



**Minutes of Willingham Primary School  
Full Governing Body Meeting  
Tuesday 18 January 2022 at 7pm (Virtual)**

**Present:**

Chris Shaw (CS) – Chair  
Jo Aldhouse (JA)  
Sarah Ashworth (SA)  
Richard Hughes (RH)  
Caroline Hyde (CH)  
Louise Johnston (LJ)  
Helen McCarthy (HM)  
David Morel (DM) – Head Teacher  
Sarah Morgan (SM)  
Nakita Partington (NP)  
Katy Stevenson (KS)  
Matt Unwin (MU)  
Angela Walker (AW)  
Chris Woodward (CW)  
Kate Van Dort (KVD)

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

The meeting was quorate

1.	<b>Welcome from the Chair &amp; Apologies</b> The Chair welcomed everyone to the meeting and introduced a new elected parent governor (HM) and two prospective co-opted governors (MU and NP). Apologies were received and accepted from Matt Lockyer (ML) and Hanna Bowran-Pavey (HB)
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 11 November 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. Actions outstanding and matters arising (not covered in the agenda): Road closures/parking – c/f Website – curriculum area. The Head noted he had a meeting tomorrow and had a designated EFH day to work on the website. <b>ACTION: Head and RW to work on this together.</b>
4.	<b>Governor Membership</b> (previously circulated) HM introduced herself as the new parent governor.

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MU and NP introduced themselves and governors had previously received an introductory paragraph.

*MU and NP left the meeting 7.10pm*

The Chair proposed that the full governing body co-opt MU and NP. Governors voted and AGREED

*MU and NP re-joined the meeting 7.15*

The Chair proposed that the full governing body re-co-opt SA whose term was expiring (having previously confirmed with SA she was happy to stand again). Governors voted and AGREED

**ACTION: Chair to contact new governors regarding induction.**

*SA joined the meeting 7.23*

5. **Head Teacher's Report** (previously circulated)

The Head summarised his report and explained some areas further for new governors. It was noted that there had been a significant change in the number of COVID cases since the report was written, in that 43 have tested positive in the last ten days.

It has been a stressful couple of days with six members of staff isolating and one in Honeypots, but they are managing. This time round information from parents and staff indicates that fortunately cases are milder.

*Q. Is the provision for home-learning up to date?*

A. AW – yes this is planned for the half term and uploaded each Monday. Early Years is sent via email.

The local supply teacher situation had eased a bit but is still challenging especially for half days.

*Q. Assessment Data – please can you add to the FGB folder as I'm not sure I have access to the Curriculum pages? Or can we add to the RAP, page 6 so it aligns against the July 21 data please?*

A. Head - Updated on RAP and also uploaded into the FGB meeting folder.

*Q. Assessment – High level, are we seeing the progress we would like to?*

A. Head/AS – at the last curriculum meeting we presented data looking at how assessment changed for Early Years and a high level of need around speech and language, differences with girls and boys in reading. Year 1 phonics show 31% are at expected level already although teachers felt the tests were quite easy so teacher assessments may bring this slightly lower. Pupil Premium has gone up a lot during lockdown and are looking at trends, interventions and targeting funding.

For Year 2 onwards the data is not where we would want it to be and that is not a surprise. There are some trends between girls and boys but it is early days to see the impact of the new curriculum. In Maths there was a chance the data would go down as the programme is great but 'full on'. Thankfully it hasn't and there is a noticeable difference around the school in the use of maths language for example, showing impact, but it will take time.

The Head noted concerns about the current Y2 cohort, which is made up of 53 pupils currently:

The current structure is that they would move into a combined Y3/4 class next year alongside the 37 current Y3 pupils (who we do not have quite the same concerns

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about) – this would make 90 pupils (3 classes of 30) in a combined year 3/4 cohort.

We are looking at retaining the parallel structure and having 2 x Y3 classes (26 and 27 pupils in each) and 2 x Y4 classes (19 and 18 pupils).

The current Y3 cohort is small (to the point where if we lost 5 pupils, we would put them all in one class) this cohort may cause a bit of a structural issue as they move through the school.

*Q. Split Yr3/4 in 22/23 – in costing this proposal have we included the additional financial costs associated to creating or repurposing space for a classroom, PD release for additional staff etc? Have we also reviewed wider impact on art / music etc if we lose the space to deliver these lessons?*

A. Head - We have not started to look into the financial and curricular implications; really, we are just asking for approval /consensus that you are happy with it as an idea, and it is worth looking into.

