



Willingham County Primary School



Meeting of the Full Governing Body on
Thursday 19th January at 7pm (WPS)

MINUTES

Present: Chris Shaw (CS) (Chair), David Morel (Headteacher), Louise Johnstone (LJ), Helen McCarthy (HM), Matt Unwin-Riches (MUR), Angela Walker (AW) (Deputy Head), Sarah Ashworth (SA), Sarah Morgan (SM), Cecelia Pipe (CP) and Chris Woodward (CW), Richard Hughes (RH), Jo Aldhouse (JA), Kate Van Dort (KVD),

Also attending: Jeni Houghton (JH), Interim CamClerk

	Minutes	Actions																																								
1.	<p>Welcome from the Chair</p> <p>The Chair welcomed all to the meeting.</p> <p>Apologies: none received.</p>																																									
2.	<p>Declarations of Interest.</p> <p>There were no declarations of interest concerning items on the agenda.</p> <p>LJ regarding an item on the HT report: she will step out of the meeting for that item</p>																																									
3.	<p>Minutes*</p> <p><u>To approve the Minutes of the meeting of the Governing Body held on 10th November 2022</u></p> <p>The minutes of the FGB meeting, held on 10th November 2022, were submitted, and will be signed by the Chair as a true record of the meeting.</p> <p><u>Comments / questions - none</u></p> <p><u>Actions outstanding and Matters arising from the Minutes (not included elsewhere on the agenda.)</u></p> <table border="1"> <thead> <tr> <th>Action No.</th> <th>Action</th> <th>Owner</th> <th>Deadline</th> </tr> </thead> <tbody> <tr> <td colspan="4">Actions from the meeting of 10th November 2022</td> </tr> <tr> <td>008</td> <td>Clerk to finalise Terms of Reference for Committees: Complete</td> <td>Clerk</td> <td>End of term</td> </tr> <tr> <td>009</td> <td>Head to circulate 'Safeguarding for Governors' training and KCSiE training. Complete</td> <td>Head</td> <td>This week</td> </tr> <tr> <td>010</td> <td>All governors who are not school staff to complete 'Safeguarding for Governors' training and KCSiE training, and update training records on GovernorHub accordingly. ACTION 1:To be finalised by all ASAP</td> <td>All</td> <td>End of term</td> </tr> <tr> <td>011</td> <td>Clerk to ask LA for in-school safer recruitment training by Phil Nash as part of school's existing training package. Complete</td> <td>Clerk</td> <td>This week</td> </tr> <tr> <td>012</td> <td>Chair and Clerk to meet to discuss further use of GovernorHub i.e., for committees, OFSTED pack, policies. Complete.</td> <td>Chair and Clerk</td> <td>End of term</td> </tr> <tr> <td colspan="4">Actions from the meeting of 29th September 2022</td> </tr> <tr> <td>001</td> <td>SM and CW to sign updated Code of Conduct. ACTION 2:To be finalised by all ASAP</td> <td>SM, CW</td> <td>Next FGB</td> </tr> <tr> <td>005</td> <td>Non-staff governors to complete KCSiE declarations. ACTION 3:To be finalised by all ASAP</td> <td>All</td> <td>Half term</td> </tr> </tbody> </table>	Action No.	Action	Owner	Deadline	Actions from the meeting of 10th November 2022				008	Clerk to finalise Terms of Reference for Committees: Complete	Clerk	End of term	009	Head to circulate 'Safeguarding for Governors' training and KCSiE training. Complete	Head	This week	010	All governors who are not school staff to complete 'Safeguarding for Governors' training and KCSiE training, and update training records on GovernorHub accordingly. ACTION 1:To be finalised by all ASAP	All	End of term	011	Clerk to ask LA for in-school safer recruitment training by Phil Nash as part of school's existing training package. Complete	Clerk	This week	012	Chair and Clerk to meet to discuss further use of GovernorHub i.e., for committees, OFSTED pack, policies. Complete.	Chair and Clerk	End of term	Actions from the meeting of 29th September 2022				001	SM and CW to sign updated Code of Conduct. ACTION 2:To be finalised by all ASAP	SM, CW	Next FGB	005	Non-staff governors to complete KCSiE declarations. ACTION 3:To be finalised by all ASAP	All	Half term	
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4.	<p>Head Teacher's report</p> <p>The <u>Headteacher Report</u> and the <u>draft SEF</u> were shared on GovHub ahead of the meeting. The following questions were raised:</p>																																									

