess, plan, review process indicates that children can articulate what they enjoy and are good at and what they would like to see improved: *“I like PE and having someone to help me. I enjoy movement breaks that help me concentrate.”*

**Areas for Development**

- Ensuring we are meeting pupils’ needs through the development of a federation set of teaching and learning principles built from Ordinary Available Inclusive Provision (OAIP).
- Assessment of SEND pupils – especially developing a specialist in Speech and Language.
- Ensuring that targets on pupils’ individual plans are SMART and that targeted provision is clearly specified and well-matched to identified needs, informed by clear assessment of small steps.
- To support the mix of complex needs in upper KS2 to ensure the best pupils’ outcomes and a smooth transition to secondary school.

**Curriculum & Teaching**

**Strengths**

- **Collaborative leadership through Curriculum Actions Teams driving curriculum improvement**
- **Subject Frameworks which provide consistency and clear and ambitious learning progression**

• **Teaching...**

There is a comprehensive programme of CPD for all staff and a resolute commitment towards a fully inclusive and high-quality curriculum for all pupils. Subject leadership is managed through Curriculum Action Teams across our federation, which further strengthens the impact we have on curriculum design and development. Our intention is to improve standards of teaching and learning in very specific areas, maintain a manageable workload for staff and encourage further collaborative working to build on expertise and enable staff to do fewer things in greater depth.

Our curriculum is designed to meet the needs of the children in the context of locality, as well as being ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to success in life. Quality first teaching is our priority, supported by early intervention to meet pupils’ needs. Pupils demonstrate enthusiasm and commitment to their education. They make a highly positive, tangible contribution to the life of the school and wider community.

*‘Leaders have considered how the curriculum supports pupils to achieve well, including pupils with SEND.’ (Ofsted Apr 22)*

Staff go beyond to remove barriers to learning for all pupils and the high levels of attendance reflect the high level of pupil engagement.

We plan what we want pupils to remember and have organised the curriculum carefully so that pupils build on knowledge they have learned before. Curriculum Action Teams have achieved this over a three-year cycle, developing each subject thoroughly and articulating the school’s approach in a subject specific framework to support us in maintaining a consistent and sequential approach to learning.

*‘Evidence in books reflects the sequence of learning planned and also shows children taking pride in their work’ LA Adviser Nov 2024*  
 Leaders ensure that the curriculum is taught well. Teachers draw on their knowledge of pupils’ needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.

**Developing revised Teaching and Learning Policy  
 Class on a Page**

**Areas for Development**

- To continue to support staff, especially new TAs with appropriate training – with a focus on embedding a secure understanding of Ordinarily Available Inclusive Provision (OAIP).
- To establish a new system for reporting on pupil data outcomes. (SIMS and Whole School Data Summary new format, moving to Bromcom)
- To embed a sequential approach to the teaching of Writing, Number fluency and Geography across the school.
- For teachers to evidence how assessment is informing their teaching and helping them to adapt their teaching to meet the needs of all learners.

**Attendance & Behaviour**

**Strengths**

- **Above national attendance for disadvantaged groups.**
- **Enthusiastic learners**
- **Relational and inclusive approach**
- **High expectations of behaviour**

A highly inclusive culture in which all pupils feel that they belong as a result levels of attendance are above Devon and National averages, particularly for SEND and FSM pupils (Monitor Your School Attendance 24-25 DfE)

- Tipton FSM 95.2% compared to similar schools nationally 92.2%
- Tipton SEND 94.5% compared to similar schools nationally 92.3%

The Head of School is our Attendance Champion and is responsible for monitoring attendance weekly and acting promptly to minimise absence. This is effective at identifying issues quickly and supporting families to improve attendance.

Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others. This is demonstrated in the caring and responsible way in which the older pupils care for the younger pupils at lunchtime supervising scrap store and the games room.

Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.

interventions are timely, well chosen and targeted. They align with individual SEND plans were relevant and they aim to foster a love of learning and a sense of achievement.

Opportunities are purposefully built into the curriculum to support pupils to pursue new interests and recognise new talents such as the Wellington Sing Along and the Torbay and Devon Civic Award. PPG funding is used to support pupils wishing to learn a musical instrument.

**Pupils are encouraged to learn outdoors with a forest school and reflection garden.**

**KS2 residential.**

Pupils report that adults deal promptly with incidents of unkindness and incidents of bullying.  
*Inclusion Pupil Voice Talks – June 2025*

**Areas for Development**

- To embed zones of regulation across the school to support pupils’ emotional literacy, oracy skills and general wellbeing.

**Personal Development & Wellbeing**

**Strengths**

- **Nurturing culture which promotes love, respect and empathy**
- **Pupils know how to keep safe in life and online**

- **Pupils are well prepared for transition to reception class and secondary school**
- **Staff wellbeing a priority**

Staff are nurturing towards pupils and support them to realise the school vision to ‘be the best we can be’. As a result, pupils are kind, polite and respectful. They talk enthusiastically about their learning and feel safe. Pupils know what bullying means and say that this can happen in school. However, they trust adults to support any problems they have and older pupils say that bullying is rare. (Ofsted Apr 22)

Pupil Talk by governors and SMT indicate that pupils are well-supported by strong pastoral care from all staff. Children genuinely support and care for one another and celebrate each other’s achievements. Pupils know how to keep themselves safe; how to ask for help when needed and know that their wellbeing is valued.

Leaders use the strong links they have with the church to support pupils’ wider development. Pupils value the opportunities they have to visit and speak with members of the local community. They understand how different people live and many older pupils complete a civic award. As a result, pupils are well prepared for life in modern Britain. (Ofsted Apr 22)

Pupils know how to keep safe. This includes when they are online and outside of school. Leaders provide wider opportunities for pupils to learn how to keep safe, including through the mini police. (Ofsted Apr 22)

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.

The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils’ knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The school participates in the local Sidmouth Science Festival, Wellington Sing Along and is a very successful participant in the local Sports Partnership, taking part in regular competitions. In a Friday collective worship children’s achievements both in school and out of school are celebrated and children share their hobbies. The Torbay and Devon Civic Award at Year 6 encourages all children to start new hobbies and be advocates for change in their local community.

Ethos Committee and Play Leaders play an important role in the school...

Solomon Islands links – global awareness / climate action

**Areas for Development**

- To continue to develop and embed a curriculum which promotes a positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

**Leadership and Governance**

**Strengths**

- **Leaders at all levels make a consistently positive contribution to the school’s priorities**
- **Strong culture of professional learning**
- **Governors provide consistent support and robust challenge**

Staff report that they feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.

Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school’s work or rapid improvement in any areas where this is not the case.

Leaders at all levels make a consistently positive contribution to the school’s priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.

Governors use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school’s work. As a result strategic and financial decision making has led to securing financial savings in the high needs block funding and catering savings which we have been able to invest in teaching support staff and curriculum development.

Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

*‘Staff support each other and communicate well, working together as a team in the best interests of the children.’ DCC SEND Review Mar 2025*

**Staff Survey 2024**

91% agree/strongly agree that they are satisfied in their job.

0% disagree that they are satisfied in their job.

100% feel supported by their colleagues.

91% feel inspired to do their best. 8% neutral. 0% disagree that the team inspires them to do their best.

91% feel their opinions are heard and valued by school leaders. 8% neutral. 0% disagree that they are heard and valued by school leaders.

*“I am grateful to work with such a lovely team who allow me to flourish. I do not take this for granted having worked in places this is not the case.”*

*“The job is hard but when you see the children making progress and parents feedback that the children enjoy coming to school and feel happy in the classroom it makes it seem worthwhile.”*

*“I always feel very supported and know that I can ask for help or guidance at any time.”*

*“I want to work hard and support everyone as I feel valued.*

*I have huge respect for the people I work with. We all work together towards a common goal.”*

*“Tipton St John is a definite team. We all work together to provide the best for the children.”*

### Areas for Development

- To lead the induction of new staff to adopt high expectations and consistent routines.
- For governors to reach a conclusion on the school rebuild programme – securing a site in the village or moving to a formal consultation on an alternative site.

### Early Years Foundation Stage

#### Strengths

- **Consistently above national outcomes**
- **High expectations in all areas of learning**
- **Inclusive environment**
- **Area of learning strength**

Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being above national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development.

Early Years Outcomes – Good Level of Development

2025 78%

2024 71%

2023 100%

Relevant leaders, including the senior management team, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.

Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.

Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.

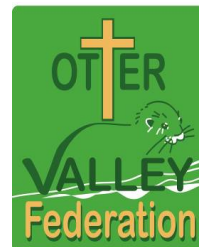
**Children are exceptionally well prepared for the next stage of learning.....**

**Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.**

Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.

#### Areas for Development

- To maintain good progress for all pupils in the 2025-26 cohort based on their starting points.
- To embed Mastering Number to promote basic number fluency.
- To work with colleagues through school to create a clear progression map for oracy through school – especially related to English and Maths. **Other areas for learning**
- To continue to ensure that the teaching and delivery of phonics is consistent in approach and resources by working closely with KS1 colleagues.



## Otter Valley Federation

### Finance Lead Portfolio Governor Report

*Believing & Achieving Together to be the Best We Can Be*

Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit
<b>Simon Richards</b>	<b>Finance</b>	<b>FGB</b>	<b>25th November 2025</b>
<b>Key personnel consulted / present:</b>	<ul style="list-style-type: none"> <li>• <b>Amanda Fulford, Executive Headteacher and Nikki Meyer, Federation Business Manager</b></li> </ul>		
<b>Statutory Lead Roles duties covered:</b> <i>(from annual cycle of business)</i>	<p><b><u>School Budget Update:-</u></b></p> <p>Our budget monitor currently shows a school budget overspend of £9,838. This is a significant improvement on the governor agreed overspend of £66,000 and is a saving of £56,000. This saving has been made because we have received £44,000 additional high needs block for SEND pupils. This supplements the funds already being used from our main school budget to fund staff to work with our SEND pupils, who have since been granted an EHCP. Approx £12,000 of savings have also been made in staffing of teaching assistants, with new staff being recruited at less hours than the previous contract.</p> <p>In a better position than was forecast 3 years ago when we already expected to have used up all the carry forward. We are still able to present a three year surplus budget. Year 4 shows a deficit budget of £138,754.</p> <p>The noteworthy significant changes to budget are as follows;-</p> <p>Positive impact on budget:</p> <ul style="list-style-type: none"> <li>• Extra funding received for SEND EHCP pupils.</li> <li>• Savings made by not replacing staff for a like for like contract – reducing hours.</li> <li>• Grants received for staff pay increases.</li> <li>• Increase in lunchtime meals at TSJ (compensating for a drop in meals at Feniton – due to fewer Rec pupils requesting universal school meals).</li> </ul> <p>Negative impact on budget:</p> <ul style="list-style-type: none"> <li>• Recruitment of two Mealtime Assistants to meet needs of FSU SEND at Feniton not known at time of budget setting.</li> <li>• High level of support needed for Pupil Premium families to provide uniform, discount on educational visits and music lessons.</li> </ul>		

- Pay progression resulting from pay reviews in Oct 2025.
- Overspend on governor contribution to complete capital projects on Feniton Roof repairs and kitchen upgrade and TSJ drainage and ceiling replacement of Willow toilet.

### **Catering**

We are on track with our budget, but we do need to be mindful that income into Feniton is lower than expected due to a reduction in meals. This can be accounted for in their being 10 less children in Reception receiving universal free meals. Nikki and Amanda are going to investigate what more can be done to promote meal uptake across the school and ensure the spring menu included all the popular options! On the positive meal numbers at Tipton have been good this term. Efforts are being made to reduce food costs and reduce additional hours being claimed by kitchen staff. This should all help to keep the budget on track.

