



**Minutes of Willingham Primary School  
Full Governing Body Meeting  
Wednesday 29 September 2021 at 7pm (Virtual)**

**Present:**

Chris Shaw (CS) – Chair  
Jo Aldhouse (JA)  
Sarah Ashworth (SA)  
Hanna Bowran-Pavey (HB)  
Caroline Hyde (CH)  
Louise Johnston (LJ)  
Matt Lockyer (ML)  
David Morel (DM) – Head Teacher  
Sarah Morgan (SM)  
Katy Stevenson (KS)  
Kate Van Dort (KVD)  
Angela Walker (AW)  
Chris Woodward (CW)

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

The meeting was quorate

1.	<b>Welcome from the Chair &amp; Apologies</b> The Chair welcomed everyone to the meeting. Apologies were received and accepted from Richard Hughes (RH)
2.	<b>Annual Pecuniary Interest/Code of Conduct</b> (previously circulated) <b>ACTION:</b> Any governors who have not returned their PI forms to the Clerk to do so. <b>ACTION:</b> Clerk to resend Code of Conduct. All governors to sign to indicate they have read it and return to Clerk
3.	<b>Declarations of Interest</b> There were no additional declarations of interest.
4.	<b>Minutes</b> (previously circulated) The Minutes of the meeting of the Governing Body held on 23 <sup>rd</sup> June 2021 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:</b> Chair to complete. Actions outstanding and matters arising (not covered in the agenda): Online safety course - The Head had spoken to Sara Rogers who confirmed the training should be appropriate to the roles, therefore the cleaners do not require training. Governors should have the knowledge to be able to question the staff and ensure staff had the knowledge to support the children. <b>ACTION:</b> Head to liaise with RH re online training There will be staff training in January around the sexual harassment and sexual

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	violence review from Ofsted.
5.	<p><b>New Governor</b> (previously circulated)</p> <p>Governors had previously been provided with introductory information regarding a potential new governor – Caroline Hyde.</p> <p>The Chair proposed that Caroline be co-opted with immediate effect.</p> <p>Governors <u>AGREED</u> to co-opted Caroline Hyde onto the Willingham Board of Governors.</p> <p>CH was invited and joined the meeting at 7.15pm. The Chair thanked CH for agreeing to return as a governor.</p> <p>The Clerk noted that a JA's temporary extension had expired and therefore there would need to be a Staff election. The Clerk had previously sent the relevant guidance note to The Head and Chair. <b>ACTION: Head and Chair to liaise with a view to sending out invitations to staff to apply and run an election if necessary</b></p>
6.	<p><b>Head Teacher's Report</b> (previously circulated)</p> <p>The Head summarised the key points from his report stating it had been a challenging start to the new year with the number of cases that had occurred in the first few weeks.</p> <p><i>Q. How are staff feeling after the first 2 weeks given the level of COVID cases we have seen in school?</i></p> <p>A. Understandably, many staff were very concerned/nervous about the initial Covid cases in school and then the rapid spread. The staff closely involved with the two classes most affected have had a lot to deal with emotionally and mentally, in feeling worried about the health and education of children at home and also in school. Emotionally supporting the small group of children in school has been tough at times.</p> <p>As children have started to come back from their 10 days of isolation, it has felt a little calmer but many staff remain concerned about the spread within school and also the impact on their family and lives outside of school.</p> <p><i>Q. Has the COVID contingency plan been updated since your meeting with LA / DofE / PHE? If yes, what has changed? If no, do we need to review?</i></p> <p>A. Yes, the contingency plan has been updated to include the addition of 'ringfencing' classes where we see 3 or more cases and requesting that the rest of the class take PCR tests. Closure of classes has been removed as it was clear from the IMT that, unless PHE say this is the only way to prevent spread or H&amp;S dictates that opening the class would be unsafe (lack of staffing), closure of classes or year groups will not be sanctioned.</p> <p><i>Q. Given the volume of absence, how does the Oak curricular align to the Willingham curricular, and are we concerned that the absence pupils will fall behind with their learning, especially on the new Math scheme?</i></p> <p>A. Any length of absence is not ideal; however, Ark give links to corresponding Oak National lessons for each of their units so it is aligned. Our understanding is that some of Ark Mathematics Mastery team helped develop some of the Oak units. The sequence, vocabulary and representations align with our lessons in school.</p> <p>As with the previous lockdowns, there has been some variance in the quality of the Oak lessons but have only had contact from one parent who has felt that they were not appropriate for their child. This both hails the quality of our own lessons during previous closures, but also presents a potential problem when teachers still have a</p>

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class to teach whilst 1 or 2 pupils may be absent. Where classes are showing greater outbreaks and numbers have got up to around 50:50 in school and at home, we have looked to release the class teacher for part of the day to vet and prepare resources and organise Zoom meetings etc. For those at home.

