



Willingham County Primary School

Meeting of the Full Governing Body on
Thursday 5th May at 7pm (WPS)



MINUTES

Present: Chris Shaw (CS) (Chair), David Morel (Headteacher), Jo Aldhouse (JA), Kate Van Dort (KVD), Richard Hughes (RH), Louise Johnstone (LJ), Matt Lockyer (ML), Helen McCarthy (HM), Sarah Morgan (SM), Matt Unwin-Riches (MUR), Angela Walker (AW), Chris Woodward (CW), Nikita Ellis (NE)

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| 1. | <p>Welcome from the Chair</p> <p>Apologies were received and accepted from Hanna Bowran-Pavey, Caroline Hyde and Katy Stevenson</p> |
| 2. | <p>Declarations of Interest.*</p> <p>There were no declarations of interest concerning items on the Agenda. No amendments to the Register of Pecuniary Interests were requested.</p> |
| 3. | <p>Minutes (Paper)*</p> <p><u>To approve the Minutes of the meeting of the Governing Body held on 17th March 2022</u></p> <p>Agreed as a true record. Chair to sign.</p> <p><u>Actions outstanding and Matters arising from the Minutes (not included elsewhere on the agenda.)</u></p> <p>SA to send ratified personnel policies to the Clerk: SA to check whether this action has been completed</p> <p>CH – external office options through contacts – roll forward</p> <p>Interview update from Head completed</p> <p>Pre-Ofsted check details – clerk sent – complete</p> <p>Governors set up with HGA accounts – complete</p> <p>Associate Governor appointment feedback roll forward</p> <p>Chair to sign Terms of Reference completed</p> <p>Chair to sign SFVS – complete</p> <p>Safeguarding training – see item 9.</p> |
| 4. | <p>Head Teacher's report (Paper to follow)*</p> <p><u>To receive a report from the Head teacher to include data from assessments,</u></p> |

Signed *Christopher Shaw*

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update on summer term plan and any changes to RAP / 100 day plan, C-19 update, and update on pupil numbers issue

The HT outlined key points of his report which was circulated.

Calm start to term.

Supply cover difficult to obtain.

Governor's Questions

Principles of Instruction (Pol)

1. *Is there a Pol in place for each curriculum subject?*

Pol are principles that are pedagogical rather than disciplinary. That is, they are teaching tactics and principles that should be applied to all lessons and subjects. The Curriculum Intent statements are where you would see more specific, subject-based guidance.

2. *What is being done to drive consistency with the Pol and WTD documents amongst all staff, including support staff?*

We have a Pol of the week for teachers to focus their deliberate practice on in class and SMT monitoring reflects this also. This means we will cycle through each principle over a 9 week period, each time looking at granular things that can support the overall principle. For example, this week is 'Pol 9 – Ensuring Exemplary Behaviour' and at PD staff were reminded of specific aspects of the Behaviour Curriculum and asked to identify an area of their own practice to work on this week, with a focus on 'engineering efficiency' and ensuring 'warmth' during corrections and when giving consequences.

3. *How will we assess the Impact of the Pol which clearly show our Intent? Can we place metrics against different Pol to track they are having the intended Impact?*

SMT record their observations and findings during their weekly monitoring and will review this to support identification of specific areas of diffidence/inconsistency. Lesson observation forms now reflect the Pols so that each formal observation focuses on the teacher's adherence to the principles and feedback can be given based on this. Each principle is research/evidence based and fits with theoretical cognitive science – measuring each would be very tricky and impact in the classroom will come from such a wide combination of work that the school is doing, it is unlikely that appropriate metrics would be able to give any further information to the monitoring already in place.

Catering Contract

1. *What SLA or penalties are included in the new terms and conditions for Lunchtime to ensure they deliver what they propose and the school can hold them to account for this?*

SLA is yet to be agreed and signed – it would be really useful to have Governing Body representation again during this part of the process to ensure that the FGB are happy with the contract.

2. *Did we get feedback from other schools using Lunchtime, what was it please?*

Yes, we had both written references in the tender documents + we contacted

Signed

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Waterbeach Primary School, prior to final decision making, who were very happy with Lunchtime and explicitly mentioned their communication and reaction to issues that the school had identified as being strong, which is an area that WPS were specifically looking to improve.