### **FSU**

Feniton overspent due to summer term and needing to increase staffing to meet need of pupils, new to the setting. We now have funding for these pupils in Reception class.

TSJ has low numbers and income is £3k less than expected. This is being supported by higher numbers at Feniton.

4 new starters expected at Feniton. 0 new starters at TSJ in January.

### **Before and After School Club:-**

Similar position to last year. Lower numbers at after school club are impacting the budget. To alleviate this pressure governors can make the decision not to charge the £5k rent. This would impact on the main school budget (SBS) and leave us £15,000 over budget, instead of £10,000.

Last year we improved income with new activities in the spring term. Amanda will explore this again with Mrs Chapman in January.

The trend of breakfast club being popular and sustaining numbers whilst after schools' struggle is a national picture. Families are tending to rely more on extended family to help with pick up at the end of the day

### **Comparative Statistics - Benchmarking**

Key points comparing OVF to other similar organisations/ sized schools: Catering costs higher – due to us running our own production kitchen and the benchmarking not factoring in the income we receive from Fort Federation.

ICT costs higher – we have invested more this year, replacing laptops and buying chromebooks for children. Low costs in previous 2 years.

Teaching and support staff costs higher – we spent £4,647 per pupil, higher than 60% of similar schools. This is due to needing to meet the needs of SEND pupils particularly at TSJ which has double the national average of SEND pupils.

Spending on utilities is lower than average with OVF spending £16 per sq metre compared to an average of £19.

### [Your school - Financial Benchmarking and Insights Tool - GOV.UK](#)

#### **Review Pupil Numbers & Implications**

The 2 class year group will be leaving Feniton in July 2026. This will reduce the numbers we have on the federation roll significantly.

This year our working budget is based on 320 OVF pupils on roll. Next year this reduces to 305 and then when we lose the Y6 double cohort our working budget in 2026 will be based on only 272 OVF pupils.

#### **Audit**

Devon Audit Partnership report will be reported at FGB in the spring term.

#### **Pupil Premium and Sports Funding**

Expenditure for both pupil premium and sports grant are published on our school websites and reported to Inclusion/ Curriculum Lead Governors.

Our expenditure this year has been similar to previous years for pupil premium including:-

- TAs supporting reading
- Library subscription to support reading
- Staffing to support speech and language assessment and intervention
- Forest School
- Teachers CPD for speech and language assessment
- Play therapy at Tipton – we cannot source a play therapist for Feniton
- Subsidising school visits and residential
- Providing free musical instrument tuition (5 pupils)

In relation to Sports funding we are. The competitions are still considered to be worthwhile. The majority of this funding is used to fund transportation to sports events and staffing to support the sports lessons (particularly at Tipton where classes have to walk to the local playing field) and active lunchtimes. Feniton have also used funding to provide balance bike lessons to Rec/KS1 and mountain biking to Year 6. Tipton provide tennis court lessons to Oak. The federation will report to the Dfe on expenditure and impact in the summer term through an online portal to the DfE.

	<p>Budgets are on track.</p> <p><b>Building Capital Funding Requests</b>  No capital funding requests for Tipton – in the event that the school rebuild does not take place soon we will need to make a request however for funds to be put to the school staffroom.</p> <p>We have submitted to capital fund projects for the diocese to consider: the additional of a footpath linking the two main gates at the front of the school (previously parking spaces and now coned off during the day). Also the upgrading to LED lighting in about 50% of the school.</p> <p><b>OVF Emergency Business Continuity Plan</b> has been updated to reflect new staff and changes to Bromcom and Educating.</p>	
<b>SDP priorities covered:</b>	<b>As above</b>	
<b>Delegated decisions made on behalf of the FGB (as agreed in the terms of reference):</b>	<b>N/A</b>	
<b>Recommendations for the FGB linked to statutory requirements:</b>	<ul style="list-style-type: none"> <li>- Increase charges for school lunches in Sept 2026</li> <li>- Increase charge for FSU in Sept 2026</li> <li>- Increase charge for BASC in Sept 2026</li> <li>- Reduce rent/staffing costs for FSU/BASC this year.</li> </ul>	
<b>Next step(s) / action points:</b>	- See above	<b>Actions to be completed by (personnel &amp; date):</b>
<b>Date of next visit/meeting:</b>	<b>Spring Term</b>	
<b>Items from this report to be reviewed at the next visit / meeting:</b>	<b>N/A</b>	
<b>Additional notes (to include reflections on how visit / meeting has benefited pupils and contributed to the <u>Christian Distinctiveness</u> of the schools):</b>	<b>N/A</b>	

School Name: Otter Valley Federation  
 School Number: 3312  
 Fund Number: 1  
 School Budget Share  
 Date: 25/11/2025  
 Budget Name:

Opening (Surplus)/Deficit: (342,681)

In Year (Surplus)/Deficit: 9,638

Closing (Surplus)/Deficit: (332,843)

Cost Centre Group	Cost Centre Description	Ledger Code	Ledger Code Description	Annual Budget (£)	Commitments (£)	Annual Actuals (£)	Central Invoiced (£)	Estimated Future Income or Expenditure (£)	Prior Period Estimated Future Income or Expenditure (£)	Forecast (£)	Prior Period Forecast (£)	Forecast Variance (£)	Notes
001 Federation Income	Federation SHS Income Total			(1,820,078)	-	(1,820,430)	-	(15,955)	-	(1,836,385)	-	18,289	Grants received
001 Federation Income	Federation Pupil Premium Inc Total			(46,050)	-	(47,565)	-	-	-	(47,565)	-	(1,515)	Received more than budgeted
001 Federation Income	Fenton Sports Premium Total			(18,620)	-	(7,509)	-	(10,520)	-	(18,020)	-	-	
001 Federation Income	Tipton Pupil Premium Income Total			(15,035)	-	(15,550)	-	-	-	(15,550)	-	(1,515)	Received more than budgeted
001 Federation Income	Tipton Sports Premium Total			(16,810)	-	(5,925)	-	(9,885)	-	(15,810)	-	-	
<b>Total</b>				<b>(1,915,994)</b>	-	<b>(1,898,970)</b>	-	<b>(36,340)</b>	-	<b>(1,935,310)</b>	-	<b>(19,319)</b>	
002 Federation Other Income	Fenton Catering Income Total			(102,371)	-	(67,605)	-	(34,754)	-	(102,359)	-	2	
002 Federation Other Income	Fenton PTA Total			-	-	2,858	-	(2,866)	-	0	-	0	
002 Federation Other Income	G120 Recharge Income from G121 Total			(5,000)	-	-	-	(5,000)	-	(5,000)	-	-	
002 Federation Other Income	G120 Recharge from G122 FSU FEN Total			(10,000)	-	-	-	(10,000)	-	(10,000)	-	-	
002 Federation Other Income	Tipton Catering Income Total			(19,924)	-	(17,349)	-	(5,154)	-	(22,503)	-	(2,579)	
002 Federation Other Income	Tipton PTA Total			-	-	200	-	(200)	-	(0)	-	(0)	
002 Federation Other Income	Tipton PTA Total			-	-	-	-	(57,974)	-	(139,672)	-	(12,577)	
<b>Total</b>				<b>(137,295)</b>	-	<b>(91,898)</b>	-	<b>(97,974)</b>	-	<b>(139,672)</b>	-	<b>(2,577)</b>	
Crossing Patrol													
Crossing Patrol	Fenton Crossing Patrol Total			5,000	-	1,708	-	3,292	-	5,000	-	(0)	
Crossing Patrol Total				<b>5,000</b>	-	<b>1,708</b>	-	<b>3,292</b>	-	<b>5,000</b>	-	<b>(0)</b>	
Federation Admin Staff													
Federation Admin Staff	Federation Admin Staff Total			102,527	42,267	59,641	-	618	-	102,527	-	(0)	
Federation Admin Staff	Federation Admin Staff Total			<b>102,527</b>	<b>42,267</b>	<b>59,641</b>	-	<b>618</b>	-	<b>102,527</b>	-	<b>(0)</b>	

Numbers have increased at Tipton and parents have been preordering.



Federation IT Total	25,000	3,258	15,566	1,106	5,260	25,000	(0)
Federation Office Costs							
Federation Office Costs	3,000	835	1,278	67	300	3,000	(0)
Federation Office Costs Total	3,000	835	1,278	67	300	3,000	(0)
Federation Other Staff Costs							
Federation Other Staff Costs	4,500	-	2,112	102	2,286	4,500	-
Federation Other Staff Costs Total	4,500	-	2,112	102	2,286	4,500	-
Federation SEN							
Federation SEN	500	140	561	-	-	701	201
Federation SEN Total	500	140	561	-	-	701	201
Federation Services & Expend							
Federation Services & Expend	71,500	1,320	47,371	380	22,419	71,500	(0)
Federation Services & Expend Total	71,500	1,320	47,371	380	22,419	71,500	(0)
Federation Catering Expenditure							
Federation Catering Expenditure Total	68,000	386	37,524	4,083	25,876	68,000	(0)
Federation Curriculum Development							
Federation Curriculum Development	3,500	171	383	244	2,702	3,500	0
Federation Curriculum Development Total	3,500	171	383	244	2,702	3,500	0
Federation Educational Visits							
Federation Educational Visits	500	396	456	318	(700)	500	0
Federation Educational Visits Total	500	396	456	318	(700)	500	0
Federation Mealtime Assistants							
Federation Mealtime Assistants	28,470	15,145	18,420	-	-	33,565	5,095
Federation Mealtime Assistants Total	28,470	15,145	18,420	-	-	33,565	5,095
Federation Photocopier Costs							
Federation Photocopier Costs	5,000	728	3,148	159	966	5,000	0
Federation Photocopier Costs Total	5,000	728	3,148	159	966	5,000	0

