



**Minutes of Willingham Primary School
Full Governing Body Meeting
held on Tuesday 16th July 2019 at 6.00pm**

Present

Caroline Hyde (CH)	Chair
Katy Stevenson (KS)	Vice Chair
David Morel (DM)	Headteacher
Jo Aldhouse (JA)	
Sarah Ashworth (SA)	
Justin Aves (JA)	
Liz Bowen (LB)	
Elise Kinnear (EK)	
Dan Lentell (DL)	
Matt Lockyer (ML)	
Emma Mason (EM)	
Sarah Morgan (SM)	
Sarah Nelson (SN)	
Chris Shaw (CS)	
Kate Van Dort (KVD)	
Angela Walker (AW)	

Also in attendance: James Kilsby, Head Teacher at Cottenham Primary School, Nicky Wolton-Carr ESA, Gemma Hassan SENCO, Phillipa Storer, Governor at Fen Drayton Primary School (observer) and Christine Brandon (Camclerk).

The meeting was quorate.

1. Welcome

The Chair welcomed all to the meeting. Particular mention was made of the new Governors who had the opportunity to introduce themselves. An apology for absence from the meeting was received from Emma Fuller.

2. Declarations of Interest

No pecuniary interests were declared.

3. Presentation from James Kilsby, Head teacher at Cottenham Primary School on his experience of a Pilot Ofsted Inspection and Insights on the new Framework

James Kilsby, Head teacher at Cottenham Primary School began his presentation by describing the impact of the 'Knowledge Rich' curriculum on the School. He then went on to give his thoughts on the pilot Ofsted Inspection that had recently taken place. He suggested that preparations for the next inspection at Willingham should start as early as possible (even though the next scheduled inspection was some time away). This was because of the changes made to the Inspection Criteria. Inspectors would want to see evidence –

- of the quality of education and curriculum;
- that the culture, values and ethos of the school had been disseminated properly to teachers, support staff and children;
- that staff, other than the Head Teacher were able to respond to questioning around the new Ofsted inspection criteria;
- of focus on early reading, early maths, phonics and SEND;
- that the curriculum served the needs of all children at school; and
- that the school was able to demonstrate what it was 'really proud of'!

Day One of the Pilot was spent reviewing Maths, Reading and SEND and with reference to the last bullet point, the second day focussed on History and Art. In terms of meetings, these were held with the Head Teacher (20 minutes) and the Maths, English and SEND Leads (30 minutes). Lessons were observed, work scrutinised and informal chats held with children engaged in the sessions under review. Teachers were asked questions on –

- the curriculum vision and journey experience;
- their role and accountability;
- how their subject had evolved, the process and how it had changed under the new curriculum;
- what they were proud of and what they needed to work on next;
- planning in school and how this worked and was implemented;
- professional development and the work/life balance of staff; and
- parental surveys.

James referred to related information available for Governors to view on the Cottenham School website and the importance of the website as a way to portray how WPS wished to be considered as a school. The School's financial performance would also be tested. Having asked questions from Governors on the questions around changes to school subjects and the role of the Local Authority, the Chair thanked James for his time and he left the meeting.

4. Presentations from Gemma Hassan, SENCO & Nicky Wolton-Carr, ESA in respect of SEND provision and emotional support for pupils in the School

Nicky Wolton-Carr, Emotional Support Assistant was welcomed to the meeting. Nicky explained that she had worked at WPS for ten years including time in Honeypots, the After School Club and with every year group as a teaching assistant. She had been appointed to the role of Emotional Support Assistant in January 2019. Since then Nicky had attended relevant training courses and an ELSA Training Programme and was also qualified to act as a mental health advisor to adults. Nicky referred to Lego and Spiral Therapies and how these techniques were used to build confidence, encourage communication and set up 'nurture' groups for yoga and other activity sessions. She also described how her role helped children to manage anger and self-regulate their behaviour, improve social and listening skills and build self-esteem. Nicky explained that she was always available for one-to-one sessions on any issue, that there was a quiet room in school for children needing extra support and to retreat to during break or lunch times. In terms of the impact of the role, those children who had contact with Nicky had become calmer, were better able to understand their emotions

Headteacher: David Morel. Chair of Governors: Caroline Hyde

and manage their anger. Parents had reported that their children were happier knowing that someone was available at school for them to go to if need be.