3. How does the proposed £2.40 and £2.42 compare to the current prices?

We are currently charged £2.31 by Aspens. We receive £2.34 per infant free school meal and per disadvantaged pupil.

4. What provision does Lunchtime offer in times of exceptional circumstance, i.e. school closure / COVID restrictions etc please?

The company talked about how they had maintained provision both onsite and externally for all their schools during the pandemic. Neither company explicitly put in their tender document an 'extra-ordinary circumstances' offer, but the locality and flexibility of Lunchtime impressed the panel.

5. What is the overall cost impact to the school?

This depends on take up as the more pupils in KS1 that take up a meal, the more the school has to fund the difference between 6p difference per meal. But, with greater take up, (over 210 meals a day), Lunchtime have committed to bringing the cost per meal down to £2.30. At F&P we will also discuss any changes to the price that parents will pay per meal.

6. I couldn't find the consultants review in Teams and the link won't work, please can you resend it?

The scoring sheet is now in the FGB folder for the meeting. The consultant scores the tenders pre-presentation based on a scoring system shared with companies at the point of inviting to tender.

Behaviour

1. There are a high number of physical altercations – what is being done to address this?

We have seen quite significant variations in the numbers of physical altercations over the year with Autumn 1 = 13, Autumn 2 = 23, Spring 1 = 12 and Spring 2 = 22. The 22 incidents were logged against 16 different pupils and covered incidents such as playing "it" and tagging someone "too hard" to getting angry and slapping another pupil. Physical Altercation is the middle tier of severity and does not include significant physical violence. Support and action as a result is dependent on the child and situation and ranges from 1:1 work as part of an EHCP, sessions with ESA, discussions with class teacher/SMT etc.

2. Do we use the data and themes from the behaviour dashboard when planning the PSHCE curricular?

Partially. Although the school follows the LA PSHCE curriculum, teachers are best placed to make judgements around changes and adaptations for individual pupils and classes based on the various data that they have about behaviour within the class. Equally, if things are picked up across year groups or the whole school, we will adjust provision (assemblies, focus through Business Meetings etc.) Behaviour dashboards are new to us through PA, and we are looking at the most effective/efficient and impactful use of this data; staff have been shown how to access the information and

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we will continue to look at how we can make best use of it.

3. If no to the above, how are we addressing key themes with children collectively, so we reinforce right and wrong behaviours?

We focus everything in our behaviour curriculum around our own school values (Kindness, Integrity and Hard Work) and more general British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. This happens through myriad approaches such as assemblies, house days, the PSHE curriculum, books identified in the Literature Spine, School Council, ESA work, Religious Education, History lessons and every interaction that we model for our pupils. Through positive framing of behaviour corrections, we remind pupils of the 'why' behind each behavioural choice/expectation ("we walk so that we are safe," "It's time to be silent now so that everyone can concentrate," etc.)

4. Do you feel the Impact of the behaviour policy and consequences align to the original Intent of the policy?

The impact of the Behaviour Curriculum can be clearly seen in lesson observations and in feedback from teaching staff – 100% believe that the Behaviour Curriculum supports their ability to teach. We need to go further with supporting the behaviours outside of the classroom as this is where the vast majority of red cards happen. The new Inclusion Lead role will have a significant part to play in further supporting pupils with issues and ensuring that playtimes/lunchtimes are productive and enjoyable experiences.

Budget

1. Appreciating it is hard to be totally accurate 2 – 3 years out, but what is driving the significant swing from a surplus in 2023 / 2024 to 2024 / 2025, is it just number of classes?

LA models work on no increase in income through funding, but movement for all staff through pay scales and predicted cost of living increases. Therefore, outside of year 1, the out-turn is 'modelled' but the income remains static; in reality, staffing (which makes up the vast majority of the budget) changes and associated costs also change. This is an ever-challenging part of school budgeting. That said, yearly pupil numbers generate the income and therefore schools are **always** at the mercy of the number on roll – if this starts to drop, schools can get in trouble quite quickly.