Recruitment of two new MTAs to cover 1.1







# Pupil Numbers Report

25 November 2025 15:36

The Otter Valley Federation

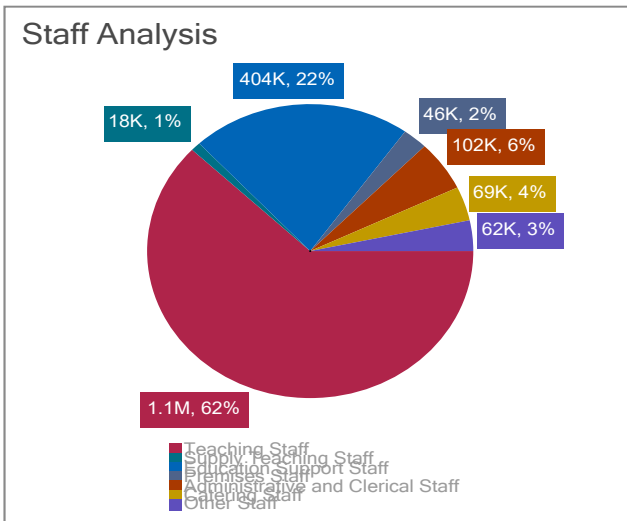
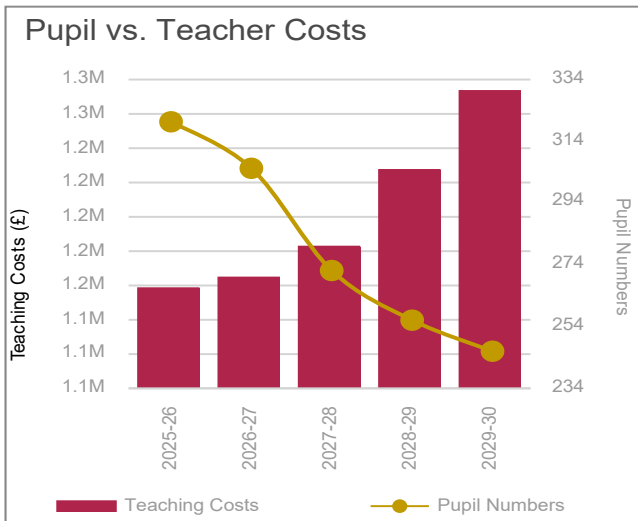
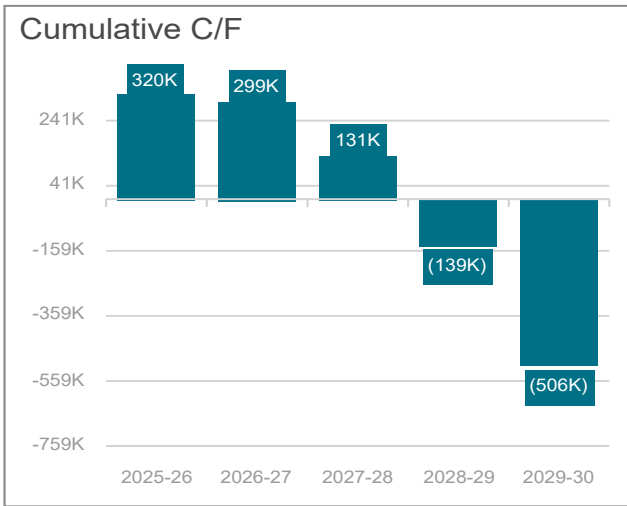
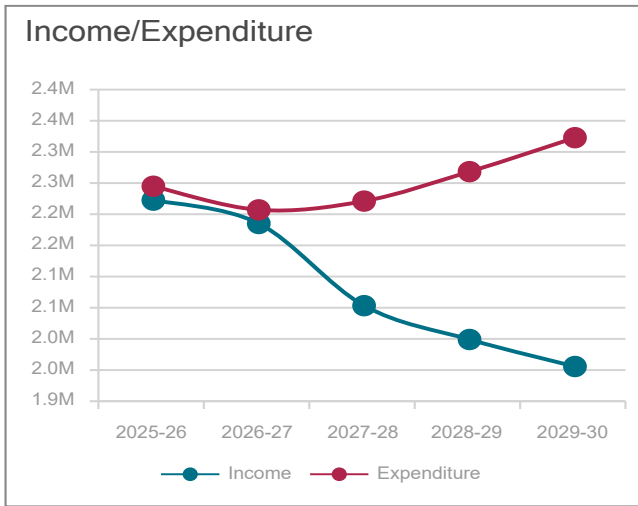
Otter Valley Federation - Working Budget

Age	Year	Key Stage	Oct 2024	Oct 2025	Oct 2026	Oct 2027	Oct 2028
5	Reception	Early Years	37	30	36	30	35
6	Year 1	KS1	44	37	30	36	30
7	Year 2	KS1	33	46	37	30	36
8	Year 3	KS2	43	31	47	37	30
9	Year 4	KS2	44	45	31	47	37
10	Year 5	KS2	68	46	45	31	47
11	Year 6	KS2	51	70	46	45	31
<b>Total</b>			<b>320</b>	<b>305</b>	<b>272</b>	<b>256</b>	<b>245</b>

# The Otter Valley Federation - Budget Dashboard

Scenario: Otter Valley Federation - Working Budget

Date: 27/11/2025

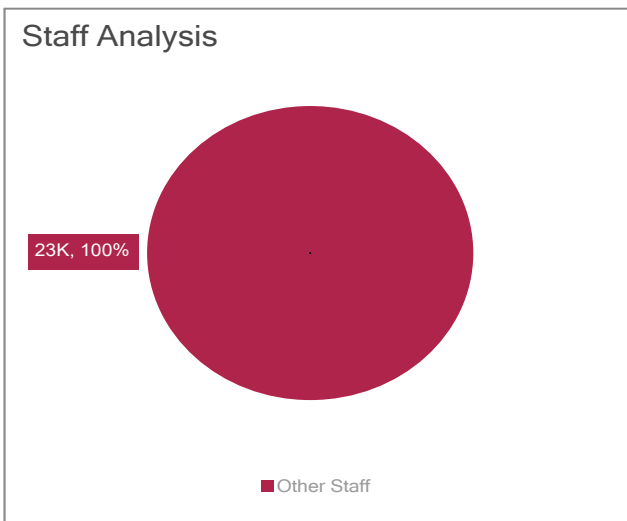
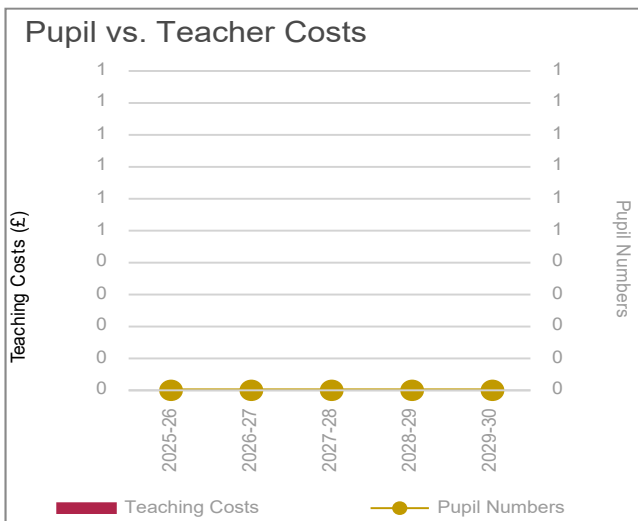
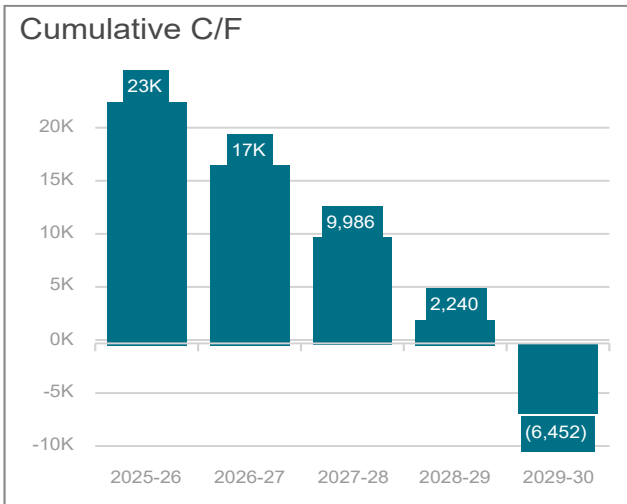
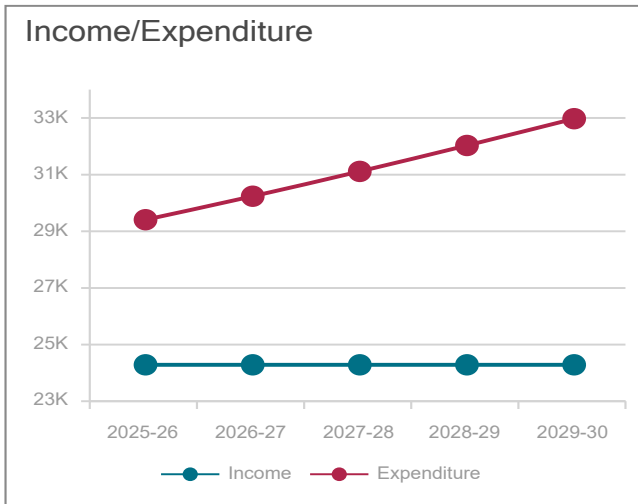


Forecast Balances	2025-26	2026-27	2027-28	2028-29	2029-30
In Year Surplus / (Deficit)	(22,318)	(21,783)	(167,857)	(269,477)	(367,180)
Surplus / (Deficit) Brought Forward	342,681	320,363	298,580	130,723	(138,754)
Cumulative Surplus / (Deficit) Carried Forward	320,363	298,580	130,723	(138,754)	(505,934)
Revenue CFwd as a % of Budget Share	21	20	10	(11)	(42)

# The Otter Valley Federation - Budget Dashboard

Scenario: Breakfast & After School Club - Working Budget

Date: 27/11/2025

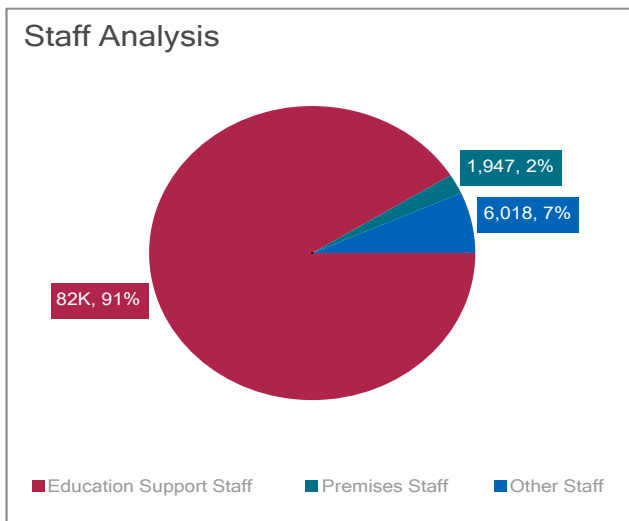
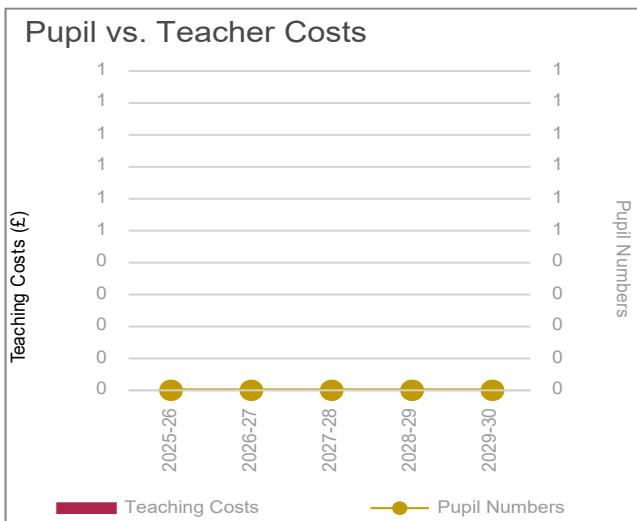
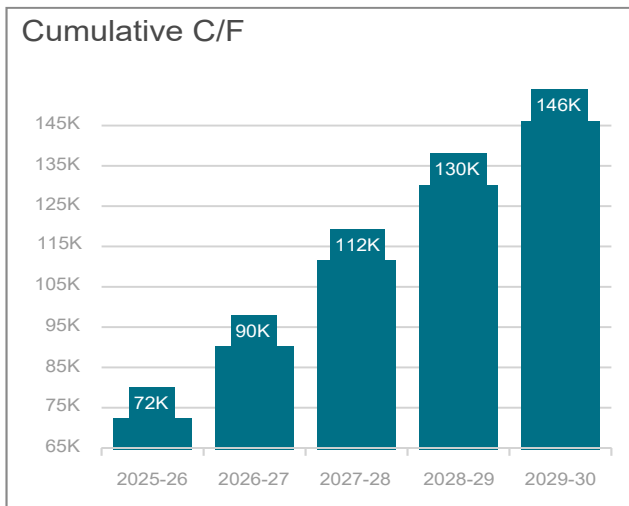
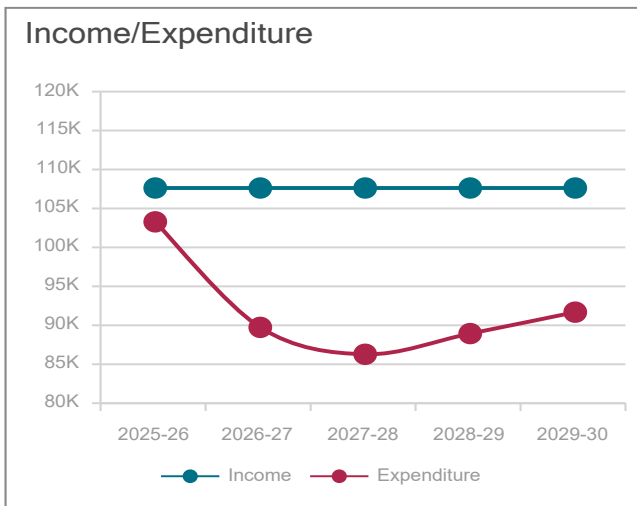