*Q. What budget do we have left available from the COVID catch up funding and how will this be spent to support the disadvantaged children and align to the RAP focus areas?*

Virtually all of last year's catch-up money has been spent (£400 left).

This year, the school will receive 2 pots of money. The Recovery Premium will begin to come in within the next couple of weeks and will be included within the PPF strategy/spending/reporting for the year. This has to be completed on a new Government document and published by December. The Recovery Premium will be £145 per eligible pupil for 2021-22, which will generate around £10,500 income for WPS. It can be used in a similar way to PPF.

In addition, the school will also receive a 'Schools Led Tutoring' grant, which will be around £7,900. This should be used to pay for 75% of the cost of tuition for pupils and is calculated at £18/hr for each pupil for 15hrs. Grant is then calculated on 60% of disadvantaged pupils in Y1-6 and worked out as £202.50 per pupil. This money must be used for tutoring and will be 'clawed' back if it is not used or if the cost of tutoring is lower than £18/hr per pupil. Both PPF and Recovery Premium can be used to pay for the other 25% of tutoring costs.

Vulnerable and disadvantaged children will be a priority focus for the school this year, it is a separate section in the RAP, will be part of staff appraisals and will be regularly reviewed in PD sessions.

Following SMT review of PPF funding and provision this week, leadership of the needs and provision of vulnerable children is to be discussed at the next Personnel/F&P meetings. **ACTION: Head to raise at F&P Meeting**

### **Maths:**

AW gave governors a summary of the first few weeks of the new maths curriculum – Ark Mathematics Mastery Programme – generally it does seem to be going really well. It will take a lot of time to unpick, and this is understandable. We need to go slowly but be aspirational.

*Q. Beyond what is noted in the HT report, how has the new Mathematics curricular been received by the teachers following the training day and what impact are you seeing so far with the pupils?*

A. The training day was well received. Staff were engaged with the training, felt it was well aligned with WPS and would be beneficial to the school. There have been two PD sessions focusing on Mathematics already, one in the second week was partly used for year groups and staff as a whole to take stock of the resources, teaching and learning so far. Conversations were positive across the school especially in relation to mathematical talk, many staff also talked about some representations identified in planning being new to them but working well; also unlearning teaching habits around over-generalising concepts. Difficulties around adapting planning for the cohort/where we are as a school were discussed as a class, e.g., too many representations in one lesson, representations being used that the children hadn't seen before, too much packed into a lesson. Discussed staying true to the mathematics being taught and not changing the representations (but can simplify/decrease number) and talk but that Ark say again and again, they are not a scheme, they are a PD programme and they expect the planning guidance to be adapted.

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Although it is early days, in SMT walkabouts, staff have already seen an increase in mathematical talk. They have also seen evidence that the talk is modelled by the teacher and tight in focus.

*Q. Do we believe the new ARK program will help raise the levels of achievements in Maths given the lower assessment scores in Math across KS1 and KS2 in 20/21 compared to reading and writing?*

A. Yes. We believe that developing and deepening teacher knowledge of mathematics and ensuring better progression and consistency across the school is the best way to increase attainment. This will take time; it is not a quick fix.

Everything we have seen so far in the Ark programme, further confirms this is the right programme for us. There are resources for 'no child left behind' interventions, i.e., on the day/next day 1-1/small group lessons for every year group that directly link to each of the Place Value, Number and Calculation units. We are hoping to use these for Covid catch-up tutoring but SMT will also look at the feasibility of TAs using them in year groups (it is a time issue).

Number fluency also needs close monitoring as no scheme/programme properly addresses this. This is the focus of our next PD and the reason we have also signed up to the NCETM Mastering Number programme.

*Q. It is really exciting, I can tell you are enthused. How are you supporting, outside of PD, those struggling more with the implementation and adaption?*

A. Staff have been really open and honest and the more experienced teachers have said it has challenged. Half of the PD will be specific focus eg conceptual understanding. The second half (2 times per half term) will be looking at and chatting through resources for upcoming units.

The Head noted he had spent time in a few lessons where staff were having difficulties and it was great to be invited in to look and see where support might be needed.

*Q. Re PIRA and PUMA – In terms of maintaining progress and targets what does this look like this year?*

A. Ark does fit in and will continue and is also useful for benchmarking against previous years. Targets will be set later in the term at an Inset day.

