



**Minutes of Willingham Primary School
Full Governing Body Meeting
Thursday 11 November 2021 at 7pm (Virtual)**

Present:

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

Also in attendance: Trudie Davidson (Camclerk)

The meeting was quorate

1.	Welcome from the Chair & Apologies The Chair welcomed everyone to the meeting. Apologies were received and accepted from Kate Van Dort (KVD)
3.	Declarations of Interest There were no additional declarations of interest.
4.	Minutes (previously circulated) The Minutes of the meeting of the Governing Body held on 29 September 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. ACTION: Chair to complete. Actions outstanding and matters arising (not covered in the agenda): The Clerk noted she had emailed those who had not yet returned their signed Code of Conduct. Online Training – this is to be rescheduled ACTION: Head/RH Terms of Reference – Finance updates – c/f – ACTION: LJ Cambridge University Press – ongoing Vulnerable and disadvantaged provision - ongoing
5.	Academisation Discussion (previously circulated) The Chair gave a background summary as to the reasons why governors have been asked to look at this subject; it has been four years since academisation was

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last discussed. Previously the topic was addressed because the government were mandating all schools become part of an academy, and whilst it is unclear whether there will be another push from government for all schools to become part of a MAT, it was felt that it would be prudent for governors to be ready and to know what the school would want if governors needed to react.

The Chair summarised what he felt were the three options around academisation:

1. Governors are informed the school has to become part of a MAT, for example off the back of an Ofsted report. It was felt, and hoped, that the school would not be in this position

2. The school could set up its own MAT. It was felt this was not a viable option due to the huge amount of work, funding and support this would entail.

3. Governors and the school decided to join a MAT. In this instance the decision would need to be around when – a) on own terms or b) hold out until informed schools must join.

Governors discussed the likelihood of government following through on the mandatory 'white paper' soon and what the pitfalls may be for the school and staff (loss of control, not being able to revert once in, the time and energy it would take SLT and the governing body to execute and whether there were other priorities).

Two governors gave presentations on their experiences of working as part of a MAT and what they thought governors should be asking questions about if approached.

ACTION: Share presentations via the Clerk – LJ/SM

ACTION: Think about a) What are our priorities b) What is non-negotiable? c) What questions do we need to ask? d) What do we still need to achieve in our journey going forward. ALL governors to send their thoughts to the Chair

ACTION: Agenda for next meeting – decide if we need to explore more now or leave the discussion and concentrate on other priorities – CHAIR/CLERK

One governor suggested it might be useful to talk to another primary who had recently converted – eg Girton Glebe

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

The Head had previously circulated his responses to questions submitted in advance:

Q. COVID update – what would "local contact tracing" look like in reality for WPS?

This would allow WPS to do the contact tracing ourselves for pupils, contacting the parents or pupils who we believe to have been in close contact with a positive case. We had taken this on ourselves to some degree last term, where we simply asked all pupils to take PCR tests in classes where we had had 3 or more positive cases. With the LA's guidance we will now be able to be a bit more focused and precise with this.

Q. COVID update – what position will you take with parents who keep a sibling off whilst they await a result of a PCR test because one of their other children has a positive result?

The Gov't and LA line is clear that pupils should attend school whilst waiting on PCR results. However, we have authorised absences where parents deem it safer and more sensible to wait for those results to come back (this is rarely more than 24 hours) and will continue to do so. We stop authorising the absence if it goes

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beyond a couple of days unless in extreme circumstances.

Q. Observations – were sufficient resources available to support struggling pupils, as well as greater depth pupils, to ensure both groups are supported under the new Maths curriculum?

The early indications would suggest that the lower attaining pupils will be well supported by the mastery curriculum. The programme is designed with the most disadvantaged in mind and is about depth and mastery within areas of maths rather than speed teaching. This means that EYFS pupils, for example, have moved more slowly through content than in previous years, but in far greater depth. The stretch in lessons is provided by the deepening knowledge, reasoning and requirement to use multiple representations and articulating pupils' own thinking.

Q. Attendance – if we strip out any long term COVID cases, what do the results show us on attendance and days lost per pupil for COVID?

