



**Minutes of Willingham Primary School  
Full Governing Body Meeting  
Wednesday 11<sup>th</sup> November 2020 at 7pm (Virtual)**

*Subject to ratification*

**Present**

Katy Stevenson (KS) Chair  
 Jo Aldhouse (JA)  
 Sarah Ashworth (SA)  
 Emma Fuller (EF)  
 Louise Johnston (LJ)  
 Elise Kinnear (EK)  
 Matt Lockyer (ML)  
 David Morel (DM) Headteacher  
 Sarah Nelson (SN)  
 Chris Shaw (CS)  
 Angela Walker (AW)  
 Kate Van Dort (KVD)

**Also in attendance:** Trudie Davidson (Camclerk)

The meeting was quorate

1.	<p><b>Welcome and Apologies</b>          The Chair welcomed everyone to the meeting.          Apologies were received from Sarah Morgan (SM) and Justin Aves (JA)</p>
2.	<p><b>Declarations of Interest</b>          There were no additional declarations of interest.</p> <p>The Clerk reported there was one pecuniary interest form and code of conduct outstanding from EK. <b>ACTION: EK to forward</b></p>
3.	<p><b>Minutes</b> (previously circulated)          The Minutes of the meeting of the Governing Body held on 23<sup>rd</sup> September 2020 were <u>APPROVED</u> as a correct record and will be formally signed by the Chair who will send a copy to the Clerk and the school. <b>ACTION: Chair to complete.</b></p> <p>Actions outstanding and matters arising (not covered in the agenda):</p> <ul style="list-style-type: none"> <li>i. Policy schedule – Chair and SA to meet next week</li> <li>ii. Green policy – The Chair noted she had written a first draft but has not had any governors come forward to be part of the working group so far and would appreciate some input. EF volunteered to help with this.</li> <li>iii. Governor evaluation – The Chair has started revising this <b>ACTION: KS to send to committee Chairs</b></li> </ul>
4.	<p><b>Head Teacher’s Report</b> (previously circulated)          Governors were invited to submit questions in advance. The Head circulated responses prior to the meeting to allow more in depth considered answers. These and questions submitted during the meeting are summarised below.</p> <p><b>KIT / HT Report</b></p>

Headteacher: David Morel. Chair of Governors: Katy Stevenson

*Q. Is there any additional information on the KIT specifically the Quality of Education / Behaviours and Attitude / Personal Development discussed or observed – all the sections say "see notes", but there are no notes made or recorded?*

DM – The KIT is a LA document, we don't keep notes, though these refer to Anne's notes. **ACTION: DM to check**

*Q. What are the key measurable targets that were decided at SMT for:*

*1. The whole school targets*

DM - Whole School Objective 1: 'To provide effective teaching through the post-lockdown recovery phase for the school, ensuring that the curriculum is adapted to meet the needs of the pupils, including those who are self-isolating'. Similar for office staff, HoneyPot and TAs.

Objective 2: 'To support the continued development of the WPS curriculum through continuing improvement of an area from the Raising Attainment Plan'.

*2. Individual targets – have we checked these align to the position and development requirements for staff, i.e. threshold teachers?*

DM - This is enabled through the use of specific KPIs for objective 1, with differing challenge and number. Through the second objective, this will be broken down specifically for each teacher with acknowledgement of their experience and role within school, again these can be further broken down through the KPIs.

*Q. What specific plans are in place to develop SMT as this discussed as a potential area of risk with FGB?*

DM - Good question – HT and DHT are completing exemplary leadership programme. SMT sessions based on Patrick Lencioni's work to continue in Spring. Currently the DfE do not appear to be funding leadership courses – the NPQSL (level up from the NPQML that Megan A completed in 2018) is currently £1200 per candidate through the Star Institute (Cambridge Teaching School Network are not running the course this Spring). Further possibilities are for PLs to be given literature to read and discuss together and to include this within their appraisal objectives. Appraisal will provide an opportunity to review job descriptions and identify areas for development over the coming year.

Jason Sayers is the new Phase Leader for KS2 and will be starting in January.