*Q. Linking back to the outcomes of the last Ofsted, how will we ensure the continued focus on Science during the upcoming year?*

A. The Science Lead and Senior Science Lead spent time last week talking to staff and finalising the Science long term overview. They have shared the plan with staff and also referenced sources of support for planning (Civitas plans and Reach Out CPD). They have subject release time next half term, to audit resources and arrange PD with Nadine Malcolm (CVC Science). We should be able to start staff Science PD in the summer term, and then ready to go for the fully updated curriculum in September 2022.

*Q. Given the low level of GLD in EYFS from 20/21 (just 55%) – what additional measures will be put in place to support the Year 1 pupils, and how will the loss of a teacher in this year mid-year be minimised?*

A. We are not losing a teacher in Year 1 this year. It is in EYFS, Yr 2 and 3/4 we have maternity leave coming up.

Transition and the remaining member of the year group team are always key to minimising impact to a class; thankfully with no single class year groups, we have

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	<p>continuity for each year group with the remaining staff, and we will try and manage the transition as well as possible.</p> <p>The Head noted the need to reinitiate the conversation regarding the future of the school around MATs and the need to be ready to know what we want as a school.  <b>ACTION: All to familiarise selves with academy/MAT information for discussion at the next FGB. Chair/Clerk to add to next agenda.</b></p> <p><b>ACTION: SM/LJ to give brief background info at next FGB.</b></p>
7.	<p><b>Honeypots Report</b> (previously circulated)</p> <p>KVD summarised her report stating it had been a busy start to the new year but was now calming down.</p> <p><i>Q. Have the staff meetings started?</i></p> <p>A. Yes we have had one but have had one staff away. The first official one is Tuesday and everyone is keen.</p> <p><i>Q. Will we still have anyone from EYFS for phonics coming across or is that post Christmas?</i></p> <p>A. Beth leads phonics starting in January. There will be some visits in the summer term to get to know the children.</p> <p><i>Q. With the new developments, where does the nursery lie in having to increase places, once full is there an obligation to extend places?</i></p> <p>A. No. The school is not at capacity. If Honeypots and the school were full the LA might look at options. This year seems different. There are younger 2-year-olds because parents are worried they haven't had the normal socialisation. Only 7 of the 2-year-olds are funded places.</p>
8.	<p><b>Committee Updates</b></p> <p><b>i. Finance &amp; Premises</b> (minutes circulated)</p> <p>There has been lots of premises work done over the summer which is really good.</p> <p>We are slightly ahead of budget although it's very early days.</p> <p>Terms of Reference have been sent out but need updating <b>ACTION: LJ to amend and resend</b></p> <p>Dates of meetings have been confirmed.</p> <p><i>Q. Have we got a new boiler?</i></p> <p>A. Yes, this is in hand and should be finished by the end of this week.</p> <p><b>ii. Personnel</b> – Personnel committee have not met yet (due next Friday).</p> <p>Have had the pay review body meeting and the appraisal procedure is underway. Will be finalising a date for the HTPM.</p> <p>The Head summarised the appraisal and pay review process for newer governors stating it is now much more efficient.</p> <p><b>ACTION: SA to send Terms of Reference to Clerk/Chair</b></p> <p><b>iii. Curriculum</b> - Curriculum committee have not met yet (due next week) and will update at the next FGB.</p> <p><b>ACTION: SM to send Terms of Reference to Clerk/Chair</b></p>

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9.	<p><b>Appointment of Committees, Chair, Vice-Chairs, Adoption of Terms of Reference for 2021-22</b></p> <p>The following positions were proposed and <u>AGREED</u></p> <p>Personnel – Chair SA (noted need to bolster this committee)</p> <p>Curriculum – Chair SM, Vice-Chair KS</p> <p>Finance &amp; Premises – Chair LJ, Vice-Chair ML</p> <p>Terms of Reference were not ready to be adopted. See previous actions.</p>
10.	<p><b>Governor Business</b></p> <p>i. <b>Governor Training and Board Development</b> – The Chair asked governors to look at the training available and the Clerk reiterated emails sent previously with NGA e-learning training available.</p> <p><i>Q. Is it statutory to have training around Anti-fraud and money-laundering?</i></p> <p>A. Not thought so.</p> <p>ii. <b>Link Roles for 2021/22</b> – These were agreed as:</p> <p>KS – Safeguarding</p> <p>CS – Training and Induction</p> <p>ML – EYFS inc Honeypots, and H&amp;S</p> <p>CH – Curriculum inc Assessment, English and Maths</p> <p>SA – Compliance, Policy Reviews</p> <p>SM – Curriculum</p> <p>CW – Engagement, Inclusion and Pupil Premium</p> <p>LJ – Finance</p> <p>HB-P – Behaviour</p> <p>RH – ICT</p> <p>Two link roles (SEND and PSHCE) are vacant.</p> <p>iii. <b>Recruitment</b> – There are one parent and two co-opted governor vacancies. <b>ACTION: Chair and Head to liaise regarding parent election.</b> The Head recommended looking at the make up of the governing body and trying to ensure an inclusive membership. One governor noted the demographic of the village suggested trying to attract someone from the Traveller community. The Clerk noted she had had a briefing on equality, diversity and inclusion. <b>ACTION: Clerk to forward notes.</b></p> <p>It was noted that Cambridge University Press and Assessment actively encourage staff to become governors. <b>ACTION: Chair/CH to look into this.</b></p> <p>iv. <b>School Visits</b> – The Head noted he was happy for visits to continue but can do them online if need be. Governors need to complete a lateral flow test (if they are not doing them twice weekly anyway) before coming in and to wear masks.</p> <p>v. <b>Policy Review</b> – <b>ACTION: SA and JA to look at policies for F&amp;P and Curriculum and update calendar on Teams. ACTION: JA to check EPM re Pay Policy</b></p> <p>vi. <b>GovernorHub</b>– The Clerk updated governors on GovernorHub which is now part of the subscription with the LA. <b>ACTION: Clerk to investigate trial</b></p>

