



**Minutes of Willingham Primary School  
Full Governing Body Meeting  
Wednesday 23 June 2021 at 7pm (Virtual)**

**Present**

Katy Stevenson (KS) Chair  
Jo Aldhouse (JA)  
Sarah Ashworth (SA)  
Hanna Bowran-Pavey (HB)  
Richard Hughes (RH)  
Louise Johnston (LJ)  
Elise Kinnear (EK)  
David Morel (DM) Headteacher  
Sarah Morgan (SM)  
Chris Shaw (CS)  
Kate Van Dort (KVD)  
Angela Walker (AW)  
Chris Woodward (CW)

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

The meeting was quorate

1.	<b>Apologies</b> Apologies were received from Emma Fuller (EF), Matt Lockyer (ML)
2.	<b>Declarations of Interest</b> There were no additional declarations of interest.
3.	<b>Minutes</b> (previously circulated) The Minutes of the meeting of the Governing Body held on 28 <sup>th</sup> April 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: Chair to complete.</b> Actions outstanding and matters arising (not covered in the agenda): None.
4.	<b>Head Teacher's Report</b> (previously circulated) Maths scheme updated: AW updated governors on recent discussions around adopting a new maths scheme. Mathematics Mastery is being trialled with Years 1, 3, 4 and 6. There will be a visit to a school in Newmarket that is currently using the scheme. This scheme seemed to be the only one that fits the brief of a well planned, consistent, progressive scheme with an emphasis on personal development and the teaching knowhow of maths. It has been around for a while and is written by teachers for teachers with an 'success for all' approach and a whole school journey of maths, however, it can

Headteacher: David Morel. Chair of Governors: Katy Stevenson

also be tweaked.

It is hoped to have a final decision by the end of next week and will feedback to Curriculum governors.

Have also applied to the National College of Excellence in Teaching Maths for a one year programme for EYFS, Years 1 and 2 in number facts.

*Q. Do we know if the Newmarket school have been inspected since using the scheme?*

A. No but they are the closest school that use it. It has been subject to EEF research 4-5 years ago which found a positive impact - two months extra progress each year.

*Q. This is great for the catch-up but is it enough for Greater Depth?*

A. Definitely. The whole purpose of maths mastery is not to just keep pushing up and up but depth, application and problem solving and we will be talking to the Newmarket school about this.

*Q. It sounds like a good scheme so why would you not be buying into it?*

A. I am probably being over-cautious, just wanting to make sure it works for us as a school. Our philosophy is that the teacher is the most important person in the room, we give the children knowledge rather than getting it from them via questions. The scheme uses a lot of questioning, and we just need to make sure this works in the classroom for us as a school. We need to unpick this and hear from the experienced teachers in Newmarket. This could be a tweak to the planning though.

*Q. Is the scheme static or is it reviewed and developed?*

A. It is from an academy chain and there is ongoing guidance. It's not continually evolving but they do review it e.g. there has been guidance this year about adapting the long and medium term plans in the light of school closures.

*Q. How will you track, evaluate and review?*

A. We will drop into lessons and it also fits with PUMA which is already used and so we will analyse data. We will spend a significant amount of time with all teaching staff unpicking and understanding.

*Q. For Year 6 does it fit into what is expected from our secondary schools?*

A. Secondary schools do tell us some things they want – ie fractions and we know what we need to cover as a primary school. Mathematical thinking is a key feature and we need to ensure they are secure in the whole journey before they transition.

DM noted thanked AW and Justine for their clarity of approach. He was excited to see their positive reaction to this scheme and this was evidence that senior and subject leaders are progressing and know the values and visions of the school well enough to take these leads.

Staffing and Structure:

*Q. E Day: Work experience lead – do we plan on having any work experience students in, and when?*

A. We haven't had any this year but did have a trainee in autumn term last year. there are plans for 2 more; one in the autumn and one in January, and hoping to have PGCE in if and when allowed.