#### **Next 100 day plan**

*Q. Science - what other sources of reference aside from CVC are the school taking to understand good practise / ways of working that the school can learn from? This is an Ofsted action*

DM – It is important we maintain good continuity with CVC as most of our pupils will go on to there, however we are also currently working with Adam Boxer (regular ResearchEd contributor), who will be providing generalised PD, but who is also offering thoughts and input to our Science curriculum. Also working with the Ogden Trust project which includes another 4 secondary schools locally. And working with Steve Mastin to identify personnel from the project in Haringey that the LA are promoting at the moment

*Q. Maths – there is no mention of seeking additional external support on this as we have for Science and Writing, why not and will we? This is an Ofsted action*

DM - We have worked closely with the Cambs Maths Hub over the past couple of years and we are now implementing the advice and support given – we may be re-joining the mastery programme once the fluency work is embedded. We are likely to seek further support/advice when we review our overall maths curriculum and plan our programme of teacher knowledge development (during

the spring term). The Curriculum Co-ordinator continues to attend the Local Authority briefings and works with CVC.

*Q. How are you mitigating for the lack of face-to-face communication between parents and teachers? What is the long term plan to find alternative options to gather and provide feedback on children? This is an Ofsted action*

DM - This is part of the appraisal objectives for staff across the school.

We already have two reports each year rather than just an end of year report.

Parents consultations and information evenings are taking place via Zoom and hope to make professional standard videos for new parents. However, it is acknowledged that this cannot match the quick conversations between parents and teacher at the door during drop off, and as soon as we are able this will be one of the first things we want to reinstate.

AW – We do have real concerns re lack of face to face chats. Previously these had meant parent consultations should not present any big surprises however we are not at the point yet of close contact talks so need be aware of this.

*Q. It is right that vigilance to minimise the potential spread of COVID is paramount. Are you doing timed telephone calls?*

DM – Staff are acutely aware of the lack of face to face chats and have been in contact with families where issues are building up.

*Q. Why haven't there been any weekly newsletters this term, these were helpful for parents to feel included and informed?*

DM – It was decided early on this term not send newsletters due to the workload of the office staff who put it together, and the teachers who write the articles.

AW – A lot of the content was focussed around sporting events and art which are not taking place.

DM – We will be picking up the weekly Learning Letter again and Key Dates are still going out.

The Chair suggested half-termly newsletters as there is news worth reporting and the newsletter is a way of communicating cohesively. DM agreed.

### **Reopening Report**

*Q. Attendance amongst FSM employees is lower than the rest of the school – do we know why and how can we support families to increase attendance here?*

DM - There are currently 15 FSM/PPF children who have below 90% attendance. Of these children, 2 are not attending at all (this has been through the courts and we have supported the family to apply to a new school) and 1 is not attending here but is currently dual registered. Of the 12 left, 10 are GRT and PPF.

The 2 non GRT children are attending, however they are often late, after the register closes which means they are marked as absent. One of these children is new this year, the other late child's family has had support from us and from family workers and nursing team over the years to get the child into school at all, then to attend each day. Last year we worked on being here on time which got a lot better. Informal conversations and check-ins with the family are ongoing.

Of the 10 GRT and PPF children, 2 went on holiday and then had to self-isolate for two weeks and 1 is on a part-time timetable due to health reasons.

There are then 7 PPF & GRT children left with low attendance. We have worked alongside all of these families before. There aren't straightforward, easy-to-fix reasons as to why their attendance is lower.

When talking with families, there are a range of reasons, anxiety around general health and reacting quickly in keeping the children off rather than seeing if they are okay in school, difficult family situations. Many of the families have more than one child and in these situations, it is *not* a case that all of the children are kept off.

When working with families, we check to see if there are reasons and if we can help in any way, for example, we offer to contact family worker, offer free use of Breakfast Club, speak with the child, offer emotional support in school. If we get to the point of letter 2/a meeting in school, we set attendance targets.

Building relationships with the parent(s) is key and it is not usually a quick fix but ongoing discussions, support and prompting over a long period; trust in the school is also key.

