Willingham County Primary School

Meeting of the Full Governing Body on

Tuesday 4th July at 7pm (WPS)

Minutes

Present: Chris Shaw (CS) (Chair), David Morel (Headteacher), Helen McCarthy (HM), Matt Unwin-Riches (MUR), Angela Walker (AW) (Deputy Head), Cecilia Pipe (CP), Jo Aldhouse (JA), Kate Van Dort (KVD), Lara Feather (LF), Sarah Morgan (SM), Jenny Hill (JH), Louise Johnstone (LJ), and Annabel Targett (AT)

Also attending: Jeni Houghton (JHo), Interim CamClerk,

	Agenda Item	Actions
1.	**Welcome from the Chair** Apologies received and accepted from Sarah Ashworth, Richard Hughes, Chris Woodward Sarah Morgan (arrived at 19:35), Helen McCarthy (arrived at 19:11) and Becca had all indicated that they were running late (arrived at 19:09) Introductions were made for new starters.	
2.	**Declarations of Interest:** None	
3.	* **Minutes of the previous FGB Meeting** (3rd May 2023): These were **approved.** * **Matters arising and Action Points**	

Item	Action	Deadline	Responsibility
3	**Action 1:** Update training records on GovernorHub in respect of completion of 'Safeguarding for Governors' training and KCSiE training. **Completed.**	ASAP	Specific governors
3	**Action 2:** Key members of FGB to undertake Safer Recruitment Training via GovernorHub Knowledge. **Completed.**	ASAP	Specific governors
3	**Action 3:** DM to send link to Atlas Safer Recruitment training out for all governors. **Completed.**	ASAP	DM / Govs
4	**Action 4:** DM to append the questions and responses to the minutes. **Completed.**	Next meeting	DM
4	**Action 5:** DM to upload to GovHub the most recent 100-day plan. **Completed.**	ASAP	DM
4	**Action 6:** DM to share the flow chart / process of roles of staff, actions in the school improvement planning documentation and cycle. **Ongoing**	ASAP	DM
6	**Action 7:** Senior leaders to review the impact of the ESA work and the take up of before-and after-school clubs at the end of the school year. **Ongoing**	July / Sept	Senior Leaders
6	**Action 8:** Senior leaders to check that systems are in place to ensure all parents can access the information that is sent out from school. **Ongoing**	Next meeting	Senior Leaders
9	**Action 9:** CS to write to parents about new parent Governors. **Completed.**	Next meeting	CS
9	**Action 10:** Clerk to update AW's term of office on GovHub. **Completed.**	ASAP	Clerk
9	**Action 11:** Clerk to ask AMC for links to remote, self-learning training modules. **Completed.**	ASAP	Clerk
9	**Action 12:** AW to upload termly overview of school actions to GovHub. **Completed.**	ASAP	AW
9	**Action 13:** MUW to upload SEND Visit report to GovHub. **Completed.**	ASAP	MUW
9	**Action 14:** Updated policy documents to be uploaded to the school website. **Completed.**	ASAP	CS/JA/DM

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4.	*** Head Teacher's report:**

The Headteacher's Report was shared in advance of the meeting and the following highlights were shared:

- The Inspection had been a very positive experience and validated leaders' judgements.
- Staff were encouraged to do what they always do: which they did so to the very best of their ability.
- The staff feedback indicates that the stress levels were low across the 2.5 days of the process.
- Staff were confident enough to speak about the strengths of their subjects as well as clearly identifying the areas for further improvement.
- The Inspector really understood the culture and ethos of the school and could see that integrity in senior leaders.
- The initial conversation was different to what leaders had been led to believe in prior training: it was heavily focused on improvements since the previous inspection.
- Day 1 had the foci of Early Reading Deep Dive, Safeguarding and Staff Well-being across both days, Maths on Day 2. Geography became the subject for the second Deep Dive.
- The implementation of the new phonics scheme was scrutinised: the rationale for the choice of scheme was clear to the Inspector and the teaching and learning within the phonics lessons was seen to be strong.
- The school's approach to pupil personal development was felt to be lacking on the school website and the Inspector took that as an evaluation thread to follow.
- Diversity in written material / texts within the school was explored as an area that may need further development.
- Verbal feedback from the Inspector indicated that there is scope for further exploration of vocabulary and understanding when support staff are reading 1-to-1 with children.
- There were some indications that leaders across the school could deepen their understanding of teaching and learning, associated pedagogy, and creation of effective learning environments within early years and the refinement of that would enhance provision.