Year	No of Pupils @ 2/11/21	Pupils affected	Days Confirmed Covid (code I02)	Days X (waiting for result)	Days ill (other illness)
6	52	29	46	27	31
5	54	30	0	22.5	52
4	45	29	42	17.5	12
3	37	17	38	11	6
2	53	27	5	13	36.5
1	55	32	3	21.5	49
R	49	23	5	12	36
	345	187	139	124.5	222.5

Above with long term COVID removed

Q. Attendance – other absence / illness levels seem very high – are there any key themes that are of concern that have been discussed by SMT?

See attendance breakdowns

Q. Staffing – how do the staff absence figures compare with previous terms?

See attendance breakdown provided.

Q. Staffing – how much absence relates to teaching staff versus non-teaching staff? What impact is this having on pupils?

Staff absence data for the 1st Half term of this academic year (01/09/21 to 22/10/21) is as follows:

- 54 Absences which totalled 131 days.
- 91 days of sickness, of which 48 days were linked to staff with positive covid PCR 46 Days for Teachers of which 20 days were relating to Covid and 45 days for support staff of which 25 days relate to covid.
- 21 Days were paid authorised absences (this includes days off looking after ill children) 5 Days of this was Teachers, 16 days was for support staff.
- 19 Days were unpaid authorised absences All 19 days were for support staff

Q. Staffing – when was the last staff survey? Do we know how the staff are feeling in general?

Last full survey was done in May '21 and the next is due in January of '22. That said, we did survey whether teaching staff felt happy to return to face-to-face PD sessions (in the hall, high ventilation and socially distanced) to which 100% answered that they were. We are currently conducting appraisal meetings across the staff and will use these to give staff a chance to feedback how they are feeling. SMT meetings generally start each week with a staff catch up to check in and gauge staff wellbeing.

Q. Other – what will be the focus areas that we will invest in to ensure we get the most out of the budget for school-led tutors?

We will be focusing on basic skills of reading (including phonics), writing and mathematics. We have had 12 members of the community offer initial interest in taking on tutoring positions and

Q. Have we had any feedback from pupils and parents on first impressions of the new maths scheme? How is everyone getting on with the homework and are we seeing useful learning points from this?

Yet to take any formal feedback from pupils and parents, but will be something that the Maths leads can look at.

Q. The scheme to close Thoday's Close seems to be working brilliantly for safety outside of the school however the parking on the corner of Newington (lots of cars parked on double yellow lines) is currently very dangerous for children trying to cross the road there. Is there anything we can do with the local police to tighten up. I understand it is not our responsibility away from the school site but I have seen more than a few near misses and wonder if we can use our influence at all.

Q. Would it be better not to close the road and force the parking elsewhere?

As those of you who have been on the GB for a while will know, the parking around the school has been an ongoing issue for many years. Before the road was shut there was mania and drop off and pick up times with many near misses. Now we don't get that but of course the mania has shifted. It has been an issue since the school was built and it has got to the point where we don't know what else to do. Police spot checks have happened previously but they don't have the funding now. The Parish Council did speak with the school and agreed funding for a patrol but

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	we haven't heard any more. ACTION: CW to liaise with PC.
7.	<p>Honeypots Report</p> <p>The Head updated governors in KVD's absence, reporting that it has been an incredibly busy term so far with many 2 year olds taking longer to settle than usual (thought to be because of COVID lockdown) The waiting list is growing but 40 children is enough and works nicely. There is a new 1:1 member of staff. PD sessions are taking place weekly along with curriculum planning.</p> <p>Noted that the pre-school provision should be a key thought in any academisation conversations.</p>
8.	<p>Committee Updates.</p> <p>i. Personnel – A lot of this has been covered in the HT's report.</p> <p>The current appraisal cycle is closing and the HT's performance management was last week. Still in the process of fine tuning the objectives for the coming year. DM is meeting with staff regarding their objectives. There will be a whole school objective around improving outcomes for disadvantaged pupils and implementing the maths curriculum.</p> <p>Job evaluating and benchmarking is ongoing.</p> <p>Policy work is ongoing.</p> <p>Q. Is there an opportunity for move 'dove-tailing' the school and Honeypots policies together?</p> <p>Yes we have done this as we have gone through them.</p> <p>Staffing and recruitment. There will be a second round and there is one 'hopeful' candidate and a back up plan.</p> <p>ii. Curriculum - Subject leads have started to be invited to talk to the committee and there have been incredible presentations from history, geography and RE so far. Governors were very impressed, and grateful and reassured that staff have such fluency and passion in their subjects. Hopefully at the next meeting Jonathan will talk about being new to the school and English.</p> <p>Q. The curriculum area on the website is out of date so it would be good to show some of this fantastic work. The subject leads could do short videos.</p> <p>ACTION: Head/RH to follow up</p> <p>iii. Finance & Premises – The committee has not met yet. JA sent the latest financial report (end October) and everything is looking positive.</p> <p>The old pond from the wildlife area has been removed and ML will return to trim the trees and remove the waste, will then think about the area going forward. The long-term aim is to make it more useable (science, EYFS).</p>
9.	<p>Safeguarding Update</p> <p>All governors now have access to My Concerns. The Head shared the My Concerns summary screen reporting that there have been quite a few concerns already this term, nothing significant but a lot at low level.</p> <p>Q. <i>Is the data used to influence PSHCE?</i></p> <p>Yes it is picked up around appropriate and inappropriate behaviour.</p>