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	<p>version for CS to review before committing.</p> <p><i>Q. Do governors still have access to The Key?</i></p> <p>A. Not currently, the subscription was not extended due the cost and low numbers of governors accessing. The Clerk noted there may be a reduced price for The School Bus through the LA. <b>ACTION: Clerk to look into School Bus. Chair to review this and The Key</b></p>
11.	<p><b>Safeguarding Update</b></p> <p>The Head noted that the KCSIE document had been updated with significant changes around criminal exploitation, peer on peer abuse, peer on peer sexual violence and harassment and managing disclosures. There are 4 Cs now – Conduct, Contact, Content and now Commerce – around the danger of children being drawn in eg trained to become addicts.</p> <p>We have to have a clear way of recording low level concerns of staff. These are reported to the Head and recorded in a Highly Confidential Teams folder. <b>ACTION: SA to cover low level concerns at Personnel Meeting</b></p> <p><b>ACTION: Head to circulate. Governors to read Part 1 and 2. ACTION: Head to set governors up with log in to My Concern where they can then indicate it has been read.</b></p> <p><i>Q. Is there anything we need to look at in the behaviour policy?</i></p> <p>A. Yes this needs to show how the school supports and deals with bullying.</p> <p>KS noted she will be arranging a Safeguarding visit soon.</p>
12.	<p><b>Summary of Actions</b></p> <p>ALL governors who have not returned their PI forms to the Clerk to do so.</p> <p>CLERK to resend Code of Conduct. ALL governors to sign to indicate they have read it and return to Clerk</p> <p>CHAIR to sign off minutes</p> <p>HEAD to liaise with RH re online training</p> <p>HEAD and CHAIR to liaise with a view to sending out invitations to staff to apply and run an election if necessary</p> <p>HEAD to raise disadvantaged and vulnerable provision at F&amp;P Meeting</p> <p>ALL to familiarise selves with academy/MAT information for discussion at the next FGB. CHAIR/CLERK to add to next agenda. SM/LJ to give brief background info at next FGB.</p> <p>LJ to amend Terms of Reference and resend</p> <p>SA to send Terms of Reference to Clerk/Chair</p> <p>SM to send Terms of Reference to Clerk/Chair</p> <p>CHAIR/HEAD to liaise regarding parent election.</p> <p>CLERK to forward Equality notes</p> <p>CHAIR/CH to look into Camb University Press re co-opted governors</p> <p>SA and JA to look at policies for F&amp;P and Curriculum and update calendar on Teams.</p> <p>JA to check EPM re Pay Policy</p>

	<p>CLERK to investigate trial version for CS to review before committing.</p> <p>CLERK to look into School Bus. CHAIR to review this and The Key</p> <p>SA to include low level concerns at Personnel Meeting</p> <p>HEAD to circulate. KCSIE. ALL Governors to read Part 1 and 2.</p> <p>HEAD to set governors up with log in to My Concern where they can then indicate KCSIE has been read.</p>
13.	<p><b>Date of Next Meeting</b></p> <p>11 November 2021 – it is hoped this will be a face-to-face meeting but will be confirmed nearer the time. The Clerk noted that as a Camclerk she would be required to have a risk assessment completed by the LA before attending in school.</p>
14.	<p><b>Impact of the Meeting</b></p> <p>Although a lot of this meeting was taken up with business and administration, the new Maths curriculum and the changes and implementation of the KCSIE were noted as being positive and impactful.</p>
15	<p><b>Any Other Business</b></p> <p>None</p>

Meeting closed at 9pm

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