Christopher Shaw

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Challenge: My Concern / Safeguarding

- There are a number of spikes in the teacher referrals, are we confident that there is a consistent approach to referrals across the staff?
- There is 1 x Accessing Age Inappropriate and 2 x Online – Safety flags – what are we doing within PSCHS around online safety and do we have all necessary safeguarding policies and practises in place to support this?
- There has been an additional prejudice related bullying incident since the last FGB – are there any trends developing that need to be addressed within the school?

Challenge: Class Structure

- What options are being considered in order for the school to make savings in staffing?
- Will the 14th classroom revert to an Art room or remain another space for use with other children needing a quieter place to study?
- Will the mixing of classrooms impact the implementation of the new Phonics scheme and therefore impact it has with the children?

Responses to the above are at the end of [Appendix1. Heads Report 19.01.23](#)

Challenge: With regards to the Phonics Scheme, what is the communication plan for parents / carers to ensure they are up to date with the change and supportive? Key communications are around the moving through book bands – research shows independent practice should be all phonemes introduced and taught and be a couple of stages behind the teaching in class... this is different from pushing children through the bands. There is an information session for parents on 7th Feb to explain this and we will ensure that we are transparent with our explanations.

Challenge: How is this managed for children that enter as fluent readers? We have discussed the concept of having a book to share. A fluent reader doesn't word read and children often enter school having learned a set of words that are then read by sight. Even fluent readers need to go through the phonics programme to have the inbuilt structure to be able to decode and read any word they may encounter. DfE research is clear that children shouldn't be reading books with graphemes in them unless they have been taught them.

Challenge: This will mean that new books are needed? Yes. We have a bid in to English hub to fund training and a funding application has been made to the British Schools Trust to cover the cost of new books that follow the Sounds-Write programme to implement into Yr 2 to start with.

Challenge: How quickly would you expect to have an indication that things are heading in right direction? Hopefully quite quickly: anecdotal evidence in school already shows very swift impact for children. Ongoing assessments throughout the provision will evaluate and track pupil progress much more closely. The expectation is that 75 – 80% children are comfortable to move on with unit and intervention to support those that need to catch up. This provides robust phonics teaching with additional ways

Signed *Christopher Shaw*

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of supporting individual children where needed. Impactful as this goes beyond Year 2 and correlates with spelling development which will then impact on the children's writing.

We have made this move as previous phonics scheme, post pandemic, wasn't working for all children. We examined WPS against national benchmark and saw gaps emerging in phonics knowledge. The move to Sounds-Write is to address the issues identified: change in Year 2 now, with an interim structure in place for Year 1 and they will make the change in the new school year, with training for staff later this school year and early next school year for the oldest children in the school.

Challenge: Thank you for completing and sharing the SEF, I have a few questions:

- QofE: Strengths – as it was not mentioned, is the teaching for Greater Depth teaching not a strength and something to develop?
- QofE: Implementation – do you have the statistics to support the statement that staff understand the values and vision of the school (statement 3)?
- QofE: Implementation – statements 3 / 7 in particular read more as outcomes / results, and may be better as Impact statements – please can we review what information this section is intended to demonstrate and be consistent in detailing the intention of how and what we teach, not comment on outcomes? Please consider what statements may be better in the Impact section.
- L&M: please can you detail out all the anacronyms in bullet 2?
- L&M: Principles of Instructions – what external validation / review has been sought to confirm that the interpretation and application of the educational theory and research is accurate?
- L&M – there is no mention of succession, please can we review how we ensure that consistent L&M will be maintained, or is this still a development area?
- QofE EYFS: what evidence do we have to validate the statement in bullet 1? Is this an Impact statement rather than an Intent statement?
- Please review the different statements across the Intent, Implementation, and Impact sections to make sure they are appropriate and aligned.
- Is this document only intended to capture areas of strength? Where do we detail the ongoing areas of development?