2. Assumption 12 – increase in gas and electricity – do we have any options to change supplier from Espo or re-negotiate with them, and when?

ESPO go out to tender for contracts to cover a significant number of schools and therefore the LA purchasing rules and guidance suggest that schools can rely on ESPO prices to be 'best value'.

3. Assumption 12 – what is being done to actively reduce our gas / electricity usage as a result? Great we have a new more economical boiler, but what else can we do?

A number of small things that we hope will add together to make a bit of a difference – particularly around ICT equipment, which is now set to turn itself off after 30mins of inactivity and shut down completely at 6pm.

Signed

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4. What are we considering to either reduce expenditure, or diversify our income to help reduce the in year deficit for 2023 / 2024 and beyond?

As noted above, income is generated by pupil numbers and therefore the best way to ensure a solvent budget going forwards is to ensure that the reputation of the school continues to build and that we get the pupils through the door.

Question - I would like to add is whether the school has any knowledge of likely additional pupils as a result of the Ukrainian refugee programme. I'm aware of a number of families in the surrounding area who will have refugee families joining them shortly with school age children and wondered what provision there was for any families resettling in Willingham and whether there is any additional funding available to the school should this be the case.

School has had notification from 1 family, locally, who are looking to house refugees. We have been informed that the family would have 2 primary aged children, but have had no confirmation or further information about dates and details. The LA have confirmed that applications for school places would be dealt with through their 'fair access' panel, which would mean that if no space was available, the pupils would be offered a place at a different school and the family would have the right to appeal.

We are still waiting for confirmation of funding arrangements. The DfE recently released this statement -

We continue to work across government to ensure we are supporting all families and children arriving in the UK from Ukraine. We have set out the funding tariffs for those arriving on the "Homes for Ukraine" scheme, as below. The funding will be on a per pupil basis for the three phases of education at the following annual rates:

- *Early years (ages 2 to 4) - £3,000*
- *Primary (ages 5 -11) - £6,580*
- *Secondary (ages 11-18) - £8,755*

The funding will be allocated to local authorities, who will distribute it to schools. The department is currently working at pace to develop the methodology and mechanism for the allocation of this education funding for children and young people and will write to local authorities once this work is completed.

Some of this funding will be retained for SEND / inclusion. Any funding will be paid on top of the existing funding you receive.

In response to a **Governor question**, the HT explained Principles of instruction are the weekly focus in professional development session Lesson observations follow the principles and this will be demonstrated to Governors when they are in school.

A Governor asked about the cycle for focus of these principles and the HT confirmed it is a cycle of nine, but the system is also flexible.

Regarding the possibility of pupils from the Ukraine, **a Governor asked** how language barriers will be dealt with and the HT explained that school has experience of supporting EAL children and will use strategies such as TA support and flashcards. **A Governor asked** if the school is committed to taking refugees subject to numbers and the HT stated that there would be limits on class sizes but most year groups are not full.

A Governor asked what funding is for local pupils in comparison too refugees and the HT explained this is similar but any additional children would not have been