*Q. S Varity: School Council and Art - Do we have plans to re-introduce the school council and if so when? What is planned re Art for next year given Ms Varity won't be teaching?*

	<p>A. Yes when we can mix bubbles we will re-introduce the school council and SV should pick up and drive the art curriculum.</p> <p><i>Q. What is “Jump Up Day”?</i></p> <p>A. Moving on day where children see their new classrooms, meet their teacher etc. This is not happening as usual this year due to too many bubbles mixing. If the weather is good we may be able to do something socially distanced outside and their <i>new teachers will be visiting them a few times.</i></p> <p>Attendance:</p> <p><i>Q. Well done to all staff for keeping unauthorised absence down at 0.1% since the return from lockdown in March 2021. Why do you think this is so low and how can we ensure staff are acknowledged for their work in this area?</i></p> <p>A. There were two children of note who were now off role and this has had a bit impact. There are more issues around lateness – after registers have closed – we are working closely with the families. Two GRT families were working away without notifying us but they now do. Julia is a person of note. She and AW are tracking and monitoring absences every Tuesday and there is positive engagement from all office and teaching staff.</p> <p><i>Q. Do we need to send a letter to parents reminding them that COVID isn’t over and does everyone still feel confident should the school need to act? And is there anything parents can do to support the staff and keep the message going?</i></p> <p>A. Everything and everyone is ready and we are fully prepped should we need to act. Parents have been incredibly supportive. There have been a few children with coughs and who have been reminded they need to have the PCR test before returning.</p> <p>The Chair noted governors should remain out of the school for the time being to protect the last few weeks of term.</p>
5.	<p><b>Honeypots Report</b></p> <p>KVD reported that those children who are due to start school in September hadn’t had too many breaks and most were ready to move on with maybe 3 who will need some extra support.</p> <p>Going forward in September there will be 61 on role (although this changes daily) with 21 two-year olds (five of whom are funded). There have been settling in visits with parents in the garden.</p> <p>Staff are generally good, one member of staff is off with a broken foot but are keeping in touch.</p> <p>We are getting to grips with the new curriculum, there is a lot to do including writing intent statements.</p> <p>The Chair noted that given the difficulties faced this year it was a tremendous achievement that most are ready and eager to start school.</p> <p>DM noted that it was brilliant and positive to hear a Head of Pre-school talk about writing intent statements and they have been talking about funding for more non-contact hours for personal development which will make a big difference.</p>
6	<p><b>Committee Updates</b></p> <p>i. <b>Finance &amp; Premises</b> minutes have been circulated. They had an excellent ‘green’ H&amp;S review (86%). However, there was also a long list of actions which John and Jo are working through – and thank you to them both for</p>

	<p>their hard work.</p> <p>Two or three staff have expressed an interest in the Cycle scheme and there are posters and emails etc ready.</p> <p>Chair noted the hard work done on the budget and thanked them.</p> <p><i>Q. Is the LA funding the 13<sup>th</sup> classroom?</i></p> <p>A. Yes it was agreed it would be funded from the Growth Fund but this is normally used for teachers, however we have already budgeted for a teacher. We have had meetings and the LA have agreed to fund this and a new security system, for the Out of School Club.</p> <p>RH and JA will be working on policy updates.</p> <p><b>ii. Personnel</b> – Most of this is on the agenda but the committee met yesterday. Still working on the HR re-branding and amazing work has already been done but this is ongoing.</p> <p>Compliance – JA and SA have been looking at HR policies which has been a useful exercise and is ongoing.</p> <p>Governors discussed whether Declarations of Interest should be compulsory for the wider staff.</p> <p><i>Q. Is this requirement or best practice? Would it be an intrusion of privacy? All staff would need to understand why this is required with clear guidance.</i></p> <p>A. We did have a discussion re GDPR and we can ask if genuinely useful ie there could be a time conflict or a financial conflict. This also links to the Code of Conduct which will need reviewing next year. Contracts do also state ‘prior agreement’</p> <p>Job evaluations – JDs have gone out for review and will then go to EPM for review and benchmarking. These should fit into the new appraisal year.</p> <p>DM thanked CS and SA for their hard work, time and knowledge on this project.</p> <p>CS is drawing up a solid HR calendar.</p> <p>CS and KS will be working over the summer on a briefing about key points all governors need to know for Ofsted.</p> <p><b>iii. Curriculum</b> - DM will sit with EK and SM to look at the list of policies.  <b>ACTION: SM to arrange a date to review the curriculum policies with EK and JA before the end of the academic year.</b></p> <p>EF had a zoom meeting to review data.</p> <p>New subject lead starting in November.</p>
7.	<p><b>Annual Safeguarding Report (previously circulated)</b></p> <p><i>Q. How many staff members do not have access to the internet, and what groups do they fall into (teachers / Tas / cleaners / kitchen staff etc)? What measures are proposed to ensure compliance and training is in place?</i></p> <p>A. Teachers have laptops and ipads, the kitchen has an ipad as does John. Cleaners and lunchtime supervisors do not have access but if they had concerns they would report them to the designated safeguarding lead. There will be more group sessions with John to ensure the cleaners have a solid understanding of the policies.</p> <p><i>Q. Is there a trend line for the ‘Concerns over Time’ graph, and what does it, as</i></p>