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10.	<p>Governor Business</p> <p>i. Governor Training and Board Development – The training update from the LA has been circulated. ACTION: Chair to look at</p> <p>Two link roles (SEND and PSHCE) are vacant.</p> <p>ii. School Visits – SA noted she had been in and as part of the recruitment campaign had helped with the lesson observations which was fascinating and put everything into context. It would be useful for governors to go in and see lessons taught. The Head noted they needed to be careful not to increase the amount of lesson observations and that it may be good for governors to attend the next formal round. ACTION: Head to circulate dates</p> <p>The Head noted he was more than happy to conduct ‘school tours’ anytime for governors to look at the environment rather than the teaching specifically.</p> <p>iii. Recruitment – JA was recently re-elected as staff governor.</p> <p>KS left the meeting. The Head noted that KS’s term as the Local Authority governor has come to an end. KS was happy to continue. Governors AGREED to put forward KS as a nomination. ACTION: Head/Chair to respond to email from Governor Services regarding this.</p> <p>There has been interest from a teacher to become a governor (either associate or co-opted). ACTION: Chair to liaise and bring to next FGB</p> <p>Parent election – ACTION: Head/JA to send out letter</p> <p>Suggested governor attendance at upcoming events (Christmas Fair, new parent briefing along with presence at drop-off and pick-up times.</p> <p>iv. Policy Review – Friday meetings re-starting to pick this up.</p> <p>v. School Bus/GovernorHub – The Chair noted they had decided not to take up the offer of GovernorHub via the LA. However, this now also came as part of The Key. Governors can log into The Key for a trial to determine whether the subscription should be renewed.</p>
12.	<p>Summary of Actions</p> <p>CHAIR - to sign off minutes</p> <p>HEAD - to liaise with RH re online training (c/f)</p> <p>LJ - to amend Terms of Reference and resend (c/f)</p> <p>LJ/SM - to Share presentations via the Clerk</p> <p>ALL - to think about a) What are our priorities b) What is non-negotiable? c) What questions do we need to ask? d) What do we still need to achieve in our journey going forward. ALL governors to send their thoughts to the Chair</p> <p>CHAIR/CLERK - Agenda for next meeting – decide if we need to explore more now or leave the discussion and concentrate on other priorities</p> <p>CW to liaise with Parish Council re parking patrol</p> <p>HEAD/RW to liaise re curriculum area of website</p> <p>CHAIR – to look at training</p> <p>HEAD – to circulate dates for lesson obs</p> <p>HEAD/CHAIR – to respond to email re Local Authority governor nomination</p>

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	CHAIR – to talk to staff member re possible governor role HEAD/JA – send out parent election information
13.	Date of Next Meeting 18 January 2022 at 7pm.
14.	Impact of the Meeting Increased awareness of academy decision and what we need to be aware of/look at. Thank you to the governors who shared their experiences. Positive discussion around child safety in the wider community and environment The strategic discussion around academies was very useful, thank you.
15	Any Other Business One governor asked if anything should be done for the member of staff on long-term leave. This will be taken to the Personnel meeting.

Meeting closed at 9.15 pm

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