Response to be provided by DM

Challenge: In terms of Ofsted preparation:

- What feedback do the SMT, and wider staff, have for the governors to support our development and help us help you further to ensure a strong Leadership and Management of the school?

Look at the Inspection Handbook about what Governors do, look at areas for Good in the Handbook so you understand how they match. Then what are you seeing during your visits that triangulates the information that school leaders have presented to Governors... the evidence base that Governors have built from their own first-hand experience.

The team working together can support anyone speaking by browsing said documents and then finding a piece of evidence to support what is being said. Is also Governor 'guide to Ofsted' training and can be booked through GovHub. Ofsted have a YouTube site that may

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<p>be useful, and Ofsted have webinars on their website which are also useful.</p> <p>Understand what they are looking for, why they are looking for it and compare what we see at WPS as examples to show we are a good school. If asked something that you don't know, ok to say that you will find out and get back to you... we have spoken about that, and I just need to check with... refresh my memory...</p> <p>Inspection team very keen to not cause stress within the school staff and community.</p> <p>Chair has pulled together a set of documents which would be a valuable 'kit' to have to hand and to become familiar with. ACTION 4: To circulate contents to the rest of the FGB.</p> <p>Challenge: In terms of Ofsted preparation:</p> <ul style="list-style-type: none">• What preparation is being conducted with staff to ensure the school maintains a level of education that is the best possible at all times?• What reflections does the HT and wider SMT have on how the school is currently performing against the 4 main areas of inspection that receive a graded judgement? <p>Response to be provided by DM</p> <p>Challenge: Regarding the SEF, where you have in Personal Development about pupils keeping themselves physically and mentally healthy. Should we include the new catering provision with a focus on more balanced meals?</p> <p>Response to be provided by DM</p> <p>Challenge: Where does the SEF come from? Where does it go?</p> <p>The SEF comes from the Inspection Handbook – it has been written to evidence how we feel we match the statements for the Good judgement. It gets sent to the Inspector when we have the initial phone call. It provides the team with an early indication of what they should find during their visit. If they validate that during their visit, they are more inclined to agree with the school judgements. If they find conflicting evidence, then would lead to much deeper interrogation. Is good practice to be able to have a document which summaries where we are as a school and how we evaluate ourselves. Important for Governors to be familiar with the document and have a working copy to bring to the meeting with the Inspectors.</p> <p>Challenge: What impact do you think that the extra-curricular activities such as the Play Leading, Buddy System and SHINE awards have had, are these things that can be further developed if successful?</p> <p>Response to be provided by DM</p> <p>The numbers at the top of the Headteacher report include HoneyPot children too.</p> <p>Numbers forecast does look like mixed age class/es will be needed next year. Previously the FGB had agreed that Reception would be the last class to make a mixed age one. We knew the budget couldn't afford 14 classes going forward and that there would be a need to reduce to 13 classes, with Years 5 and 6 being mixed. The budget will still be difficult to</p>	<p>CS</p>
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balance, and the draft budget paperwork is now being examined.

Next year there is a likely prediction of an in-year deficit of circa £37k, which will be managed by the current carry forward and the next budget would then have a small carry forward. However, it is likely that there would be a deficit budget the following year even with 13 class, although there may be additional funding from SEND re EHCP children coming in that we don't yet have clarity on. This is an uncomfortable financial position to be facing and has been exacerbated by the national pay awards.

We must examine how to manage this possibility. Currently looking at not renewing temporary staff contracts but we are not considering redundancies at this moment in time. Next year will be manageable, but the following year needs to be prepared for.

Challenge: Will pupil numbers stay the same?