Challenge: What can we do to support the EYFS Lead with this development?
He will spend time at Honeypot as well as other settings and research to expand his knowledge and experience.

- Safeguarding was a strength of the school, and the Inspector was very complementary.

Challenge: How do we capture and follow up on the actions from the Inspection?
Outside area for EYFS, Writing, further development of the Phonics implementation, TA training will all be focus areas for the next school year. Continuing to embed and seeing the impact of all the hard work across recent months and years in the statutory outcomes also remains a focus.

Challenge: How do we ensure that we communicate this to parents and that everyone understands that?

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Communication with parents and the refinement of that is a long-term piece of work.

- The negative comments from the parent questionnaire on the SEND question was discussed, with the focus being that some parents feeling that the school does not cater well for neurodiverse children. Examples of the way that the school does cater for this area of need were shared and it may be that parents are unaware of those things. The Inspector found no evidence of that being an issue across the school.

Challenge: Does the Inclusion Lead explain that to anyone?
There are more things that we can do to explain why we do what we do across the school, including through the coffee mornings. Thought into communication strategies will be given.

Challenge: If a child has additional needs without and EHCP do they go on the SEND register?
They do, and they would receive a wide range of support tailored to their area of need. It is a difficult area to get the communication right for parents.

It was noted that it would be beneficial to have the Inclusion Lead come to speak to Governors again in the autumn term to see the progress over the past year. Clerk to include on the Agenda for the Autumn term **Action 1**.

Clerk

The areas of development within the 100-day plan were discussed and the allocated link governors. These will be embedded within the RAP (rapid action plan / school development plan), with the more detailed plan being within the 100-day plan.

Challenge: Would the report be published before the summer holidays?
The Inspector said it would take 30 days in total, so it is likely to be after the summer holidays.

Governors would like to note their thanks to senior leaders for taking the school through the Inspection and to the widest staff team for all their hard work at WPS and through the Inspection.

Further Headteacher Report questions, highlights, and discussions:

Challenge: What do the percentages mean within the data?
65.5% of the reception children achieved a Good Level of Development (GLD)

- KS1 Reading is the result that stands out, but it reflects the needs within the cohort of children.
- Yr 1 Phonics – there were two children that we had hoped would achieve the pass mark but just missed it. There was significant progress across the year for the children that did not achieve the pass mark of 32/40
- The Reading, Writing and Maths combined was explained as needing to achieve the expected standard in all three areas.
- We know that Writing needs more work, particularly the technical aspects of writing. More focus will be given to the progression of technical aspects across the school (the non-negotiables), from one year group to the next, to ensure that the layered progression becomes embedded across key stage 1 and 2.

Challenge: How does the data compare to other schools nationally?
Our data is broadly in line with national averages, the writing may be slightly lower. The children are tracked through the year and from one year to the next as they progress through the school. The KS2 outcomes also give a progress score to measure the child's progress from KS1 to KS2.

Questions:
Safeguarding

The number of concerns remain high and are significantly higher than this time last year.

Behaviour is the second highest issue logged and the number of prejudice issues continues to rise – what is the school doing to address behaviour?