Forecast Balances	2025-26	2026-27	2027-28	2028-29	2029-30
In Year Surplus / (Deficit)	(5,125)	(5,953)	(6,832)	(7,746)	(8,692)
Surplus / (Deficit) Brought Forward	27,896	22,771	16,818	9,986	2,240
Cumulative Surplus / (Deficit) Carried Forward	22,771	16,818	9,986	2,240	(6,452)
Revenue CFwd as a % of Budget Share	0	0	0	0	0

# The Otter Valley Federation - Budget Dashboard

Scenario: Preschool - Working Budget

Date: 27/11/2025



Forecast Balances	2025-26	2026-27	2027-28	2028-29	2029-30
In Year Surplus / (Deficit)	4,332	17,885	21,330	18,681	15,938
Surplus / (Deficit) Brought Forward	68,160	72,492	90,376	111,706	130,387
Cumulative Surplus / (Deficit) Carried Forward	72,492	90,376	111,706	130,387	146,325
Revenue CFwd as a % of Budget Share	0	0	0	0	0

School Name: Otter Valley Federation  
 School Number: 3312  
 Fund Number: 3  
 Fund Name: Ottery Valley FSU G122  
 Date: 25/11/2025  
 Budget Name:

Opening (Surplus)/Deficit: (68,160)  
 In Year (Surplus)/Deficit: (4,261)  
 Closing (Surplus)/Deficit: (72,421)

Cost Centre Group	Cost Centre Description	Ledger Code	Ledger Description	Annual Budget (£)	Commitments (£)	Annual/Actuals (£)	Central Invoiced (£)	Estimated Future Income or Expenditure (£)	Prior Period Estimated Future Income or Expenditure (£)	Forecast (£)	Prior Period Forecast (£)	Forecast Variance (£)	Notes
<b>Feniton Premises Staff</b>													
Feniton Premises Staff	Federation Premises Staff	1240	ers - NI Caretakers/Clean	-	-	94	-	-	-	94	-	94	94
Feniton Premises Staff	Federation Premises Staff	1340	ers - SUP Caretakers/Clean	-	-	233	-	-	-	233	-	233	233
Feniton Premises Staff	Federation Premises Staff	1040	ers - PAY Caretakers/Clean	-	-	1,070	-	-	-	1,070	-	1,070	1,070
Feniton Premises Staff	Federation Premises Staff Total			-	-	1,397	-	-	-	1,397	-	1,397	This is included in the Governor Agreed Budget, but not put into Bromcom.
Feniton Premises Staff Total				-	-	1,397	-	-	-	1,397	-	1,397	
<b>G122 FSU Expenditure</b>													
G122 FSU Expenditure	G122 Feniton FSU Curriculum Total			2,000	-	255	55	1,690	-	2,000	-	(0)	
G122 FSU Expenditure	G122 Feniton FSU Premises Costs Total			10,000	-	5	-	10,000	-	10,005	-	5	
G122 FSU Expenditure	G122 Feniton FSU Staffing costs Total			65,900	33,948	53,746	125	675	-	87,693	-	17,793	Overspent due to the high level of need in FSU in the Summer Term.
G122 FSU Expenditure	G122 FSU CPD Total			800	-	800	-	772	-	800	-	(0)	
G122 FSU Expenditure	G122 Tipton FSU Curriculum Total			800	28	671	-	772	-	800	-	(0)	
G122 FSU Expenditure	G122 Tipton FSU Staffing Costs Total			137	-	671	-	772	-	671	-	534	
G122 FSU Expenditure Total				88,637	33,976	54,802	55	13,137	-	101,969	-	18,332	
<b>G122 FSU Income</b>													
G122 FSU Income	G122 Feniton FSU Income Funded Total			(86,000)	-	(36,955)	-	(52,000)	-	(88,955)	-	(2,955)	
G122 FSU Income	G122 Tipton FSU Income Funded Total			(18,000)	-	(8,017)	-	(7,000)	-	(15,017)	-	2,983	
G122 FSU Income Total				(104,000)	-	(48,626)	-	(59,000)	-	(107,626)	-	(3,626)	We are receiving more funded income at Feniton than expected, but less at Tipton.
Grand Total				(20,363)	33,976	7,572	55	(45,863)	-	(4,261)	-	16,102	

School Name: Otter Valley Federation  
 School Number: 3312  
 Fund Number: 4  
 Fund Name: G121 Wrap Around  
 Date: 25/11/2025  
 Budget Name:

Opening (Surplus)/Deficit: (27,896)

In Year (Surplus)/Deficit: 4,861

Closing (Surplus)/Deficit: (23,035)

Cost Centre Group	Cost Centre Description	Ledger Code	Ledger Description	Annual Budget (€)	Commitments (€)	Annual Actuals (€)	Central Invoiced (€)	Estimated Future Income or Expenditure (€)	Prior Period Estimated Future Income or Expenditure (€)	Forecast (€)	Prior Period Forecast (€)	Forecast Variance (€)	Notes
007 G121 BASC													
007 G121 BASC	G121 BASC Charges		Rents & Other	5,000				5,000		5,000			
007 G121 BASC	G121 BASC Charges Total	2321	Landlord Charges	5,000				5,000		5,000			Rental Charges - decision to be made by governors
007 G121 BASC	G121 BASC Expenditure		Materials & Consumables	1,500		683	683	683		1,366		(134)	
007 G121 BASC	G121 BASC Expenditure Total	4003		1,500		683	683	683		1,366		(134)	
007 G121 BASC	G121 BASC Income		Tax Free Child Care Income			(5,056)				(5,056)		(5,056)	
007 G121 BASC	G121 BASC Income		Recreational Clubs & Events	(34,000)		(8,228)		(11,000)		(19,228)		14,771	
007 G121 BASC	G121 BASC Income Total	9331		(34,000)		(13,285)		(11,000)		(24,285)		9,715	After School Club numbers have declined
007 G121 BASC	G121 BASC Staffing cost		Teaching Assistants - NI	1,420	39	1,020		7,500		8,559		7,139	
007 G121 BASC	G121 BASC Staffing cost		Teaching Assistants - SUP	4,201	511	2,213				2,724		(1,477)	
007 G121 BASC	G121 BASC Staffing cost		Teaching Assistants - PAY	19,269	2,345	9,151				11,497		(7,772)	
007 G121 BASC	G121 BASC Staffing cost Total	1030		24,890	2,896	12,384		7,500		22,780		(2,110)	Staffing has been reduced to reflect the decline in numbers.
007 G121 BASC Total				(2,610)	2,896	(218)		2,163		4,861		7,471	
Grand Total				0	0	(218)		2,163		4,861		7,471	This overspend could be offset by the rental charges - decision to be made by governors.

## November 2025 – Strategic Premises Development Plan 2025/26 and 2024-2028

*“Believing & Achieving Together to be the Best We Can Be”*

The Otter Valley Federation focuses on creating school premises which are safe, inspiring, and sustainable learning environments in which all pupils and staff can believe and achieve together to be the best they can be. We prioritise essential maintenance, enhance accessibility, and invest in modern facilities that support teaching and wellbeing. A key goal is to embed environmental sustainability by reducing energy consumption and incorporating renewable energy solutions where possible. We will also promote green spaces and biodiversity to enrich outdoor learning. We draw upon the support of our school and local communities wherever possible to deliver phased improvements that balance immediate needs with long-term development and environmental responsibility.

### Feniton Church of England Primary School

#### Key Issues: Premise Maintenance plus Health and Safety Audit/ Quintennial Buildings Condition Report (May 2023)

	Action	Action – By When	Action – By Whom	Costs	Success Criteria
1	<u>Long term future development of the school</u> Consideration to proposed developments around Feniton Village and within catchment	Ongoing	Exeter Diocese in association with EXHT, FGB		FGB is briefed, understands possibilities and plans are drawn up when feasible.
2	<u>General</u> Remove and dispose of wall apparatus in the Hall.  Fix gutters on playground classroom.	Spring 2026  Spring 2026	Exec Head  Exec Head	£500	Apparatus no longer in use and needs to be disposed of.  Resolve ongoing issue of gutters leaking down the wooden cladding.

	Replace 2 heaters in staffroom / Year 1.	Autumn 2025	Exec Head	DFC – awaiting quote	Adequate heating in these areas. Comfortable learning environment.
	Cut back trees on main playground over adventure playground.	January 2026	Exec Head	£5,000 SBS	Enable better maintenance of adventure playground and accessibility for children.
	Invest in upgrading computers.	Summer 2026	Exec Head / M Lampey / L Mansfield	£1,000 £10,000	Securing high quality teaching and learning
	Audit LED lighting and fluorescent tubes which still need replacing	Summer 2026	Exec Head and L Biddle	£10,000 - £15,000 SCA	All lighting LED upgraded – energy efficiency improved
3	<b><u>Health and Safety - Security / access to school</u></b> Replace door seals on fire door in practical area Finger guards on Y6 toilets? Cleaning of WC extractor fans		Exec Head/L Biddle Exec Head/ L Biddle L Biddle	£80 £100 £400	Safety improved
4	<b><u>Environmental</u></b> Investigate the installation of Solar Panels	Spring 2026	Executive Headteacher & Portfolio lead	£ 600 Planning fee	Information / plan received

**Evaluation:** Green = Completed / Yellow = Amber, underway / White = Not Started / Red = Not Possible

### **Future Developments - Strategic Plan 2026 – 2028**

2026/27	Consider need to replace Boiler.	SCA
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	Replacement Electrics across the school main building – replacement wiring and distribution boards and switchgear.	SCA - £36,500
	Pavement Change between main gate and double gate, improved access and road safety	£20,000+ SCA
<b>2027-28</b>	Upgrade fire alarm system	£3,382 in ICT block £23,000 in main school
	Replacement of Hall Lino Refurbishment	£5,000 +SCA

## November 2025 – Strategic Premises Development Plan 2025/26 and 2024-2028

*“Believing & Achieving Together to be the Best We Can Be”*

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### Tipton St John Church of England Primary School

#### Key Issues: Premise Maintenance plus Health and Safety Audit

	<b>Actions in 2025 - 2026</b>	<b>Action – By When</b>	<b>Action – By Whom</b>	<b>Costs</b>	<b>Success Criteria</b>
1	<b><u>Long term future development of the school</u></b> Phase 1 of School Rebuild Programme. DCC are investigating a TSJ site and Governors will decide whether to move to TSJ site or Thorne Farm OSM.	Ongoing	Exeter Diocese in association with EXHT, FGB Executive Headteacher, Chair of Govs, and OVF Governors	DCC for beyond red line services and highways and DfE SRP for build.	FGB is briefed, understands possibilities and plans are drawn up when feasible.
2	<b><u>General</u></b>  New seating in staffroom  <b>Fund Saver Work Day</b>	Spring/summer 2026  September 2025	Exec Head  Exec Head and Caretaker	£1,000  £200	Old tatty furniture replaced  School tidy and general maintenance is updated.