*well as the other data, tell you about the issues WPS are dealing with? Do we need to make any additional provisions / changes to how we resource or train, i.e. do we need more mediators such Mrs Wolton-Carr? How do we train those who support with wrap around care etc?*

A. There isn't a clear obvious trend. There was a higher level after the second closure but sometimes this could be around one child or mental health of the parent. It would be great to have a family worker and discussions are always ongoing about pooling resources across cluster schools. We do work closely with GP surgeries and wider agencies. Wrap around care staff are on site until 5pm and the After School Manager role includes being a DSL.

*Q. What measures do we have in place to ensure all Agency Staff have completed the necessary safeguarding training and it is up to date before they enter site?*

A. All the agencies we use do their own checks and training and we get documentation. We employ some supply teachers who are on our Single Central Record and attend out training. Hoped to have a simple pack of information 'What to do' for supply teachers.

*Q. What remedial action is planned to rectify the need for all staff and governors to be online safety trained?*

A. All teachers have done an online safety course. We need to work out what governors need and each level in school. **ACTION: DM to go back to Sara Rogers to see what each role needs**

*Q. Given the number of mental health issues logged in My Concern and shown in the HT report – do we need to review how we respond in this area and can we make additional improvements to help the children? If so, what?*

A. These are often parents. We have to liaise with children and structures are in place. If need be we can refer to CHUMS and CAMHS but these are difficult.

*Q. Is there a clear referral process – a definitive pathway all staff should take? Is there a log?*

A. Ultimately they go to Nicky. There isn't a log or paper trail or a formal referral process. This may need thinking about to consider better clarity and equity.

*Q. Given it is difficult to get to CHUMS or CAMHS do we have capacity to support?*

A. It has been a difficult year but previous cohorts were significantly more in need than present. Nicky had an internal waiting list and didn't have capacity but at the moment she does so in theory yes but equally we don't have any children waiting for CHUMS or CAMHS.

*Q. Do we have a Mental Health First Aider?*

A. Yes there are two in school who have had their profile increased (ie email signature shows accreditation) to ensure all staff know.

*Q. Domestic Abuse Lead - I note this role is held by a TA (Michelle Lenks). It would be useful to understand why this decision was made, the level of her training/expertise (training last completed in 2019) and how she ensures all staff are kept up to date. It looks as though other safeguarding areas of concern are held by SLT so just want to understand this decision more especially as DA is likely to be a relatively common occurrence.*

A. The safeguarding team meet and discuss all cases and follow up on actions. Michelle was meant to have follow up training but was delayed due to COVID, she is booked again on this.

All safeguarding leads can access if a concern is logged. Michelle can look and

	<p>take a lead or work alongside to feed into a response.</p> <p>Operation Encompass reports come in daily and are copied by DM straight into My Concern and flagged to leads. They can see what type of issue and allocate it. Michelle has more capacity to leave the class and deal with the report.</p>
8.	<p><b>Budget update</b> (previously circulated)</p> <p>LJ noted as it was early in the financial year there was nothing of note to report.</p>
9.	<p><b>Policies</b></p> <p>JA noted she had uploaded numerous personnel policies into Teams. These are statutory policies based mostly on EPM model policies. The H&amp;S policy has been reviewed at F&amp;P meeting. <b>ACTION: All governors to ready, comment and sign off to JA by email by the end of term.</b></p>
10.	<p><b>Governing Body Business</b></p> <ul style="list-style-type: none"> <li>i. <b>Resignations</b> – The Chair reported that there were two resignations; Justin Aves who has resigned with immediate effect and Elise Kinnear. The Chair and Head thanked EK for her incredible and valuable input, astute challenging questions.</li> <li>ii. <b>Recruitment</b> – The Chair asked all governors to think about if they knew any potential governors, especially with curriculum, personnel, HR or legal awareness background. Agreed to also advertise on local Facebook page. JA was a parent governor so this will require a parent election. Clerk suggested this may be best in the new term for new parents. KVD will start to think about potential new parents who might be approached.</li> <li>iii. <b>Committee Dates for Next Year</b> – CS and DM to finalise the calendar. Committee dates to be set around key times rather than FGBs. <b>ACTION: CS to send Clerk FGB dates when finalised.</b> The Chair noted the LA had sent in the SLA for governor support and the Camclerk for next year. <b>ACTION: JA to return form to LA</b></li> <li>iv. <b>Web Compliance</b> – RH reported he had met with DM and the current website providers which was interesting but at a higher cost than initially thought. The IT support also has a website arm and they will meet with them and get costs. The aim is for the website to be friendlier and a better reflection of what it is like to be at Willingham Primary School. <ul style="list-style-type: none"> <li><i>Q. Do we need a ‘quick fix’ in the meantime for compliance?</i></li> <li>A. Yes there isn’t a vast amount missing but we will go through and add on essentials while looking at the bigger project. The policy review will go a long way to ensuring compliance.</li> </ul> </li> <li>v. <b>Policy Review</b> – This was covered earlier in the meeting. DM noted he planned a governor quiz for next year on policy understanding.</li> <li>vi. <b>Inclusivity for Induction Programme</b> <p>The Chair noted that it was important to ensure that a new member of staff was well supported, with adjustments made (ie for English as an Additional Language, literacy skill level) regardless of job role. Time should be taken to go through key policies to ensure understanding.</p> </li> </ul>
11.	<p><b>Election of new Chair and Vice-Chair</b></p> <p>The Clerk took over the meeting and reported that as KS had resigned from the position of Chair a new Chair was required. No nominations had been received in</p>