*Q. Do these children access learning online?*

DM – No unless they were self-isolating. Some GRT pupils can access but there are issues with equipment, wifi etc.

*Q. The report provides good commentary on the quality and quantity of work being presented in books, handwriting etc, and the behavioural standards but not as much evidence on the transfer of knowledge from teacher to pupil and resultant quality of work being produced, how is this being checked and measured on these classroom visits?*

DM - This is a tricky one as we are currently limiting the amount of time SMT spend in the classrooms, which in turn has prevented the normal Heads' observations that provide an excellent opportunity to link evidence together – what's in the plan; what was delivered; and what was understood by pupils.

Currently we are working on a Maths and English Planning report that will test the sequencing of planning across the school; this would normally include a whole SMT book scrutiny and I have asked for LA advice on whether this could be managed with mitigating factors (gloves, social distancing between SMT etc).

Teachers complete quizzes along with other checking for understanding questioning as part of their daily routines, which add to the teachers' understanding of whether their students are understanding and then retaining the knowledge from their lessons. I have asked other schools locally what they are doing and it appears a common issue.

There is a balance needed between knowing what is happening in the classrooms and setting a good example of COVID safety.

*Q. A number of school, including CPS, have had to close partially or wholly, how are you making sure social distancing is taking place to mitigate the risk of this happening at WPS?*

DM – it is definitely causing concerns. Having spoken to the Head of CPS we have reviewed a variety of things. Honeypot and Early Years are contained and a case would close the bubble. However, we can't have a knock on effect because of the adults. I have been talking opening to staff, with the Head at CPS's permission, about their situation and about the implications of not social distancing and the knock on effects if it is not adhered to.

*Q. Are SMT staying separate? This is very important to allow for cover if one person has to self-isolate.*

DM - Yes we are always 2m away and when we do meet it is in a large room. Angela is working elsewhere. I have taken to walking around with a metre stick to ensure chairs etc are 2m apart and ensuring windows in the staff room are open. There has been some resistance and issues eg around extra PPE required for first aid, interventions and listening to children read. We have made a few changes to the RA and are reviewing constantly.

*Q. Are the whole staff ready to go with online learning etc if the school has to shut down? And this is worth reiterating to staff.*

DM – Yes I feel more confident on this now.

AW – I don't think this will be an issue. Everyone is in the mindset and knows what we will do.

The Chair noted this was a terrible time for CPS but it was a timely reminder for us not to get complacent.

DM – Agree and this is what I have been emphasising. The current local issue has shown we can't be complacent. This was not a case of them being slack, they were doing everything they thought they needed to but it shows how easy this virus spreads. We have to do everything possible to ensure everyone keeps safe and the children's education is safe. Everyone is already stressed, under pressure and tired but this is the situation and we will continue to look at how we are reducing the risks.

JA – The office staff have been moved around the school to ensure not everyone would have to self-isolate if one person does.

*Q. Although the kitchen staff are on a separate contract are they being looked after and monitored?*

JA – Although I haven't been in to observe Aspens have been in regularly to check and train them.

*Q. Do we know if Aspen's have a backup plan? Can we ask for evidence that they are safe-guarding their staff?* ACTION: DM

#### **RAP / 100 day Plan**

*Q. Can you check the dates and academic year at the top of the document please as it's unclear if this is a summary of past achievements or new RAP for 20/21? Also evidenced by first sentence "The new DHT has been in place for a term." AW has been here longer than that, sorry I am confused what I am reading or meant to read.*

DM - I think this probably needs further explanation – we have hit the 'pause' button on the RAP, so the information within it is sitting as a snapshot of where we were on the 'eve of lockdown'. As such, currently 'recovery' is the only objective for the next 100 days, so the pertinent part of the document is Section 4. The rest of the document will come back into full use at some time during the year (hopefully after the next 100 days, but once we feel that we have got back to when we hit that pause button).