	<p>6x Chromebooks and 2 Teacher laptops</p> <p>To erect a summer house in the lower playground as a temporary tutorial space.</p>	<p>November 2025</p> <p>Autumn 2025</p>	<p>Exec Head and PB</p> <p>Exec Head and PB</p>	<p>£5,000</p> <p>£3,000 (£1k from locality fund and £1k from PTA)</p>	<p>Improved computing provision for children to support curriculum.</p> <p>Additional learning space to support SEND learners.</p>
3	<p><b>Health and Safety - Security / access to school</b> Keep staffroom wall under review. If rebuild uncertain then this should be reviewed for a more permanent solution. AFu and Richard Power discussed in Nov 2025.</p> <p>Roof tiles on upper site. 2 have slipped. (asbestos tiles). Not causing water ingress that we can see or a risk to fall, but will monitor.</p>	<p>Autumn 2025</p> <p>Identified in Dec asbestos report and discussed with Diocese.</p>	<p>Exec Head and Diocese</p> <p>Exec Head</p>	<p>Unknown</p>	<p>Provision of a staffroom / teaching space.</p> <p>Maintenance of upper site.</p>
4	<p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>Writing of Climate Action Plan</li> </ul>	<p>Summer 2025</p>	<p>Executive Headteacher &amp; Portfolio lead</p>	<p>£ unknown</p>	<p>Information / plan received</p>

### Future Developments - Strategic Plan 2024 – 2028

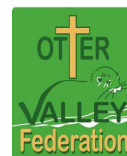
Priority	Future Actions	Estimate £
2026-27	<p>(dependent on Rebuild plan)</p> <p>Replace carpets. Oak and Hazel as priority.</p> <p>Completion of Heating</p>	<p>£3,000</p> <p>DFC</p>
2027- 2028	<p>Toilet Refurbishment on lower site</p> <p>Replacement of Staffroom building &amp; furniture</p>	<p>£1,500</p> <p>£20,000</p>

	Adventure Playground Replacement	£10,000
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**Future Project considerations**

<p><b><u>Condition</u></b>  Development when considering the relocation or the rebuilding the school in case of flooding or a required expansion to meet basic need in Ottery Learning Community, due to significant building work in Learning Community.  Condition is poor, especially of the lower site</p>	<p><b><u>Suitability</u></b>  Development when considering the relocation or the rebuilding the school in case of flooding or a required expansion to meet basic need in Ottery Learning Community, due to significant building work in Learning Community.  There are significant issues with suitability, lack of space e.g. for intervention work, size and layout of classrooms, TAF meetings etc becoming an increasing challenge with rising numbers of SEND pupils.</p>
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# Premises and Health & Safety Lead Portfolio Governor Autumn



## Report

*Believing & Achieving Together to be the Best We Can Be*

Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit
<b>Claire Polverino</b>	<b>Premises and Health and Safety</b>	<b>Termly Report</b>	<b>20/11/25</b>
<b>Key personnel consulted/present:</b>	<b>Amanda Fulford, Executive Headteacher OVF</b>		
<b>Statutory Lead Roles duties covered:</b> <i>(from annual cycle of business)</i>	<p><b>1. Building &amp; Maintenance Plans</b></p> <p><b>Feniton Works completed in 2024-25</b></p> <ul style="list-style-type: none"> <li>• Refurbishment of Feniton Kitchen (inclu removal of asbestos) (approx. £20,000 (tbc SCA)</li> <li>• Class set of Chromebooks for classroom use £8,000 for 3 years (School budget).</li> <li>• Tree works behind FSU (School budget £460)</li> <li>• Replace ropes on adventure playground</li> <li>• Saving funds for Roofing project. (DFC) – project completed with SCA – completed</li> </ul> <p><b>Feniton Works planned for 2025-26</b></p> <p>Replace lighting for LED – about 50% remaining            Remove and dispose of wall apparatus in the Hall.            Fix gutters on playground classroom.            Replace 2 heaters in staffroom / Year 1.            Cut back trees on main playground over adventure playground.            Invest in upgrading computers.</p> <p><b>Tipton St John Works completed in 2024-25</b></p> <ul style="list-style-type: none"> <li>• New heater in Willow Class. (VA Promis)</li> <li>• Replace Bebots / 6x Chromebooks and 2 Teacher laptops (£5,000 or lease School budget)</li> <li>• Erect summer house in the lower playground as a temporary tutorial space (£3,000 to include £1,000 Locality Fund Grant)</li> <li>• Keep staffroom wall under review. If rebuild uncertain then this should be reviewed for a more permanent solution. (SCA)</li> <li>• Replace 2 x posts on traversing wall on field (£1200 School budget).</li> </ul> <p><b>Tipton St John Works for 2025-26</b></p> <p>New summerhouse learning space on lower site – kit out            Upgrading of staffroom building            New seating in staffroom</p> <p><b>2.</b></p> <p><b>Schools Condition Allocation (SCA) Capital Grant (Diocese)</b></p> <p>No bids will be submitted this year for capital building projects at Tipton, but the diocese are aware of TSJ's staffroom and are investigating the viability of replacing this temporary structure.</p>		

At Feniton a bid has been submitted to replace Lighting for LED and for a footpath to be installed at the front of the school to connect the main gate and front double gate.

**Devolved Formula Capital (DFC)**

DFC is funding held on our behalf by the diocese that can be spent on building projects and maintenance (including IT infrastructure). Money currently available in our DFC accounts is £9,755 for Feniton and £14,415 for TSJ. These funds need to build up to fund possible boiler replacement at Feniton and SRP at TSJ.

**3. Schools Rebuilding Project**

By December 2025 governors expect to receive an update from DCC on the next steps in the SRP. Most regular update from Karen Worthington, *Service Lead for DCC, Access To Education:*

Action	Lead	Timescale
Share all relevant site and survey reports with DfE.	DCC	As soon as possible
Review survey reports to better understand risks (Foul Drainage, Surface Water Drainage, Highways)	DfE	Prior to the 18 <sup>th</sup> November
Determine which costs are deemed DCC’s responsibility	DfE	
Seek indication on cost of land and potential to portion the land	DCC	
DCC highways to provide an indicative view on the proposed highways solutions	DCC	
Seek in-principle planning advice from EDDC	DCC	18 <sup>th</sup> November
Follow-up meeting: - Discuss Feasibility / Viability / Risk - DfE to confirm which costs will sit with DCC - DfE to confirm whether further feasibility work is required - Determine next steps	DCC / DfE	
Report back to Federation Board with outcomes and next steps	DCC	25 <sup>th</sup> November

**4 Catering**

We are on track with what we have budgeted to spend in 2025/26.

However food costs continue to rise and Afu is meeting with Miss Rowe, our Kitchen Manager and Educatering to come up with solutions to save money.

**Challenges**

Food costs are continuing to rise. £1.67 per meal in September and averaging £1.25.

OVF Target £1.10-£1.18

Number of pupils on school roll has dropped significantly at Feniton and will drop by 30 again in September 2026. Falling roll nationally – fewer meals.

**Successes**

Hard work, commitment & productivity of the kitchen team.  
Quality of the meals.  
Positive feedback from other schools and parents.  
Stock levels and batching at an appropriate level.

**Actions to be taken to combat rising food costs and lower pupil numbers**

- Ensure we keep to spec on all recipes.
- To look closely at cheese quantities and ensure they meet spec.
- Order only 4 fruit types for all schools.
- Additional hours limited to 30 mins per person. This has been achieved with one member of staff. Investigating how this can this be achieved with other 2 members of staff.
- Reduce number of spare meals being prepared
- Nikki to provide Terri with details of credit notes received.
- Reduce dishwasher cycle from 5 minutes to 3 minutes whenever possible.
- Meal costs to be increased in September 2026.
- Meradith, Terri and Amanda to meet in January to review impact.

New OVF School Food and Nutrition Policy has been written and shared with staff and governors. This ensures national food standards and Early Years food safety guidance is being followed.

**5 Risk Assessments**

Fire Risk Assessments have been updated following the annual fire walk-around on 19<sup>th</sup> November. In the next 3 years this responsibility will move to DCC (who currently complete annual assessments on asbestos). There will be no charge for this service.  
A new DCC risk assessment template has been introduced which includes a rag rating of each risk as low/medium/high. OVF will move to this template when Risk assessments are next updated in March 2026.  
All Risk Assessments up to date – April 2025

**6 Training**

Afu has attended the termly DCC H&S Briefing and a Premises Management Day.  
Mrs Biddle has attended training for portable appliance testing, so she can take on this role for the federation which will save us money in needing to use a contractor.

**7 Policies**

- Accessibility Plan - Reviewed November 2025.
- School Emergency Plan / Business Continuity Plan - Reviewed June 2025
- Health and Safety Policy - Reviewed March 2025
- Lettings Policy – Reviewed March 2025

**The Accessibility Plan** has been cross referenced with Our Equality Policy and Objectives 2025 and has the following priorities:

	<b>2025-2026</b>
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	<table border="1"> <tr> <td data-bbox="357 107 611 613"> <b>Gathering Information</b> </td> <td data-bbox="616 107 1444 613"> <ul style="list-style-type: none"> <li>• Launch new websites</li> <li>• Launch MCAS through Bromcom</li> <li>• Monitor participation and achievements of those on the SEND register.</li> <li>• Inclusion Governor increases knowledge of SEND through meeting with SENDCo once a term to evaluate pupil progress and provision.</li> <li>• Planned CPD – zones of regulation.</li> <li>• Building a Sharepoint SEND hub of resources to support assessment and identification of need.</li> <li>• Have a clear policy for AI and how this information can be effectively and safely used.</li> </ul> </td> </tr> <tr> <td data-bbox="357 620 611 904"> <b>Increasing Access to School Curriculum</b> </td> <td data-bbox="616 620 1444 904"> <ul style="list-style-type: none"> <li>• On going staff training plus specific issues if pupils with disability start.</li> <li>• Continue access to Google Classroom.</li> <li>• Personalising curriculum and ensuring EHCP targets are met. Rhan and RHats</li> </ul> </td> </tr> <tr> <td data-bbox="357 911 611 1240"> <b>Improving written information</b> </td> <td data-bbox="616 911 1444 1240"> <ul style="list-style-type: none"> <li>• Use of ICT Whiteboards to be evaluated and equipment for dyslexia.</li> <li>• Ensure that parents have the option of getting information in appropriate ways – e.g. large text, simple format.</li> <li>• Redesign of Federation and School Websites for ease of access of information.</li> </ul> </td> </tr> <tr> <td data-bbox="357 1247 611 1491"> <b>Improving Physical Access</b> </td> <td data-bbox="616 1247 1444 1491"> <ul style="list-style-type: none"> <li>• Ensure consideration given to proposed future development of school – Liaise with LA and Diocese.</li> <li>• Furniture survey.</li> <li>• New summerhouse at TSJ to provide additional learning space on lower site.</li> </ul> </td> </tr> </table>	<b>Gathering Information</b>	<ul style="list-style-type: none"> <li>• Launch new websites</li> <li>• Launch MCAS through Bromcom</li> <li>• Monitor participation and achievements of those on the SEND register.</li> <li>• Inclusion Governor increases knowledge of SEND through meeting with SENDCo once a term to evaluate pupil progress and provision.</li> <li>• Planned CPD – zones of regulation.</li> <li>• Building a Sharepoint SEND hub of resources to support assessment and identification of need.</li> <li>• Have a clear policy for AI and how this information can be effectively and safely used.</li> </ul>	<b>Increasing Access to School Curriculum</b>	<ul style="list-style-type: none"> <li>• On going staff training plus specific issues if pupils with disability start.</li> <li>• Continue access to Google Classroom.</li> <li>• Personalising curriculum and ensuring EHCP targets are met. Rhan and RHats</li> </ul>	<b>Improving written information</b>	<ul style="list-style-type: none"> <li>• Use of ICT Whiteboards to be evaluated and equipment for dyslexia.</li> <li>• Ensure that parents have the option of getting information in appropriate ways – e.g. large text, simple format.</li> <li>• Redesign of Federation and School Websites for ease of access of information.</li> </ul>	<b>Improving Physical Access</b>	<ul style="list-style-type: none"> <li>• Ensure consideration given to proposed future development of school – Liaise with LA and Diocese.</li> <li>• Furniture survey.</li> <li>• New summerhouse at TSJ to provide additional learning space on lower site.</li> </ul>
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<b>SDP priorities covered:</b>	<p>School Rebuilding Programme for TSJ</p> <p>Quality of Education – focus budget on computing resources and supporting the needs of SEND – construction of summerhouse.</p> <p>Completing Climate Action Plan – education and premises</p>								
<b>Delegated decisions made on behalf of the</b>	<p>To monitor and report on health &amp; safety concerns.</p> <p>Annual Fire Risk Assessments are up to date for both schools.</p> <p>To consider and agree the costs and arrangements for maintenance, repairs and redecoration within the budget allocation.</p>								

**8 H&S / Accident - Information Trends**

Information trends for both schools reviewed by Afu and no significant patterns or themes requiring action were observed or reported.