A Governor asked why the role had been created. The Head teacher explained that local authority support of this nature had reduced over the years which meant that increased pressure was placed on schools to provide family and mental support. Funding for the post of ESA was allocated as Governors recognised the need for a resource of this type in school. The Chair reminded Governors that this decision had been taken given the extraordinary amount of SLT time that had previously been spent on these issues. Gemma Hassan added that teachers did not have the capacity to work with these children separately and that it meant classes could continue if disrupted by a child needing some intervention. In response to a question from a Governor about the quiet room, Nicky described how and why this might be used by children. The Head teacher concluded, in response to a further question that the School's Behaviour Policy required some work to make clear how best to manage and distinguish between an emotional or disciplinary incident.

Gemma Hassan, SENCO

For the benefit of new Governors, the Chair introduced Gemma as the teacher responsible for co ordinating SEND (Special Educational Needs & Disabilities) provision in the school. This might involve children with a learning difficulty such as dyslexia or dyspraxia or a more moderate learning need (i.e. 2 years behind ARE). Gemma explained that targeted interventions would seek to meet the gaps in learning of children in these categories. Gemma would oversee these interventions and collate data to monitor whether they were working or otherwise. Alternative interventions would be put in place if a child was not found to be progressing as expected. In terms of approach, Gemma and Y1/2 leads would identify, at the beginning of each academic year, those children not working to ARE and an appropriate intervention plan would be put in place for that child. Several intervention supports were used in school and these included 'Toe By Toe', 'Accelerated/Accelerate', '1st Class at Number 1 & 2' and 'Enhanced Rehearsal Technique (ERT)'. A summary of the techniques and outcomes in 2018/19 was circulated and discussed. In response to Governor questions, it was explained that interventions were undertaken by TAs and that results were analysed so that additional training could be offered if considered necessary. All TAs were supported and appraised and were involved in objective setting. Their targets were reviewed mid-way through and at the end of each year. A broad spectrum of progress was achieved. In terms of children with EHC Plans, there were 3, 1, 2 in Years 6, 4 and 3 respectively and one application in progress. A significant number of children in Reception Class had educational needs during 2018/19 and all had made good progress.

5. Minutes

The Minutes of the meeting of the Governing Body held on 7th May 2019 were approved as a correct record and signed by the Chair.

Regarding the Governing Body Away Day, KS reported that she had had some difficulty in finding a suitable date but would launch another 'doodle poll' for a 2/3 hour session on dates at the end of August/beginning of September. KS

envisaged that the session could review the FGBs strategic direction, the new Ofsted Framework, the Committee Structure, the School's vision and ethos, the RAP and Governor visits.

6. End of Year Data 2019/20

Referring to the 2019 provisional outcomes and information that had been circulated, in advance, to Governors, the Head teacher explained that statutory returns had been submitted to Government and that final outcomes would not be available until the Autumn. In terms of 2019 levels of attainment, 80% of EYFS pupils had achieved GLD, the highest figure for seven years and KS1 pupils had achieved the highest ever results recorded by WPS for Reading, Writing and Maths. The Head teacher was optimistic that these results would continue. A Governor differentiated between 'progress' as described by Gemma Hassan and attainment as represented by the end of year outcomes. Governors understood that the data would be reviewed in greater detail at TALBs Committee. Following a question from a Governor as to whether the achievement would be publicised, the Head teacher confirmed that individual progress would be recorded in reports to parents and that he would consider how best to present the information when the national results had been issued. Given some Governor support for highlighting the positive outcomes to parents, DM acknowledged that he could include an item in the end of term Newsletter.

7. Head teacher's Report

Honeypots Update

KVD reported that a strong cohort of 39 children would transfer from Honeypots to Reception in September. These children had benefitted from school and phonics sessions so she was confident that they would make a good start. The Chair suggested that it would be interesting to demonstrate the difference between those children who may have enjoyed story time phonics in their nursery school settings and those who had not and the impact this might have on EYFS? Honeypots would be full in September. It was anticipated that there would be 61 children on roll, with 27 of those being new children. There would be 21 under 2 year olds. Seven places had been funded and a high number of SEND children were expected. KVD announced that Kathy Bamford would be leaving at the end of term and that Beth Houghton had been appointed as full time Deputy Manager in her place. It was the intention that Honeypots would start to work towards a 'Knowledge Rich' curriculum. In terms of strategic development, DM suggested that links between Honeypots and the School could be improved and would be something that he hoped to achieve in the future.

Head Teacher's Update

DM reported his intention to re-write the RAP/100 Day Plan and to have both documents available for the start of the new academic year. The RAP would continue to focus on –

- **improvements to systems and structures of leadership;**
- **the delivery of a 'Knowledge Rich' Curriculum;**
- **improvements to behaviour, safety & welfare support (both academic and SMH outcomes).**

The RAP would also make reference to maths teaching and the culture of the school.