The Chair asked that this was added to the front page ("on hold from [date] to [date]") ACTION: DM

*Q. Please add the data into the start of the report on attainment and attendance for Autumn 1 2020.*

DM - Completed. Attainment, attendance and behaviour data has been added. For attainment data, we did not make teacher assessments of writing of any year groups and Yr 1 did not use the phonics screening check, but rather assessed each child's knowledge of each grapheme. Please note Yr 6 used old SAT papers not PiRA/PUMA.

*Q. There are no milestones / KPI for the 100 day plan or do we defer to COVID recovery plan – it's not clear what staff are meant to follow and how FGB can monitor progress?*

#### **Honeypot Report**

KVD reported that most of the children have settled in very well which was a testament to the staff and how they have supported them. The start is always hectic and this year was no different. Some have found it difficult, after being at home for so long, to get back to sharing, waiting, and being back in a group but they are being supported and they are identifying those who may need extra help.

	<p>There is not a huge number of SEND children at the moment which means Hannah has been able to help in Reception with the transition of last year's pupils.</p> <p>There have not been any Speech and Learning drop-ins. They have used Zoom but this is not easy.</p> <p>Initial assessments completed after first 4 weeks and they will be used to move them forward.</p> <p>Speaking with parents is very hard to do.</p> <p>There will be up to 40 children most mornings from January (excluding Fridays). Have been making introduction videos and hope to have a settling in session in December, but if not a rolling start in January.</p> <p>It was surprising how resilient the children are considering some have just turned 2. Staff do still pick them up, cuddle if need be. Staff are okay - very tired and working hard but parents seem to be generally happy, although some were nervous at the start.</p> <p>DM noted he doesn't spend as much time as he would like with them but attended a few sessions recently and they were doing a great job.</p> <p>The Chair noted that having 40 children starting in January was a fantastic achievement and a sign of how well Honeypot was thought of in the local community.</p> <p><i>Q. Does the Risk Assessment need updating for the extra parents who will be at drop-off?</i></p> <p>KVD – most school children should be in before the nursery children arrive and there is plenty of space.</p>
5.	<p><b>Committee Updates</b></p> <p>i. Personnel – SA noted there was nothing specific to add to the HT's report regarding appraisals, recruitment and working hard to keep everyone safe and looking after wellbeing.</p> <p>DM reported that a parent had donated some pampering gifts as raffle prizes for the staff which was a lovely thing to do and much appreciated.</p> <p>The pay review has been done but SA and DM to set a date for the second salary review <b>ACTION: SA/DM</b></p> <p>ii. Curriculum – EF reported in SM's absence. Minutes had previously been circulated. Children should be noted as "out of school" if applicable. KS had circulated the actions <b>ACTION: SM to incorporate into minutes and recirculate.</b></p> <p>iii. Finance &amp; Premises – Minutes had previously been circulated. LJ reported that JA had sent through a finance update and the projected c/f of £37,000 had increased to £50,000. Income from breakfast/after school club is slightly behind than normal but costs have been reduced across the board. Unsure at the moment when the next window will be for claiming COVID costs.</p> <p>DM noted that the new tables have made a massive difference to lunch times and staff wellbeing.</p>