	<p>advance of the meeting.</p> <p>KS nominated CS as Chair. This was seconded. No other nominations were received. CS left the meeting.</p> <p>Governors voted and elected CS as Chair, effective immediately. CS re-joined the meeting and accepted the position.</p> <p>The position of Vice-Chair was subsequently vacant. The Clerk asked for nominations for Vice-Chair. KS nominated herself and stated she would be happy to share the role. No other nominations were received. KS left the meeting.</p> <p>Governors voted and elected KS as Vice-Chair, effectively immediately. KS re-joined the meeting and accepted the position.</p> <p>CS thanked KS for the phenomenal job she had done over a tough time for the school, giving immense support, guidance, and a steady hand.</p> <p>KS thanked CS and stated that being Chair had been a big learning curve but she was looking forward to continuing as a governor with a greater depth of knowledge. KS noted she would miss her weekly meetings with DM.</p> <p>DM reiterated CS's thanks for KS's invaluable support.</p>
12.	<p><b>Date of Next Meeting</b></p> <p>This has already been covered previously.</p>
13	<p><b>Any Other Business</b></p> <p>AW reported that as part of Relationships and Health Education sex education is non-statutory and there will be a small consultation with parents with an updated letter giving an overview of what is covered. The school use the PSHE service's curriculum, for sex education and it is similar to what has been taught previously.</p> <p>Historically the GRT community have withdrawn a number of children from SRE. They can still do this but there will be a conversation to encourage participation.</p> <p>Governors need to be aware that the school want to teach this and it will cover awareness of their own bodies, own rights around their bodies, preparing for puberty and then human sexual reproduction in Year 6.</p> <p>There is a responsibility as governors:</p> <ul style="list-style-type: none"> <li>• To ensure the curriculum reflects the needs and views of our community.</li> <li>• Reviews the policy on the agenda once a year.</li> <li>• Nominate a link governor</li> </ul> <p>The rest of the R&amp;HE curriculum is statutory. There is statutory content in science around basic animal reproduction (ie seed/egg).</p> <p><i>Q. Practically if some parents are likely to remove their children how would these units be managed – are they discrete little sessions – ensure they don't miss out on statutory content?</i></p> <p>A. Yes, the same as now. Teachers will identify particular lessons that have sex education content so they can withdraw from just those lessons.</p> <p><i>Q. If a parent objects would this flag as safeguarding? How would you ensure the child still understands about their own rights around their bodies for example?</i></p> <p>A. No parents have the right to withdraw their child as this is a non-statutory part. We will always try to have a conversation and ensure they are not withdrawing due to having an incorrect picture of what is taught.</p>

13.

**Review of Outcomes from Meeting/ Key Messages/ Close**

KS reiterated governors' huge thanks to all staff at WPS. "Every single person has excelled under the most difficult circumstances to keep delivering under ever changing circumstances with a 'tour de force of enthusiasm' and remarkable leadership throughout."

DM thanked governors for all their support of WPS and will pass on their thanks to all staff.

Meeting closed: 21.27

*Katy Stevenson* 02.12.21