**9 School Emergency Management Plan / Business Continuity Plan** is up to date and will be scrutinised as part of this term’s DCC Audit.

<b>FGB (as agreed in the terms of reference):</b>	
<b>Recommendations for the FGB linked to statutory requirements:</b>	<p>For Board to agree priorities in Premises Plans based on annual inspection of the premises.</p> <p>For Board to agree priorities in Accessibility Plan</p>
<b>Next step(s) / action points:</b>	<p>EDDC to respond to DCC bid for Tipton site investigations – December 2025</p> <p>Evaluation and Review of Risk Assessments (new template)– March 2026</p> <p>Monitor catering budget to make continued savings,</p>
<b>Date of next visit/meeting:</b>	<p>March 2026</p>
<b>Items from this report to be reviewed at the next visit / meeting:</b>	
<b>Additional notes (to include reflections on how visit / meeting has benefited pupils and contributed to the <u>Christian Distinctiveness of the schools</u>):</b>	

**Otter Valley Federation**  
**Personnel Lead Portfolio Governor Autumn Report 2025**

*Believing & Achieving Together to be the Best We Can Be*

Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit
<b>Daphne Sherwood</b>	<b>Personnel</b>	<b>Termly report</b>	<b>17th November 2025</b>
<b>Key personnel consulted / present:</b>	<b>Amanda Fulford</b>		
<b>Statutory Lead Roles duties covered:</b> <i>(from annual cycle of business)</i>	<ul style="list-style-type: none"> <li>• What aspects of the Federation Development Plan link with staff appraisal and training needs?</li> <li>• Receive report on Performance Management Cycle (including Clerk to governors) Performance Management Review</li> <li>• Ensure date set &amp; trained governors identified for HT Performance Management &amp; external adviser booked.</li> <li>• Ensure Performance Management arrangements are in place for staff, linked to the Federation Development Plan &amp; implemented effectively.</li> <li>• To ensure that requirements for safer recruitment are in place and that there is an up to date single central record (SCR) of recruitment and vetting (DBS) checks held in school. <i>(The Safeguarding Lead Governor is delegated responsibility for checking the content of the SCR)</i></li> <li>• Ensure every member of staff has a Contract of Employment.</li> <li>• Monitor that the school has issued Privacy Notices to staff and the Data Protection Officer (DPO) ensures that appropriate Data Protection requirements and safeguards are in place for personnel data.</li> <li>• Policy Check</li> </ul> <p>Recruitment:            Five new staff members started with the federation this September – Ms Mansfield, Head of School at Feniton, one part time class teacher at Feniton, two teaching assistants at TSJ and 1 cleaner at TSJ. All induction has been successfully completed.</p> <p>Currently 2 vacancies:            MTA and a Cleaner at Feniton required January 2026. Both being advertised.</p> <p>1 TA/MTA at TSJ has resigned from post due to family circumstances and a TA has been recruited for the same hours, starting end of November.</p> <p>Staff Absence:            Staff absence has been high for due to flu bugs and compassionate leave for staff needing to support dependents. This level of absence is higher than usual this early in the academic year, but is being managed effectively by Heads of School.</p> <p>Staff Appraisal:            AF reports that the performance management cycle for all school staff, including the Clerk</p>		

to the Governors, has been completed and recommendations have been sent to the Pay and Performance Committee.

The Executive Head Performance Management Review took place on 26<sup>th</sup> November and the panel expressed satisfaction that all targets had been met. This process was supported by DCC Adviser Julie Stevens. A recommendation was then forwarded to the Pay and Performance committee.

#### Staff Training:

The main focus this year is assessment; improving pupils' oracy skills and refining our Teaching and Learning Policy.

The SMT have monitored learning environment and inclusive classrooms across all classrooms on two occasions and have been able to give personalised feedback.

A comprehensive CPD planner has been compiled by Heads of Schools on a termly basis. This term has focused on introducing Zones of Regulation and setting up the Curriculum Action Teams with a focus on Writing, Maths, Geography and French.

Staff at TSJ continue to manage a very high level of SEND need and SMT are actively supporting staff to ensure the best outcomes for all pupils. Mrs Hanna is working directly with Mr Hatswell in Yr5/6 to closely align the pupils EHCP targets with a broad and balanced curriculum and Mr Button is supporting Mr McKenzie to improve standards in Reading and Writing. The SMT are also currently in talks with DCC considering the options for alternative provision for a new admission. The SMT are aware of pressures on staff to be able to meet the needs of all pupils in a limited space and have actively sought the guidance of the DCC SEND Advisory Team.

January Inset – AI training provided by Computeam and teaching and learning policy.

SMT have met with the SMT of Fort Federation to begin to discuss opportunities for working together in the future. Another meeting is booked for January.

School are funding one TA at Feniton to complete Early Years NVQ3 and Y6 teacher Mrs Critcher is undertaking her SENDNPQ which is fully funded by DfE.

Ms Mansfield new Head of School has received Safeguarding Training, Evolve, SIAMS training and New Heads Induction to help her settle into her new role.

The requirements for Safer Recruitment are in place.

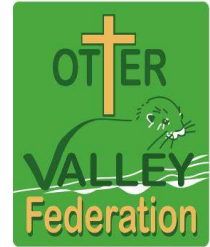
The Business Manager has confirmed that there is an up-to-date single central record of recruitment and vetting checks held in school, which is regularly checked for accuracy by the Safeguarding Lead Governor.

AF has confirmed that every member of staff has a contract of employment. The work to transfer paper personnel files onto electronic content and upgrading all contracts from the individual schools to Otter Valley Federation is ongoing. We are at letter G!

	<p>AF has confirmed that privacy notices are distributed as part of staff induction and a review of all privacy notices will take place with DPO in the Spring Term.</p> <p>No significant staff absences to report.</p> <p>Model Policy for Staff Leave and Absence has been updated by DCC and adopted by OVF. Key updates.</p> <ol style="list-style-type: none"> <li>1. Emergency time off for dependants has increased to 5 days</li> <li>2. Compassionate leave has increased to 10 days</li> </ol>	
<b>Policies allocated to Staffing Lead Governor</b>	<p>The review process for all policies is up to date</p> <p>Staff Leave and Absence Policy updated</p>	
<b>Recommendations for the FGB linked to statutory requirements:</b>	<p>None</p>	
<b>Next step(s) / action points:</b>	<p>Check Privacy Notices</p>	
<b>Date of next visit/meeting:</b>	<p>February 2026</p>	<b>Actions to be completed by (personnel &amp; date):</b>
<b>Items from this report to be reviewed at the next visit / meeting:</b>		
<b>Additional notes (to include reflections on how visit / meeting has benefited pupils and contributed to the <u>Christian Distinctiveness</u> of the schools):</b>		

# Safeguarding Lead Portfolio Governor Autumn Report 2025

*Believing & Achieving Together to be the Best We Can Be*



Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit					
Mark HUMPHRIES	Safeguarding Lead Governor	FGB Autumn 2025 Monday 8th December 2025	Thursday 20th November 2025 at 0900 hours, at Tipton St.John Primary School, and Wednesday 26 <sup>th</sup> November 2025 at 1500 hours Feniton Primary School.  (Report completed Wednesday 26 <sup>th</sup> November 2025)					
Key personnel consulted / present:	Amanda FULFORD (Exec Head, OVF), Mark HUMPHRIES (Lead Governor Safeguarding), Nikki MEYER (Federation Administrator)							
Statutory Lead Roles duties covered: (from annual cycle of business)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Annual Cycle of Business for Lead Safeguarding Governor(s)</b></td> </tr> <tr> <td style="padding: 5px;"><b>Autumn 2 (FGB Monday 7th Decemeber 2025)</b></td> </tr> <tr> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Scrutiny of Termly Safeguarding Collection Sheet.</li> <li>2. Staff and Pupil Talk to monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.</li> <li>3. Complete and Return Annual Safeguarding Audit (S175) with DSL and agree Action Plan.</li> <li>4. Ensure Single Central Record and vetting checks up to date.</li> <li>5. Ensure all staff have received KCSiE guidance and updates.</li> </ol> </td> </tr> <tr> <td style="padding: 5px;"><b>Policies allocated to Lead Safeguarding Governor (TOR)</b></td> </tr> <tr> <td style="padding: 5px;">Whole School Safeguarding Model Policy</td> </tr> </table>			<b>Annual Cycle of Business for Lead Safeguarding Governor(s)</b>	<b>Autumn 2 (FGB Monday 7th Decemeber 2025)</b>	<ol style="list-style-type: none"> <li>1. Scrutiny of Termly Safeguarding Collection Sheet.</li> <li>2. Staff and Pupil Talk to monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.</li> <li>3. Complete and Return Annual Safeguarding Audit (S175) with DSL and agree Action Plan.</li> <li>4. Ensure Single Central Record and vetting checks up to date.</li> <li>5. Ensure all staff have received KCSiE guidance and updates.</li> </ol>	<b>Policies allocated to Lead Safeguarding Governor (TOR)</b>	Whole School Safeguarding Model Policy
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SDP priorities covered:	<p><b><u>Scrutiny of Termly Safeguarding Collection Sheet: (1. ACB)</u></b></p> <p><b>Safeguarding Data Collection</b> Exec Head reported figures are correct as at 20th November 2025.</p> <p>The report covers topic areas which have been discussed: 'Childrens Front Door' (Referrals/Enquiries), Child protection, Child in Need, Children in Care/Adopted from care, Early Help (Right for Children), Part-time (Flexible) Timetables, Exclusions, Bullying incidents, Behavioural Care Plans, Attendance, Education Welfare Officer contact, Safeguard my School (formerly Purple Forms), Positive Handling, Allegations against staff, PPN's (*reports from police), Encompass Reports, Safeguarding Incidents (reportable);</p> <p><b><u>Reporting by exception:</u></b></p> <p><b>(Summer 25)</b></p> <p><b>WhatsApp group called 'Add everybody you know' (09.07.25)</b></p>							

Reported by another local primary, with content explicit pornographic imagery, memes and videos have been shared within that group chat. Local Year 5/6 part of group, no children from OVF being involved.