	<p>There have been some issues with Aspens regarding the quality and therefore quantity of take-up. DM has been meeting and an action plan is place. Will look again when tender comes up.</p> <p><i>Q. Re the cost of consultant's help on tendering, is this needed?</i></p> <p>JA – yes this is required to get best value.</p> <p><i>Q. Are there any restrictions placed on the recent bequest? And what is being used for?</i></p> <p>DM - No the solicitor said it was a straight donation of £5k to Honeypot and £10k to WSA with the only request being from the solicitor to know what it was spent on. Honeypot have used the money towards outdoor equipment and WPS for computers, wifi extender and interactive whiteboard. It is hoped to have something like a bench with a plaque to commemorate the person and donation. The Chair requested any bench be from recyclable materials and that this bequest would be a good thing to mention in the next newsletter. DM - Yes all of our outdoor equipment is made out of recyclable materials. <b>ACTION: DM</b></p> <p><i>Q. Do the Charitable Trustees (Honeypot) need to be parents or associated in anyway?</i></p> <p>KVD – think it can be anyone but will check. <b>ACTION: LJ to check</b></p> <p>The Chair noted she had had Terms of Reference from F&amp;P. <b>ACTION: SM &amp; SA to send/re-send Curriculum and Personnel ToFR to Chair for signing and Chair to send to JA and Clerk.</b></p>
6.	<p><b>Budget update</b></p> <p>Chair noted that a £50k carryover was great and thanked the finance committee. If numbers increase on roll as expected next year this would be useful.</p> <p>DM – agreed, quite possibly will need to look at 13 classes. Will look at this at each of the next committee meetings (or circulate if not meeting) and take to the next FGB for sign off.</p> <p>JA – should know more about the budget in January.</p>
7.	<p><b>Policies</b></p> <p>No policies required approval by the FGB.</p> <p><b>ACTION: KS to send round wording for Remote Learning Policy.</b></p> <p><i>Q. There is specific wording around ensuring staff are certain that remote learning systems are appropriately secure for both data protection and safeguarding reasons. How do we as governors check this?</i></p> <p>DM – I think it's about how you check that staff understand what their responsibilities are. You could email CMAT IT people to ask what should be in place and we can cover this in the safeguarding review.</p>
10.	<p><b>Governing Body Business</b></p> <p>i. Proposed Co-option of Emma Mason - Dan Lentall has resigned. This leaves 1 parent and 1 co-opted vacancy. Emma Mason has expressed an interest in returning from January. Chair had proposed Emma Mason be the parent governor and then could approach someone</p>

	<p>with the other skills needed for the co-opted position (finance, IT). The Clerk advised that the parent vacancy would need to go out to election. Emma Mason could apply for this, and if other suitable parents came forward then one of the applicants could be co-opted. <b>ACTION: KS to draft parent email</b></p> <p>ii. Chair noted that it was useful to have committee meetings to tie in with key times in the school calendar – ie budget, appraisals etc. FGB’s have traditionally always been the second week of term but it is also useful to have them after the committees have sat. Curriculum committee always meet the first week after Easter and Christmas. <u>Agreed</u> to stick with FGB dates for the rest of this academic year.</p> <p>iii. Governor visits under lockdown. The Chair proposed that these should not be going ahead under the current restrictions and invited governors to give their thoughts. <u>Agreed</u> that the primary responsibility at present is the safety of staff and visits should not take place.</p> <p>One governor raised a concern around safeguarding checks and whether this needed to be done in person. The Single Central Records also needs to be done.</p> <p><i>Q. Could an in-person review be done with extra PPE?</i> DM – we are restricting visitors to essential and possibly safeguarding could be an exception but may be able to do the SCR online. Suggest DM/KS do as much next week (via Zoom) as we can, and what cannot be done now discuss if it warrants someone on site or if it can be scheduled for as soon as possible after lockdown. One governor advised to use Teams not Zoom.</p> <p><i>Q. When was the last Safeguarding Review?</i> KS - Last one was a year last March so was due the week of the first lockdown. It must be done asap.</p> <p>The Chair noted that all governors would be due updated safeguarding training. DM has contacted the LA regarding online training but not heard anything back yet.</p> <p>The Chair noted subject leaders were to be invited to FGB.</p> <p>DM - Curriculum leaders were to be invited to curriculum meetings but that was put on hold. Need a plan of who we want to see.</p> <p><i>Q. Are governors DBS checks still valid because of the gap?</i> EF – Have asked this. <b>Yes governors do need DBS checks but no further response– will follow up again. ACTION: EF. JA to ask EPM</b></p>
11.	<p><b>Date of Next Meeting</b> 13<sup>th</sup> January 2021 at 7.00pm (virtual)</p>
12.	<p><b>Review of Outcomes from Meeting/ Key Messages/ Close</b> KS thanked governors. Meeting closed: 20:50</p>



Katy Stevenson  
Chair of Governors  
11/11/2020

Headteacher: David Morel. Chair of Governors: Katy Stevenson