We don't think that we will have 355 pupils next year, which is what the prediction gives. We suspect it will be lower, but this is unclear at the moment. The current Year 4 of 38 pupils is a challenging number as it is a small cohort

All curriculum is set up as a two-year rolling programme so would be fine for mixed age classes. Mathematics is where the curriculum presents the biggest challenge for mixed age classes.

Challenge: When do we need to make a final decision?

In March, as the budget needs to be set by Easter. Last year the FGB said they would like to maintain 14 classes if the budget allows, but if needs be to drop to 13 classes. This decision would help.

Challenge: How have the children been this year that the school were concerned about?

Year 4 have benefitted from having fewer children in the class.

Challenge: What would give better value to the children - an Art teacher or 14 classes?

Difficult to answer, however, we legally have to provide the PPA cover, which is the Art teacher's remit, so if the Art teacher was removed there would still be a cost for staff to cover PPA.

LJ left the room

With regards to Academisation, following confidential conversations with various professionals, United Learning is looking like a possible MAT to consider. However, there is only one other school within United locally, although the Trust are looking to expand and apply for a Free School in Waterbeach.

Need to consider options given the direction of travel of this government. If we are in control of the situation, we can make the right decisions for us rather than have it done unto us. Stronger to negotiate our entering into a MAT and what we bring to the table. We would look to get a strong outcome from our next Ofsted Inspection and then consider the matter more robustly. Continue to explore options over forthcoming months to keep options open.

Challenge: How long does the process take?

It varies depending on the circumstances. Likely to be up to 12 months. Unusual property

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	<p>circumstances can delay things.</p> <p>Challenge: Would there be financial savings in joining a MAT? In theory, yes – the bigger the MAT the more central services available to share across the MAT.</p> <p>Governors agree on the need to proceed with caution: to look at the ethos and the curriculum to see if it's a good fit for WPS. Some things that would be done centrally, we do brilliantly locally. Need to fully explore the pros and cons. Be educated and on top of it so it can be picked up and worked on swiftly if needed.</p> <p>LJ returned to the room.</p> <p><u>Ofsted conversation</u> Now a full year overdue an Inspection. Last summer Ofsted speaking of 5 terms behind, which would put us in the summer. All schools inspected by 2025 as a result of increased acceleration of inspections.</p> <p>The FGB as a group need to be sure they are in a good place to get through an inspection successfully. Want an ungraded, short inspection (Section 8) to just validate our current good rating. We may be selected for a full Section 5 inspection where each area would be graded, and it would be a full inspection. Need to know the Ofsted Inspection Handbook and know what we are being inspected on. Recommend FGB become familiar with the Education Inspection Framework (EIF).</p> <p>Emma Fuller has sent a document to help RAG rate the Governors to prepare for the Inspection. Need all Link Governors to be confident in their roles and familiar with their area of responsibility. Inspectors will want to speak with as many Gobs as they can and may accept remote access to a meeting. Try and support the school as much as possible as FGB are part of the Leadership Team and therefore judgement.</p>	
<p>5.</p>	<p>Safeguarding Report</p> <p>A governor visit report (from December 2022) was shared on GovHub ahead of the meeting and the Chair spoke to his report.</p> <p>Chair completed half termly safeguarding visit and met with other staff to validate DSL meeting in the previous half term. Any suggested actions have been implemented. Safeguarding guide to visitors and volunteers now introduced. Met with Gemma as DDSL to validate process and practices and to check consistency. Strong joined up tracking and awareness of vulnerable children and families. Met PHSCE Lead to see how this fits into the curriculum and with the School Council to hear pupil voice as part of the triangulation process</p> <p>Areas identified for further development were also shared with the FGB as detailed within the visit report and the arising actions for members of the FGB</p> <p>Was very positive to have the validation from all members of the school community who were spoken to and is confident that there is a consistent, whole school approach to safeguarding.</p>	