This was reported to police and appropriate partner agencies.

**OVF actions:**

*Children in Years 5 and 6 spoken to about 'inappropriate content' and how it is illegal to share such content. Delivered age appropriately given Year groups of children.*

*Advice to parents emailed out (09.07.25)*

*Settings Advice email to parents (10.07.25)*

**Autumn 25**

OVF made aware of the following information regarding a set of children's books. The books involved are the series Spy Dogs/Pups and Spy Cat books written by Andrew Cope.

These books contain a link to a website which contains highly pornographic content. The book asks children to explore the website to find more about the characters in the book. It appears the website identified (on the back or inside page) has now been compromised and takes users to a pornographic website with no age verification.

**OVF actions;**

*Parents notified to check books at home*

*Schools checked for any copies in library/classrooms.*

**Children's front Door:**

MASH x three high profile families at the moment.

1 – contact issues impacting on school/children

1 – bereavement supported

1- security concern for child – measures in place

Early Help for three families

**Part-time Timetable:** two children across OVF, utilising additional provisions, *there has been a request by DCC to place a child on school roll, whilst that child will be educated at another provision. This is being robustly challenged by AF.*

**Suspensions/Exclusions:**

There have been none reported.

**Behaviour**

Year five/six at Tipton proving to be challenge in managing behaviour, continual monitoring, SLT supporting interventions. this has continued from those children transferring from year three/four cohort to year five/six

**Positive Handling:**

As reported last academic year, we have a child subject of regular positive handling, parents fully engaged, this is due to medical condition rather than due to behaviours. No areas of concern.

**Bullying:**

No reports of bullying have been raised during this reporting period.

**Reflections: (Autumn)**

Safeguarding concerns remain across the federation despite new reception cohorts, and leavers, SLT continue 'Spotlight' children/families so that all appropriate staff are aware.

A number of families/children being supported by the school, that are experiencing some challenging times.

Unfortunately in some cases it appears other agencies are devolving actions down to schools to pick up, where appropriate SLT have instigated home visits, and raised additional concerns with other agencies, where significant concerns identified.

Tipton St.John SLT and teachers continue to manage particularly difficult cohorts with

additional need, requiring continued careful intervention and management.

**Attendance:**

Attendance has dropped for several 'spotlight' pupils, this will continue to be closely monitored in the Autumn Term.

**Road Safety:**

Tipton St.John – some positive updates;

- i. Double Yellow Lines are due to be installed his academic year
- ii. Police have visited TSJ to monitor crossing and deliver a road safety assembly to the children in October 25.

Wednesday 26<sup>th</sup> November – I observed the afternoon collection of children from Feniton Primary School, spoke briefly with Mr Wright, there were no areas of concern observed/rasied.

**Online Safety**

Monitoring and Filtering – no concerns this term to report regarding pupil or staff usage.

It had been noted at Feniton that a couple of HLTAs were using personal laptops in the classroom. Supply laptops are available and it has been agreed that personal laptops can only be used in offices/staffroom for private study or general planning purposes. The Internet Safety Policy has been updated to reflect this (*See delegated decisions*) and the KCSiE guidance around AI.

**Complete and Return Annual Safeguarding Audit (S175) with DSL and agree Action Plan. (3. ACB)**

**S175 update**

OVF notified beginning October, that following the most recent meeting (23<sup>rd</sup> September) of the Education Advisory Group, part of the Devon Safeguarding Children's Partnership sub-group structure, the following was agreed:

***This year's S175 will be made available*** to DSLs through the contacts we have and via school @Admin address ***at the start of the Spring term and will be required to be returned by 13<sup>th</sup> February 2026*** ***\*see actions carried over (1)***

The audit will again be in two parts:

- i. Part one reflecting compliance aligned with current KCSiE requirements.
- ii. Part two will focus on the following areas:
  - 1.Information and actions taken prior to children being reported as EHE and CME
  - 2.Actions and assurances of a safeguarding nature regarding children who have a Part-time timetable
  - 3.Actions and assurances of a safeguarding nature regarding children who have received a fixed-term exclusion or Permanent Exclusion.

Questions relating to the priorities for each of the Partnership sub-groups that align to the 5 overarching Partnership priorities – these are not listed in any priority order:

- 1.Improving outcomes of pre-birth services and the response and support provided to families to prevent non-accidental injuries to infants.
- 2.Improving partnership response to child neglect.
- 3.Improving response to need through developing multi-agency contextual safeguarding approaches, including risk outside the home.

- 4.Improving the partnership response to domestic abuse to prevent harm to children.
- 5.Implementation of the Families First Partnership Programme.

### **Safeguarding Action Plan (SAP) 2025/26:**

The SAP has been commenced despite the S175 being delayed, this being the primary feeder document, along with locally identified actions.

Actions carried over from last academic year completed;

10. Review safer recruitment training needs

*I can confirm 2 governors MH/ thanks to DS have now completed refresher training via National College, all nominated staff are within 5 year review period, PB is the nearest being April 2026 for review/renewal, and Clerk to Governors also requiring review/renewal Spring 2026*

16. Consider design of new website for promoting safeguarding to parents –

*Tipton St John Primary School website is in the review stage prior to going live Autumn (2), and Feniton Primary School website, to follow (Spring 2026)*

*Special thanks to Gov JL in supporting this using his professional expertise*

### **Ensure Single Central Record and vetting checks up to date: (4. ACB)**

SCR there have been a number of changes in staffing since Summer (July 2025 report)

We have four Appointments at Feniton, started Sept (Autumn 25)

HoS (Louisa Mansfield)

0.4 Teacher (Emily Crawford)

2x TA/MTA(s) ( Laura Jarvis + Rowena Bosworth)

*\*Files/SCR checks completed Wednesday 26<sup>th</sup> November*

We have three appointments at Tipton started Sept (Autumn 25)

2x TA/MTA(s) (Ian Thompson + Sarah Kerr)

Cleaner Jacqui Rogers

*\*Files/SCR checks completed Wednesday 26<sup>th</sup> November*

All files are accurately reflected in the SCR, and there are no omissions of concern.

We also have a Support Worker – Mrs Hattie Sawford who had been previously employed as a TA, but is now 'Play Therapist'.

### **KCSiE 2025 (ACB 5.)**

All employed staff have completed Part One and SCR accurately reflects this

**Headline** SCR (26<sup>th</sup> Nov) accurately reflects staffing/personnel files/status of training/qualifications, and DBS status.

### **DBS checks:**

None outstanding.

*Changes to DBS code of practice mean that for new DBS requests, schools are no longer required to see a document that confirms the individual's address. Those schools who are using an excel document to list the checks undertaken are likely to have a column that records this address. We advise, that from the point of this change, words to the effect of 'Address check no longer required' are entered so that for those employees who were required to show evidence of their address this has been retained, and for employees moving forward this is no longer required – NM has confirmed SCR is in compliance.*

**Ongoing Actions:**

Code Conduct Policy – currently being reviewed by NM – this to be republished and all staff updated by end Autumn (2)

**To monitor the staff training requirements for all staff and volunteers, including the Headteacher and ensure these meet statutory requirements. Check that all staff receive information on induction about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL: (Spring ACB)**

**Staff Training:**

*Since last Report completed 14<sup>th</sup> June 2025*

(Summer 25)

**7<sup>th</sup> July****OMG 69 – Knife Crime (see attached Doc)**

Knife Crime is any crime involving a knife or sharp object. This includes carrying a knife, owning a banned knife, trying to buy a knife if you are under 18, and/or threatening, injuring, or fatally wounding someone with a knife. Self-defense or self-protection are NOT valid reasons for carrying a knife or offensive weapon.

**(Autumn 25)**

Level 2 training was completed with all federation staff in the September InSeT and all staff have read and understood Keeping Children Safe in Education 2025.

**25<sup>th</sup> September**

All staff given Sept deadline for reading KCSiE 2025 Part 1 and notifying OVF Admin DSLs should read whole document!

Audio version: [Podcasts for Safeguarding - ECP Safeguarding – Training and Services](#)

**6<sup>th</sup> October**

All Staff and MTA's provided a copy of the

**Whole School Food & Nutrition Policy**

*October 2025. This Policy was adopted by the Governing Board of The OVF, reviewed by the Health & Safety Lead Portfolio Governor (CP)*

**20<sup>th</sup> October**

[Reducing the spread of illness this winter: Seven steps to healthier schools and higher school attendance – The Education Hub](#)

**4<sup>th</sup> November**

OVF Whistleblowing Policy provided, along with supporting email

**17th November**

OMG 38 – Domestic Abuse

What is DA?, Types of DA, Effects of DA, Signs that a child has witnessed DA, Reporting and Support for the Family.

**Governor Safeguarding Training:**

MH: [Professional Development \(CPD\) for Primary Schools](#) completed online the below, certificates online/provided to OVF Admin/Clerk to Governors

06 September 2025

Safeguarding refresher  
Safeguarding for governors (full course)  
Safeguarding for staff  
Harmful sexual behaviours  
What does KCSiE 2025 say about AI

07 September 2025

Responding to low level safeguarding concerns – Primary  
Affluent neglect, fulfilling statutory safeguarding duties  
Safer Recruitment

19 September 2025

Safeguarding Children: Implementing Updated Guidance - Primary  
Safeguarding Looked-After Children: Understanding Statutory Duties  
Online Sexual Abuse: Safeguarding in the Age of AI

10 November 2025

Ofsted Evaluation Area: Safeguarding in Focus | Primary (webinar)  
New Ofsted Framework 2025: Major Changes for Primary Schools (webinar)

**CPD:**

**Safer Recruitment** status needs review/renewal Spring 2026

HoS – PB/Clerk to Governors JB

*\*see actions carried over (2)*

**Safeguarding Level 3** all DSL'S undertook training Summer 23, all due to complete a refresher in this current academic year.

Pete Button – completing his Dec 25 *\*see actions carried over (3)*

**KCSiE Sept 2025: (5. ACB)**

**Part One is for all staff, volunteers, and governors to read, at least annually on publication – once read and understood, a record of this is kept by Clerk to Governors.**

**FGB 20 Oct** – ALL Governors present signed to say they have read Part One

**Trg 10 Nov** – AF confirmed all staff now signed to confirm read Part One

**Confirmations awaited** - Governor: LC

<b>Part 1. All to read</b>	KCSiE (full 185-page document)
<a href="#">Keeping children safe in education 2025: part one information for all school and college staff</a>	<a href="#">Keeping children safe in education 2025</a>

**KCSiE (Keeping Children Safe in Education) 2025** precis of updated information

Focus is expected to have significant updates, reflecting the evolving digital landscape and the rise of AI in child exploitation and online safety. The guidance will likely clarify the Designated Safeguarding Lead (DSL) role, address out-of-hours safeguarding flags from filtering systems, and provide more comprehensive guidance on managing digital safeguarding, including mobile phone usage and AI's impact.

Key Areas of Focus in KCSiE 2025:

Digital Safeguarding:

Increased emphasis on managing online risks, including the impact of AI, excessive screen time, and child-on-child abuse online.

**AI and Exploitation:**  
Addressing the use of AI in creating child sexual abuse images and the potential for AI-driven online exploitation.

**Early Intervention:**  
Continued focus on early intervention to prevent issues from escalating, with support available throughout a child's development.

**Clarification of DSL Role:**  
The role of the Designated Safeguarding Lead will be clarified, with a focus on providing robust support systems.

**Out-of-hours Alerts:**  
Guidance on how schools should respond to safeguarding flags triggered by filtering systems when students are using school devices at home.