*Q. Do you think there is scope to use any other space as a temporary art studio?*

A. Head – The reality is if it used for a classroom it will probably stay that way. We are hoping to get back to indoor PE and assemblies in the Hall and there are no other spaces. Schools are not designed to have these type of spaces and we have been extremely lucky to have the studio.

*Q. We have always spoken about having a ‘rounded approach’ and exposure to other areas of learning. The opportunity to study art is phenomenal and we should weigh up the benefits of the studio for all as opposed to the few as a classroom.*

A. Head – yes we aim for a knowledge rich curriculum in all aspects and this will have an impact. We will still have the teacher but not the space, the teacher and equipment will go to the classroom.

*Q. Some pupils need to be visual and creative in their learning and skill levels, I think this is a backward move.*

A. Head – I can’t argue with that, we are so proud and love the art studio but it is a very difficult situation with this cohort.

A – AW – mixing is harder for younger cohorts. The older children get to recap and this can benefit.

*Q. Could there be an art club?*

A. Head – yes we have had one in the past.

*Q. To clarify, we have been told previously that mixing benefits the younger cohort as they observe the older children and the older children felt they were redoing content. Is there scope for two mixed 3/4 and one single Yr 3 for those with concerns? If children are now using ipads and tablets in the classroom rather than desktops could the ICT suite be considered?*

A. Head – we will consider all ideas although there is concern about the message streaming gives out and it is difficult to see how 2 mixed and 1 single class could work. The ICT suite is not big enough to be a classroom and would require structural changes.

**ACTION: Head/AW to summarise the different options and costs and circulate to governors to revisit at the next meeting.**

*Q. Vulnerable pupils – who is coordinating this project at present, and what are the key themes initially emerging from the tracking forms?*

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A. Head - Head has oversight of PPF provision, but vulnerable and disadvantaged is a more extensive group. Please see the Business Model proposal presented at this FGB, this relates to our need for greater oversight of the provision and assessment of disadvantaged and vulnerable children, as it is currently fragmented.

The trend we saw last year of vulnerable pupils having been more affected by lockdown continues, and across the three core areas. Year group trends still apply to vulnerable children, but we often see those trends more keenly in vulnerable children, e.g. many yr 2 children not coping with the independence and curriculum of year 2; quiet, under confident, KS2 girls that have basic knowledge gaps in maths.

In terms of the spread of attainment, there is a significant number of vulnerable children within touching distance of being EXS, as well as a significant number assessed at WTS and below year group.

*Q. RAP - What is the plan to update the website, timing and main actions please?*

A. Head - 19.01.22 general audit of content

26.01.22 taking off old documents and uploading updated essential documents

*Q. RAP – there was no update for behaviour and attitudes, and Personal Development – what is happening here please?*

A. Head - Now updated.

*Q. Re non authorised school absence for holidays - is a penalty implemented?*

For holidays, if three consecutive days are taken for non-authorized holiday during term-time, we apply to the LA for a penalty notice.

*Q. Where are we on progress with the new building (particularly as the extra space is becoming critical).*

No further communication or developments. Head chases each term.

*Q. Are there any plans to have a PGCE student?*

A. Head - Not currently as we continue to link with Inspiration Trust and have SCITT trainees. This year we had one SCITT trainee in school in Autumn and Spring; next year we are hoping to have two.

*Q. Are you planning on doing the PUMA/PRIMA assessments this year?*

A. Head - Yes, we continue to use these tests each term as we have for a number of years. The December, March and June data for maths, reading and grammar/punctuation/spelling comes from the PUMA, PiRA and GPaS tests.

*Q. How does a death in family constitute an unauthorised absence? I would've thought this was compassionate leave.*

A. Head - All authorised absences are at the discretion of the Headteacher and guided by LA advice. The death of a close member of the family would usually be authorised. If a number of days of school absence is requested for attending a funeral of a close family member, not all of the days may be authorised.