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<p>6.</p>	<p>Honeypots Report A report was shared on GovHub ahead of the meeting.</p> <p>Data profile within the report is usual for this time of year</p> <p>Challenge: Do you have a parents evening? We are holding one next week for all parents and will be a questionnaire to parents after it. The outcome of this will be shared with Governors. One held in the autumn term for the new starters.</p> <p>EHCP successfully applied for – now have 2 and 2 about to be submitted. Think that three out of four of these children will be transitioning to reception class at WPS.</p> <p>Challenge: Have we extended pupil passports down to Honeypots? Yes – they were completed for the children joining Reception in Sept 2022.</p> <p>Challenge: How do the current cohort compare to previous years? Is about the same – a broadly average cohort.</p> <p>Challenge: Are staffing levels ok? Yes – we are managing any absences.</p> <p>Forward projection is healthy with many applications for Sept 2023 and Sept 2024 places already received.</p> <p>Honeypots Lead has just been accepted on the NPQEYL and the first information evening is at the beginning of Feb: new network which will be helpful. School now has 2 staff completing NPQ this year.</p>	
<p>7.</p>	<p>Committee Updates *</p> <p>i. <u>Personnel: Met 10.01.2023</u> Much of what was discussed was discussed this year. Pay Policy currently says pay body is made up of 5 people but is currently 3 due to Gov vacancies (It is a requirement to state the number).</p> <p>Policies reviewed and proposed for approval detailed under agenda item 8.</p> <p>ii. <u>Curriculum: Met 19.01.2023</u> Apologies that data visit report was circulated just ahead of the meeting. SM spoke to the report. Concerns expressed at the current % of Yr 1 children meeting the phonics standard (18%) compared to 31% at this point last year and questions why. Concerns generally about the development of this cohort, set of non-negotiables implemented to concentrate the provision in order to accelerate the progress. Implementing aspects of Sounds-Write too. Half term training for phonics screening for Yr 1 and Yr 2 and KS2 children who have not passed the phonics screening.</p> <p>SM shared the headline data per year group from her report and reiterated that the school has a clear focus on the cusp children across the school to strive for</p>	

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	<p>them to meet the age-related expectation. Greater depth for Yr 6 in writing and maths is a focus as currently only 2%</p> <p>Self-regulation and behaviour management policy looked at. Students didn't like red card. They have been listened to and the policy has been tweaked accordingly.</p> <p>Policies reviewed and proposed for approval detailed under agenda item 8.</p> <p>iii <u>Finance & Premises: 24.11.2022</u></p> <p>Sustainable Development Scheme (SuDS) – designed shared by HT to committee. To meet with school council to design an area as part of the development. Work should happen in the summer holiday. Maintenance requirements may increase, and these changes have been included in the contract that has gone out for retendering.</p> <p>No change on drain issues.</p> <p>Nothing forthcoming on S106. DM has escalated.</p> <p>Slightly behind budget due to pay increases and this remains a risk in future years' budgets. New budget package builds in 4% increase for support staff.</p> <p>Energy efficiency grant £16k. received Capital works to improve energy and efficiency (with possibility to spend more widely within capital spend requirements).</p> <p>Challenge: Does the school have any thoughts as to spend? Possibly windows, LED lighting, consideration of solar panels are all possibilities. Budget needs to be approved at the May FGB. Year end is closing early on 23rd March as a trial this year.</p> <p>Policies reviewed and proposed for approval detailed under agenda item 8.</p>	
<p>8.</p>	<p>Governor Business*</p> <p>i. KCSiE declarations, Code of Conduct confirmations Chair asked all governors to complete these items via GovernorHub.</p> <p>ii. Governor Training and Board Development</p> <ol style="list-style-type: none"> a. Investigate Ofsted training. b. Good feedback from attendance at Governor Induction training. c. Please log all training on GovHub d. Safer Recruitment training – would have an associated cost if run specifically for WPS FGB. There is one to complete on GovHub Knowledge to explore. ACTION 5: Chair, SA and one other <p>iii. Recruitment needs</p> <p>Need at least 4 new Governors, 2 of these are new parent Gobs. Wrote to parents in Oct and got no response, which is disappointing. Recommendations requested for co-opted Governor possibilities and thoughts given to parent governors.</p> <p>Cecilia attended Gov training and they suggested a clip to use – will pass to Chair.</p> <p>Anyone from the Church that might be a possibility? – options discussed along</p>	<p>CS, SA +1</p>