The meeting noted that the Annual Child Protection and Safeguarding Monitoring Report had been completed and submitted to the LA. DM undertook to circulate a copy to Governors. Safeguarding would continue to be a standing agenda item for the Full Governing Body and Committees. Safeguarding training for Governors would take place in September.

Regarding attendance, DM reported the following figures –

2016/17 – 94.25%

2017/18 – 95.24%

2018/19 – 96.44%

This outcome had been achieved as a result of work with specific children and following the continuation of the arrangements for monitoring absence put in place by the former Deputy Head teacher. AW would take responsibility for absence monitoring from September and this would be reported regularly to TALBs.

Finally, DM reported that the staffing structure for 2019/20 had been finalised and would be circulated to Governors.

8. Strategy for 2019/20: Rebuilding the Culture

The Head teacher reported that, together with the Chair, Vice Chair and Deputy Head, he had reviewed the current 'culture & ethos' of the school to try and produce a simple, clearer and more easily understood document. DM suggested that Governors might like to discuss this further at their 'Away Day' adding that the first draft Mission Statement comprised the following –

Values

- **Hard Work**
- **Integrity**
- **Kindness**

Drivers

- **Active participation**
- **Equitable Success**
- **Improvement**

It was the intention to produce new visuals to complement the Mission Statement for display around the school and to include it in the next RAP.

It was suggested that the Mission Statement should be linked to staff objectives and agreed that this should be an item for the Personnel Committee to consider.

9. Policies for Ratification

In terms of the policies circulated and listed on the agenda, it was noted that a new Complaints Policy template had not yet been made available by the LA but was now expected by September. Regarding GDPR, the School Business

Headteacher: David Morel. Chair of Governors: Caroline Hyde

Manager confirmed that arrangements put in place during 2018 to comply with the Regulations had been reviewed and considered to be sound. Whereupon, it was

RESOLVED

that the following policies and Plan be approved and adopted by the Governing Body –

- i. Swimming Pool Policy**
- ii. Medical Conditions Policy**
- iii. Water Hygiene Policy**
- iv. First Aid Policy; and**
- v. Critical Incident Management Plan.**

10. Questions to and Updates from Committees

Although there had been no recent meeting of the Personnel Committee, EM reported that Governors had met to undertake the Head Teacher's Appraisal.

It was noted that TALBs Committee was due to meet later that week.

SN reported on the activities undertaken by the Finance & Premises Committees at its latest meeting. The Committee had reviewed policies and the current financial position of the school, undertaken a health & safety inspection of Zone 6 (outside space) and noted a series of items that required some updating. Governors had also been apprised of the latest position in respect of the replacement of the boiler pump.

11. Governing Body Business

- i. Governor Visits: Monitoring Forms/Feedback –** The Chair reported that she had visited the school during SATS week and had been satisfied with the delivery, security, governance and management of the process. She had also been impressed by the attitude and demeanour of the children and interested to observe the buzz of expectation in the examination room. In terms of other visits, Governors had reviewed phonics and data and been engaged in induction training and the most recent LA Monitoring Visit.
- ii. Governor Training: Feedback from Briefing Sessions and Governor Conference -** The Chair recommended Induction Training for new Governors and 'Safer Recruitment Training' for those appointed to the Personnel Committee. KS reported on her attendance at the Governor Conference touching upon the presentation delivered by Tracy Fielding, HMI for East Anglia. Points made would need to be discussed further at the Governors Away Day. There were also sessions on funding and final budgets and a suggestion that all appraisals should be completed by 31/12. Chris Meddle, LA Adviser led a session on Head teacher and staff well-being and reducing workloads.
- iii. Governing Body Self Evaluation: Review –** Noted that a draft of the Self Evaluation Document would be available to review at the Away Day.

- iv. **Recognising Success & Key Messages** - Three recommendations were made by the Governing Body in recognition of their contribution to the school. These were – Nicky Wolton-Carr for her valuable support in her role as ESA, Angela Walker for her excellent first term as Deputy Head and David Morel for the impact his headship had made on school data and the Governing Body. Although still work to do, DM had laid strong foundations to enable the school to meet the new Ofsted challenge and achieve a positive outcome.
- v. **Calendar of Meetings**
Dates for 2019/20 would be discussed at the Away Day.

12. Thanks to Retiring Chair

On behalf of Governors, SM thanked Caroline Hyde for her amazing leadership of the Governing Body and the encouragement she gave and inspiration she offered to all in the school community. In response, Caroline admitted that the role had had its challenging moments but she was proud of the Governing Body's positive transition and intended to continue to offer her support to the new Chair and remain a Governor for the next academic year.

13. Date of Next Meeting

To be advised.



Chair

The Meeting ended at 9.07pm