**Racial Violence and Discrimination:**  
Addressing concerns that the current guidance lacks sufficient detail on racial violence, discrimination based on sexuality and sexual identity.

**Terminology Changes:**  
The term "deliberately missing education" may be replaced with "unexplainable and/or persistent absences from education".  
Why these changes are important:

**Evolving Threats:**  
The digital world is constantly evolving, and KCSiE must adapt to address new threats and risks to children.

**Proactive Approach:**  
The focus on early intervention and preventative measures aims to address issues before they escalate.

**Staff and Pupil Talk to monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct. (2. ACB)**

**Staff Knowledge Check: Tipton Primary School Thursday 20<sup>th</sup> November:**

I was able to spend time talking with Two staff Maple Class

Previous reviews have focussed on an individuals knowledge, and the topics delivered, since the last reporting period. This time I took decision to focus to the delivery of 'knowledge', and the 'Quality' of the provisions utilised.

Both agreed that delivery of significant topics, updates in KCSiE, or formal accreditation of Safeguarding Training levels are best suited to 'Inset Days/or Twilight Session', where staff can come together as a school or a federation.

Regular updates in the current format are appreciated, through biweekly/monthly email updates, this they said invokes conversation with colleagues, the bitesize learning and use of the OMG, provided quick and easy access to learning and keeping knowledge current.

Both were able to explain the last package was 'Domestic Abuse'.

We held a discussion about National College, the flexibility this offers was good, in that there is a mixture of lesson based modules with assessments, and also webinars, this allowing those with different styles of learning needs to get the best for the product available.

Time availability, both said time was provided within the working day, but this is not always sufficient, and staff find they they will often have to complete tasks out of school, in evenings and at weekends in their own time.

KCSiE 2025 – updates were clearly understood around the use of Artificial Intelligence,

DSL/DDSL are all known, and available to support on requirement, staff understand when and how to report.

A question was posed, around who should be delivering the training, availability of external resources, and should it always be the Exec/Administrator that send out the 'Safeguarding Updates', should the HoS/DDSL also be involved?

Summary: staff felt sufficiently informed, with regular knowledge updates, they are supported by those with DSL responsibilities, staff know the signs and indicators to look out for, and that the school has clear reporting and recording guidelines.

#### **Pupil Talk:**

MH visited Tipton Primary School Thursday 20th November and spoke with 6 children, three from each mixed year group three/four Willow and five/six Oak, a lively a confident group of children.

- **What is Safeguarding?** *Children explained it was about the children being safe, and also the adults in school. The children were quite focussed on telling me about the fence and gates and this is to stop children 'escaping', but also to stop a 'random person' getting in. They also explained that both sites gates had a padlock on the gates, none of them knew what the code number was.*
- **Who is the person in charge of Safeguarding (keeping children safe) at your School?** *Mrs Fulford and Mr Button, and Mr Hatswell, the children identified a poster on the walls in various area's in the upper site resource area, the library area, on the lower site at the office, (and the one in the staff room where we met)*
- **When/where do you learn about Safeguarding?** *Children were unsure initially, but aid that Mrs Fulford had been talking to children the previous day (Wednesday 19<sup>th</sup>) about bullying.*

*They also had lessons about road safety, in class, but also they had instruction for teachers when outside crossing between the upper/lower site, or going to the field for PE. On going to the field they are told to walk in single file as the pavement is narrow, and that they should not talk, so that they can hear any cars. Adults lead the groups of children when moving outside of the school, and also an adult will be at the back of the group, that children are counted before they go, and also when they arrive where they are going, and when they come back.*

*The children (only one walked to school), explained that from Year 6 they could walk home alone, but parents had to sign something, they explained that they all had a hi-viz item of clothing, although they said that they rarely used them.*

- **How do you know that you feel safe?** *When the gates are locked, and adults are there, all felt safe at school, none could identify any area's in the school that made them feel unsafe*
- **How do you know that you are unsafe?** *You know if you are breaking the rules, some of the children said others had thrown stones at cars on the road from the upper site, but this had been stopped*
- **What should you do if you feel unsafe, or if you know of someone else who is unsafe?** *Tell a teacher, this expanded to a trusted adult.*
- **If you or your friend was being harmed, who would you tell?** *Again tell a teacher, this expanded to a trusted adult, how identified in school by a lanyard.*
- **How does the school deal with incidents of bullying?** *They gave me an example of Mr Hatswell having spoken to children involved, that also parents were spoken to, and sometimes children are removed from the class, or from school.*

- **Do you think the school handles incidents of bullying well?** *The children said there 'Is Bullying' in the school, this was explored, and the children explained this wasn't physical, although sometime children have had fights. When they explained what had happened it was about social and friendship groups how some children will dominate a group, and they felt their friends were taken away from them.*
- **What do you do if you see an adult in school that you don't know?** *All were very confident and vocal about telling a teacher, or trusted adult. **We explored who a trusted adult is, and how to recognise them...** the children were able to verbalise the use of lanyards, the colour coding, and that these are given out in the office. Children also explained about dangers of talking to a stranger and how on the school site the lanyards protected them.*
- **Can you give some examples of how the school has taught you to stay safe?** *Mrs Fulford had the day before taught them about bullying, and they had watched a BBC, the children also identified in the staff room a 'Lets Talk Pants' poster on the board, and that the very young children had lessons about this, and it was about what you should not show.*
- **Can you think of any ways the school could improve to make you feel safer whilst at school?** *None could think of anything*
- **Have you been taught about Online Safety? What have you learned?** *They had lessons in school, but were unsure in what class this was, but that they are reminded about safety when they use computers in lessons. We learn that passwords should be ours only and not shared, they explained that when they played games online they could report people they were unsure about on the game. The children explained on games 'Fortnight' you could look at a players profile to see who it was... **I countered this with but I could make up a name, age etc**, this provided some thoughts amongst the group, and they were unsure how they could make sure it was someone they thought it was. They all agreed however if unsure they would tell a parent, and stop the contact.*

#### **Parent View:**

Due to timings at Tipton, only one parent was spoken to at drop off, they were also a newly appointed part-time staff member. Interestingly they knew my by name and the lead governor for Safeguarding. They were also able to explain that they had received training since they started Sept, that they had previously worked with children in a volunteer capacity.

#### **Miscellaneous updates:**

##### **National College**

Wednesday 26<sup>th</sup> November, MH + NM (site admin) reviewed the provision, to establish the levels of use, those engaging with CPD, using this paid for provision. Whilst we are 'volunteers' as governors, this resource is available to all, and whilst not mandated, I would highly recommend governors access their accounts, to identify any training opportunities that are available.

##### **New Mental Health assistance provision for young people**

[www.youngdevon.org/news/young-devon-to-lead-new-mental-health-service-giving-young-people-better-access-and-more-choice](http://www.youngdevon.org/news/young-devon-to-lead-new-mental-health-service-giving-young-people-better-access-and-more-choice)

**Terrorism (Protection of Premises) Act (3<sup>rd</sup> April) 2025** *(Ongoing from Summer report) known as Martyr's Law. The Act places a new duty on those responsible for premises and public events, including schools, requiring them to take appropriate action to strengthen public safety against acts of terrorism.*

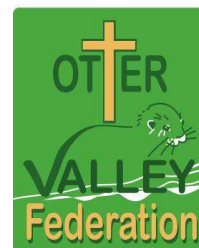
[Terrorism \(Protection of Premises\) Act 2025](#) *An implementation period of at least 24 months is expected.*

*One we should continue to watch for guidance from DCC and DfE*

	<p>.....</p>	
<p><b>Delegated decisions made on behalf of the FGB (as agreed in the terms of reference):</b></p>	<p><b>Otter Valley Federation, School Online Safety Policy</b> (last reviewed updated Spring 2025) is due a review in line with new KCSIe guidance, significant updates around;</p> <ul style="list-style-type: none"> <li>i. The use of Artificial Intelligence (AI) systems in School</li> <li>ii. The use of personal mobile devices/laptops in school</li> </ul> <p><i>due Spring 2026</i></p>	
<p><b>Recommendations for the FGB linked to statutory requirements:</b></p>	<p><b>Otter Valley Federation, Child Protection and Safeguarding Policy</b> (September 2025) adopted at FGB 20.09.25</p> <p>Consideration of additional governors to undertake Safer Recruitment <b>*see actions carried over (2)</b> <a href="#">Library   The National College</a> training available online, to provide resilience to the FGB.</p>	
<p><b>Next step(s) / action points:</b></p>	<p><b>For consideration;</b></p> <ul style="list-style-type: none"> <li>1. <i>S175 – carried over as not published until Feb 26</i></li> <li>2. <i>Safer Recruitment – continued health check to maintain staff/governors accreditation</i></li> <li>3. <i>Safeguarding Level 3 – refreshers (AF, PB+RH, LM+JS)</i></li> <li>4. <i>HoS updates on policies</i> <ul style="list-style-type: none"> <li>i. <i>Online Safety Policy (Spring 25)</i></li> <li>ii. <i>Self Harm Guidance (Spring 25)</i></li> </ul> </li> </ul>	<p><b>Actions to be completed by (personnel &amp; date):</b></p> <ul style="list-style-type: none"> <li><i>AF/MH (Spring 26)</i></li> <li><i>MH/NM (Spring 26)</i></li> <li><i>MH/NM (Spring 26)</i></li> <li><i>AF/MH (Spring 26)</i></li> </ul>
<p><b>Date of next visit/meeting:</b></p>	<p>Spring Term 2 (week commencing 9<sup>th</sup> March TBC) for FGB Monday 30<sup>th</sup> March 2026</p>	

# Admissions Lead Portfolio Governor Autumn (2) 2025 Report

*Believing & Achieving Together to be the Best We Can Be*



Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit Online/Egress
Mark HUMPHRIES	Admissions (Chair)	FGB Mon 08.12.2025	Report completed 29.11.2025
<b>Key personnel consulted / present:</b>	<b>Exec Head, Admissions Panel (AF/LM/PB – MH/SW/ES/JL) Currently 7 (2025/2026)</b>		
<b>Membership</b>	Membership shall consist of not less than four governors plus the Executive Head teacher.		
<b>Quorum</b>	<b>Two governors and the Exec Head Teacher.</b> <b>NB</b> Head teacher can send 'substitute' to present information with the agreement of governors, but 'substitute' may not vote		
<b>The Governing Body's responsibilities for admissions</b>	The Governing Body is the admission authority for the school and is therefore responsible for ensuring that the admission arrangements are fully compliant with the law and codes. The Governing Body recognises that it is accountable for the way in which admissions are dealt with and is committed to carrying out this responsibility honestly, transparently and with integrity. The committee has delegated responsibility from the Governing Body to fulfil the responsibilities of the Governing Body as specifically itemised below.		
<b>Applications received</b>	Since last report submitted for FGB 20.10.2025.  FPS 1x YrR – Cohort 19 (PAN –11) OFFER spaces available 1x Yr2 – Cohort 30 (PAN) REFUSE as No Governor Places available – however panel would support DCC if they requested we take in excess of PAN (welfare of family) 1x Yr4 – Cohort 32 (PAN +2) REFUSE as No Governor Places available 1x Yr6 – Cohort 57 (PAN –3) OFFER spaces available  TSJ – no requests received		
<b>Absence Requests</b>	One Family – One Child Autumn (5 days/10 session) - panel reviewed this and agreed it met with our exceptional criteria. Exec Decision - Authorised		
<b>Miscellaneous</b>			
<b>Next step(s) / action points:</b>	Replacement for ES on panel to be sought at FGB	<b>Actions to be completed by (personnel &amp; date):</b>	