The school uses the pastoral team to support and the combination of self-regulatory support and consequences for any poor behaviour. The school has employed a Counsellor to work with a number of pupils and uses Animal interactions to support another group. The Inclusion Lead and ESA are working on identifying further support, including canine therapy for the new academic year. There have been an increasing number of behaviours that the school is identifying as 'concerning' and we will continue to work with parents/carers and external agencies to try and provide the support that the children need.

Does the school have a plan to address the lower level attendance in certain groups of children identified in red on the tracker?

School attendance is good and the school has strong systems in place to monitor, support and prosecute (where necessary). The attendance team use a variety of techniques to help improve the attendance of specific groups, based on the needs of the individuals, including rewards for good attendance.

General Update

- Results

o What plans do the school have to address the decrease in levels of writing and reading in KS1 which have decreased since last year?

The Sounds Write programme was selected to address this problem. The programme is a linguistic phonics scheme that supports early reading fluency and spelling throughout the school. We are already seeing the impact of this and believe that this will have a significant effect on both the reading and writing outcomes in the future.

o EYFS was highlighted as a development area in Ofsted and the assessment results also indicate there is work to do, what are the plans in place to address this area?

The initial plan is to research, read about and visit as many high quality EYFS settings as possible to build a clear vision of what we want for WPS. Whilst this work takes place, the EYFS team have begun to identify some 'quick wins' that can immediately improve the coherence of the outdoor area, which will be put

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in place for September. The EYFS will be a clear focus in the next RAP and 100 day plan and more detailed actions will be shared once this has been written.

Ofsted

- Based on the feedback session you and AW had with the Inspector what are the additional focus areas you are planning to include in the next 100 day plan?

The following will be key foci for the next RAP and 100 day plan:

- *EYFS.*

- *Writing across the school, including a focus on understanding audience and purpose and improving the editing process.*

- *Maths embedding ARK.*

- *Sounds Write – Embedding practice and extending polysyllabic word teaching into KS2.*

- *Setting up a 'wellbeing working party'.*

5.	*** Safeguarding Update** • CS will conduct a safeguarding visit before the end of term. **Action 2** • A LA safeguarding audit has been carried out and the report will be circulated. **Action 3** • There have been an increase in referrals but four of them relate to one family where we have been pushing back at the local authority response which we do not feel is satisfactory. • The number of cases / concerns that are coming through is fairly consistent month on month. There is an overlap between safeguarding concerns and behaviour recording. **Challenge:** Is the school getting the right response when pushing back to the local authority? No, the opposite in some cases and some things are being pushed back to the school to manage rather than being managed by the most suitable / appropriate external agency. A particular case that the Chair of Governors has been involved in was explained. **Challenge:** What happens over the summer holidays for the vulnerable children? Where the level of concerns reach a certain threshold, the families will be visited by professionals over the summer holidays. **Challenge:** Is there any provision for helping children eat over the summer holidays? Yes: we issue vouchers for free school meals families that can be spent at their chosen supermarket and all families take that up. **Challenge:** Do we still encourage families to take up classes that are promoted by the school? Yes, we do encourage that.	CS DM

6.	*** Honeypot Report** was shared in advance of the meeting. The highlights given were: • Children are ready for starting school • There is a high level of need within the cohort and 4 EHCPs have been secured this year. • Sports Day with Year 6 was a success. • The children enjoyed meeting their buddies. • It has been noticed how settled on the carpet the children from Honeypot had been in the Reception class compared to children from other pre-schools. • A resignation has been received so recruitment will take place to prepare for September. **Challenge:** has the number of intake changed as a result of the government changing the age range? An open session was held last weekend as we couldn't have all the children in at once and this was well received. **Challenge:** Why is the Honeypot uniform so different from the school uniform? The school uniform isn't really user friendly for the younger children. Honeypot and WPS are two different organisations, and that separate uniform reflects that uniqueness. This is an unusual arrangement within the local authority.	