Signed *Christopher Shaw*

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	<p>with a range of material to use for advertising the vacancies and locations for placement.</p> <p>Governor visibility around the school and at school events may help.</p> <p>iv. School visit reports and queries arising</p> <p>SM shared her Data visit form ahead of the meeting.</p> <p>Attendance Visit form Nov 2022: doc on GovHub. Very clear excellent system in place with a clear pastoral care aspect underpinning the figures. Will conduct next visit around Easter to evaluate new letter used when attendance is a concern to see if different wording is having a better impact. Two letters now in place, with only one being of more firm wording which includes the legal working required by the LA, which is used for more persistent low absence. 70 letters sent last week, 5 response emails from parents which would be the usual expected response and in almost all cases, the reasons for absence are justifiable.</p> <p>Most notifications of absence through are received through Pupil Asset, a few still through the office. Where we have no notification, a phone call home is made.</p> <p>Challenge: Is the enforces 48 hours absence for certain illnesses contributing to the numbers??</p> <p>No. 40 – 50 of them were new letters. Many linked to cases of chicken pox in school.</p> <p>Challenge: Is it weighted to the younger end of the school?</p> <p>No – spread across the age range of the school. We still send ‘soft’ letters for children of low attendance that are not yet of statutory school age from January. Termly plan is out: Governors asked to review and align any visits with their areas of responsibility. Autumn term worked really well – keep momentum going.</p> <p>v. Policy review*</p> <ol style="list-style-type: none"> a. Critical and Major Incident Management Plan 2022-23 Reviewed by F&P committee and recommended for approval. b. Data Protection Policy November 2022 Reviewed by personnel committee and recommended for approval. c. Pay Policy 2022 Reviewed by personnel committee and recommended for approval. d. Surveillance and CCTV Policy November 2022 Reviewed by F&P committee and recommended for approval. e. Inclusion Policy Reviewed by Curriculum committee and recommended for approval. f. SEND Policy – slight change made to insert additional step before escalation to HT Reviewed by Curriculum committee and recommended for approval. g. Intimate Care Policy Reviewed by Curriculum committee and recommended for approval. <p>Decision: The following policies were ratified by the FGB:</p>	
<p>9.</p>	<p>Summary of Actions*</p>	

Signed

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	See table at end of minutes.	
10.	<p>Date of Next Meeting*</p> <p>The next FGB meeting is scheduled for 16th March 2023 at 7pm.</p> <p>Committee meetings are scheduled as follows:</p> <p style="padding-left: 40px;">Personnel – 7th March 2023</p> <p style="padding-left: 40px;">Curriculum (Richard to join) – 6th March 2023</p> <p style="padding-left: 40px;">F&P – 2nd March 2023</p>	
11.	<p>Review the Impact of this Meeting</p> <p>Really positive discussion. Please to be having robust discussion around Ofsted. Good challenging discussion around structure of the school next year and the data and progress of the curriculum.</p> <p>Found the comments at the bottom of the HT report of documents to read really useful.</p>	

There being no further business, the meeting closed at 9.10pm.

Table of Outstanding Actions

Action No.	Action	Owner	Deadline
1 (from 10.11.22 Mtg)	All governors who are not school staff to complete 'Safeguarding for Governors' training and KCSiE training, and update training records on GovernorHub accordingly.	All	Next FGB
2 (from 29.09.22 Mtg)	SM and CW to sign updated Code of Conduct	SM, CW	Next FGB
3 (from 29.09.22 Mtg)	Non-staff governors to complete KCSiE declarations	All	Next FGB
4	Chair to circulate the set of documents collated which would be a valuable 'kit' to have to hand and to become familiar with ready for an Inspection.	CS	Next FGB
5	Key members of FGB to undertake Safer Recruitment Training via GovHub Knowledge	CS, SA + 1 other	Next FGB

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