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| | <p>included in the per capita (census day) funding.</p> <p>A Governor asked about contingency plans for an increase in classes to 14 as recruitment has not been successful so far. Two vacancies being readvertised but there is a shortage of teachers in the job market. Location of job adverts was discussed. Use of LinkedIn was discussed and several Governors agreed to promote the job vacancy via LinkedIn.</p> <p>The HT explained the contingency plan which would be redeployment or 13 classes. A Governor asked if splitting the Phase leader post would be possible and the HT confirmed that all possibilities would be considered.</p> <p>A Governor asked about applications for places for Sept 2022 and the HT confirmed there had been a number of visits recently.</p> <p>A Governor asked how Staff and Governors will monitor what the children are eating and the HT explained that seeking child and parent feedback should be in the contract. The company has a person who liases with parents. A Governor asked if uptake is a benefit to the school and the HT confirmed that cost to school decreases with uptake. A Governor asked how many bring packed lunches and the HT confirmed that a number of Key Stage 2 children bring packed lunches. There may be scope with the new contract for a cold meal alternative.</p> |
| 5. | <p>Honeypots Report</p> <p>No questions received.</p> |
| 6. | <p>School Tour</p> <p><i>School tour with governors to use “Principles of Instruction – Classroom Environment” guide – observation and feedback</i></p> <p>The Chair introduced the WTD guide and asked the governors to focus on the Intent, Implementation and Impact of the guide during the tour.</p> <p><u>Post tour</u></p> <p>A Governor commented that some classrooms have considerably more space than others. A discussion took place and it was recognised that the art studio is available as an extra classroom and that funding for change is an issue. A Governor asked how teaching staff feel about having an extra classroom versus art studio. A Governor asked how often the PPA room and music room are used and it was noted that considerable storage is required for music equipment. It was noted that the library area is used a great deal. A Governor asked about the organisation of storage space and it was confirmed that an audit had taken place.</p> <p>Discussion took place: Governors had noted the colours, the use of space, storage, the children’s work on the corridor walls,</p> <p>Action: location of new classroom – HT to take away for further discussion including discussion with staff.</p> |
| 7. | <p>Budget Review</p> <p>Questions and Challenges were invited on the budget which has been circulated. JA explained that the carry forward is healthy. It was noted that funding levels within the toolkit are assumed to be the same which makes the future budget predictions potentially inaccurate. However, JA pointed out</p> |

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| | <p>that it is important to be aware of future risks. Fuel costs will be rising. Measures to minimise fuel use were noted.</p> <p>Income possibilities were discussed. Lettings incur costs. The HT pointed out that clubs that benefit the children are welcomed.</p> <p>Unanimous agreement to approve the submission of this budget.</p> |
| 8. | <p>Committee Updates*</p> <p>i. <u>Personnel</u> No questions.</p> <p>ii. <u>Curriculum</u> Recent meeting focussed on data, SRE policy and book scrutiny. Progression from year to year, cohesion across year group same classes and differentiation for children were all noted. Action: final minutes to be written and sent to JA</p> <p>iii. <u>Finance & Premises</u> LJ gave an update on potential for Section 106 money and possible further application. Action: ML to discuss how to progress planning permission options with HT School Meals Contract (covered in item 4) Critical Incident plan approved. Sustainable Drainage Scheme: tender date closed, date of commencement of work to be confirmed.</p> |
| 9. | <p>Safeguarding Update*</p> <p>Training review for governors Action: Governors reminded to complete Keeping Children Safe in Education quiz and online Basic Safeguarding training.</p> |
| 10. | <p>Governor Business*</p> <p>i. Governor Training and Board Development* Governors reminded to let Chair know for training register. a. Safer Recruiting and other training</p> <p>ii. School monitoring visit reports* CS preparing a more relevant proforma 'what to do' and monitoring visit template.</p> <p>iii. Recruitment needs* No report</p> <p>Policy review* No report</p> |
| 11. | <p>Summary of Actions*</p> <p>SA to check whether ratified personnel policy has been sent to the Clerk.</p> |

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| | <p>CH to explore external office options through contacts.</p> <p>Associate Governor appointment feedback – sub-committee chairs to discuss.</p> <p>JA and RH to discuss set up of a LinkedIn profile for school to promote recruitment.</p> <p>HT – location of extra classroom for further discussion including discussion with staff.</p> <p>SM - Curriculum Committee Minutes to be circulated.</p> <p>ML to make enquiries about Section 106 funding.</p> <p>All Governors - Governors reminded to complete Keeping Children Safe in Education quiz and online Basic Safeguarding training.</p> <p>CS – school monitoring visits proforma and guide</p> |
| 12. | <p>Date of Next Meeting*</p> <p>7th July 2022 at 7.00pm</p> <p>Next sub committees:</p> <ul style="list-style-type: none"> - Curriculum – 16 June - Personnel – 21 June - F&P – 8 June |
| 13. | <p>Review the Impact of this Meeting*</p> <p>Familiarisation with school (tour) will inform discussion on space and 106 funding.</p> <p>Further consideration of the ‘Three I’s’ is beneficial for future visits and discussions.</p> |

Meeting closed: 9 pm

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