*Q. Is Maths 'dominating' personal development where you expected it be and is this to the detriment of other subjects?*

A. Head - When we decided, in Aut 20/Spr 21, that we needed to dramatically change our Mathematics Curriculum, we pledged that around half of all of our staff development meetings in the first year would focus on Maths and recognised that

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	<p>this would, of course, impact on the development of other subjects.</p> <p>Although the implementation of Ark Mathematics Mastery is going well (increased engagement in lessons through increase in pupil use of mathematical language, models and images to describe and explain, consistent teaching approach and clear progression), from experience of other schools and advice from the LA, we know that if we reduce the focus on maths, we are likely to lose both the consistency and progression of the curricular programme, as well as the upskilling of teachers, which will then in turn impact on the development of the children's attitude and understanding of maths (our three desired outcomes).</p> <p>We will continue to focus regularly on maths, but our programme of subject development is continuing, as you will see in our termly overview (in folder in FGB). This is primarily through subject lead actions and follow-up feedback to staff, and for this term includes Science curriculum and PD preparation for September 2022, new DT scheme to be used from this term, intent statement &amp; 360 review actions for Computing, monitoring of non-fiction History writing, PE observations.</p>
6.	<p><b>Honeypots Report (previously circulated)</b></p> <p>KVD noted that the report had changed slightly since circulating in that they now had 2 positive cases.</p>
7.	<p><b>Academisation</b></p> <p>The Chair reported that feedback and follow up from the last discussion indicated there was not a compelling reason to explore this further at the moment but governors should be able to react if need be and agreed to review again in six months' time.</p>
8.	<p><b>Ofsted</b></p> <p>The Chair noted an inspection was due now and they are generally running around nine months behind therefore one was likely in 22/23 academic year. Governors need to be ready to support the school to be ready, confident about their link roles and what we are monitoring and how it aligns to what is taking place. <b>ACTION: Head/CS to take forward.</b></p>
9.	<p><b>Business Case for New Role (previously circulated)</b></p> <p>See Confidential Minutes A</p>
10.	<p><b>HT's Review and Pay Scale</b></p> <p><i>Head/AW/ KVD left the meeting at 20.31</i></p> <p>See Confidential Minutes B</p>
11.	<p><b>Committee Updates</b></p> <ul style="list-style-type: none"> <li>i. <b>Personnel</b> – Most has been covered in the agenda. <b>ACTION: CS to liaise with JA regarding new governors access to Teams. ALL governors to look at the EPM personnel policies with a view to ratifying by email by 1 Feb.</b> All updates are from EPM.</li> <li>ii. <b>Curriculum</b> - Subject leads have presented and these have been really helpful and impressive. This time it was Sport and PE and Science. All subject leads have been inspirational. Recordings are available for any governors who wish to listen.</li> <li>iii. <b>Finance &amp; Premises</b> – The committee have met twice. The expected c/f at the end of the financial year is around £83k. This is line with the budget</li> </ul>

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	generally but there have been some ups and downs. The after-school and breakfast clubs are doing very well and back to pre-covid levels. Spend on whiteboards and PCS were approve. John was working over the Christmas Holidays on fire risk and health and safety and only a few low-level jobs left. The next financial year budget will be brought to FGB in May.
12.	<p><b>Safeguarding Update</b></p> <p>The Head noted there was still a relatively high level of concerns and he has for the first time lodge an official request for a re-assessment.</p> <p><b>ACTION: KS/Head to arrange visit</b></p>
13.	<p><b>Governor Business</b></p> <p>i. <b>Governor Training and Board Development</b> – The training update from the LA has been circulated. <b>ACTION: All to look at and sign up if required. Chair to look at for new governors</b></p> <p>ii. <b>School Visits</b> – As soon as the current spike in infections has past the Head will invite new governors to visit. The position at present is only essential visits.</p> <p>iii. <b>Recruitment</b> – Nothing to report</p> <p>iv. <b>Policy Review</b> – See Personnel report above.</p>
14.	<p><b>Summary of Actions</b></p> <p>CHAIR - to sign off minutes</p> <p>HEAD - to liaise with RH re website</p> <p>HEAD/AW – to draft options and costings for splitting Y ¾</p> <p>KS/HEAD – to arrange Safeguarding visit</p> <p>CHAIR/JA – new governor access to Teams</p> <p>ALL – to check EPM personnel policies and email Clerk to state agree to ratify by 1 Feb</p> <p>ALL – Check training courses</p> <p>CHAIR/HEAD – take forward Ofsted planning</p> <p>CHAIR/HEAD – to timetable visits</p>
13.	<p><b>Date of Next Meeting</b></p> <p>5 May 2022 at 7pm.</p>
14.	<p><b>Impact of the Meeting</b></p> <p>Valuable discussions around structure and moving forward</p>
15.	<p><b>Any Other Business</b></p> <p>The Chair informed governors that the Clerk would be leaving at the end of February. He passed on his thanks and good wishes as did the Head and former Chair.</p>

Meeting closed at 9.15 pm

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