7.	*** Committee Updates**
	
	  i. <u>Finance & Premises: 13.06.2023</u>
	
	  This meeting didn't take place due to the Inspection. This will be rearranged. A meeting had taken place the previous week about the S106 funding, project management and the next steps in preparation for the tendering process.
	
	  ii. <u>(Curriculum: 11.07.2023)</u>
	
	  Data will be the main focus of the meeting.
	
	  iii. Personnel: 20.06.2023
	
	  Staff well-being was discussed, which was a positive discussion. Other ideas for staff well-being was discussed with senior leaders tasked to consider and propose a potential project for this work.
	  Policy documentation such as a menopause policy was discussed.
	  Staffing structure for the next school year was discussed and is detailed within the Headteacher's report.
	
	NB – please ensure all minutes for the full academic year are updated and sent through to Jo so we can post.	

8.	*** Governor Business**
	
	  i. Recruitment needs: Resignation has been received from Sarah Ashworth so this is a co-opted vacancy will need to be addressed and considered for the personnel committee. HR skills would be desirable. Recommendations to the Chair. **Action 4**
	
	  ii. School visit reports:
	
	  Governors are encouraged to be proactive in booking Link Governor visits for
		Govs

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	the new school year.	
	At attendance monitoring visit has been undertaken and the visit form uploaded.	SM
	A SATs compliance visit has been carried out and the visit form will be completed and uploaded. **Action 5**	
	The afternoon tea event had been held the previous week. The attendance was slightly higher than the coffee morning but still not as well attended as the school would like. The best way of taking this forward was discussed with the intention to build attendance and engagement.	
	Challenge: How many people attended? There might have been just into double figures. It was noted that this size did enable meaningful conversations to take place.	
	iii. Policy review: None.	
9.	*** Date of Next Meeting:** • Curriculum: 11th July 2023 • Finance and Premises will be rescheduled. **Action 6** • Dates for the new school year will be determined and circulated. **Action 7**	LJ CS
10.	**Any Other Business:** None	
11.	**Review the Impact of this Meeting** Inc. review of the year and learnings for next year. Comments to be collated for summary into the Annual Governance Statement • Validation and challenge from Ofsted. • Lots of change through the year but settled ready for the new school year. The Chair gave thanks to Governors for their hard work through the year. It was suggested that a gesture could be made to show thanks to the staff and to SA for her time as a Governor. **Action 8**	CS

* Standard agenda items for all FGB meetings

Matters Arising from 4th July 2023 meeting:

Item	Action	Deadline	Responsibility
4	**Action 1:** Presentation from the Inclusion Lead to be included on an Autumn Term FGB Agenda	Autumn Term	Clerk
5	**Action 2:** CS will conduct a safeguarding visit before the end of term.	End of Term	CS
5	**Action 3**: Circulate the LA Safeguarding report when received.	ASAP	DM
8	**Action 4:** Governors to pass recommendations for the co-opted governor vacancy to the Chair.	ASAP	All Govs
8	**Action 5:** Upload SATs monitoring visit to GovHub	ASAP	SM
9	**Action 6:** Finance and Premises will be rescheduled.	ASAP	LJ

9	**Action 7:** Dates for the new school year will be determined and circulated.	End of term	CS
11	**Action 8:** Consider an appropriate gesture of thanks to give to staff for their hard work and to SA for her time as a governor.	ASAP	CS

Matters Arising from 3rd May 2023 meeting:

Item	Action	Deadline	Responsibility
4	**Action 6:** DM to share the flow chart / process of roles of staff, actions in the school improvement planning documentation and cycle. **Ongoing**	ASAP	DM
6	**Action 7:** Senior leaders to review the impact of the ESA work and the take up of before-and after-school clubs at the end of the school year. **Ongoing**	July / Sept	Senior Leaders
6	**Action 8:** Senior leaders to check that systems are in place to ensure all parents can access the information that is sent out from school. **Ongoing**	Next meeting	Senior Leaders

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