



**MINUTES OF THE FULL GOVERNING BODY MEETING OF WHEATFIELDS PRIMARY SCHOOL
HELD ON 19TH NOVEMBER 2019**

The meeting being Quorate was opened at 6.06pm by the Chair

<p>Present:</p> <p>Governors: - Theresa Thornton (TT) Headteacher; Emma Smith (ES); Julie Popham (JP), Michelle Short (MS); Stuart Gilham (SG); Andy Moffat (AM); Dan Buddle (DB); Sarah Rogers (SR).</p> <p>Apologies: John Anderson (JA); Lisa Ling (LL); Emma Verney-Davies (EVD);</p> <p>In Attendance: - Mike Behnke – Syzygy Clerking Services,</p> <p>The meeting was chaired by Andy Moffat (AM).</p>	
<p>1. Present</p> <p>1.1. Governors were welcomed to the meeting, in particular, DB and SR, newly appointed parent governors, attending their first meeting. Introductions were made around the table for their behalf.</p>	
<p>2. Apologies and Declarations of Interest</p> <p>2.1. Apologies were noted and accepted as above. The meeting was declared quorate.</p> <p>2.2. AM HT both declared ongoing interests. In addition, the HT made a declaration on behalf of EVD in her absence. The register has been updated previously to reflect this.</p>	
<p>3. Matters Arising not specified on the agenda.</p> <p>3.1. None.</p>	
<p>4. Minutes of the previous meeting (10/09/19):</p> <p>4.1. Page 55 – Change Burford to <u>Byford</u>.</p> <p>4.2. With the above amendment noted, the minutes were agreed to be a true record of the meeting, were proposed for adoption by SG, seconded by MS and signed by the Chair.</p>	
<p>5. Matters Arising:</p> <p>5.1. Page 54 – SFVS to be completed. There are some changes in the new document, JP to forward a copy to AM.</p> <p>5.2. Page 54 – Bank signatories were changed at this meeting to reflect SG's role as Vice-Chair.</p> <p>5.3. Page 54 – SG to still arrange date with TT to visit re PE and safeguarding.</p> <p>5.4. Page 55 – JA still to organise IT visit.</p> <p>5.5. Page 55 – JP confirmed that whilst she had not sent Ray Byford a thank you letter for his</p>	<p>JP</p> <p>SG/TT</p> <p>JA</p>

<p>recruit 1:1 LSAs. An agency person was interviewed but wasn't suitable. The post may need to be re-advertised or the post filled internally and then backfilled with a general LSA. The new member of staff that was recruited has settled in well.</p> <ul style="list-style-type: none"> • The Year 1 roof has been completed and the sign off meeting is the next day. The HT praised staff who had been involved in the move process. • Premises rates are being sorted out, due to a bill from Burleigh Hill Pre-School for premises rates that were not expected. Even with 80% charity funding and 23 months exclusion, it has been cut down to £328. The original bill was £2,500. <p>Q: Surely when Sure Start went, we were in the same situation then?</p> <p>A: I have no idea how this came about, other than maybe Burleigh Hill were paying business rates. It's almost as if they've suddenly discovered that they should have been paying and now the school is getting the bill. The school has been advised to show occupancy of the mobile even if it used as storage, because it then gets the exemption grant. Once we know when the mobiles will be removed, if we give them 3 months' notice, they can then put in another 3 months exemption, so we won't have to pay anything else by the time they leave the mobile.</p> <p>Q: Talking about Premises, we are looking at the rest of the work starting in May. Any idea of how long that will take?</p> <p>A: No, because it was a complete surprise. The LA have said they're coming back in May to start the next phase of work so we don't know how long, it involves the whole school as it involves the whole roof. I have no more detail. Once we know more, we will pass it on.</p> <p>CPD:</p> <p>7.3. AM outlined that the governors were keen on ensuring that the staff all have opportunities for CPD, hence the detailed chart provided in the HTs report. The impact of teachers going on courses was also requested, which has proved useful to governors. It was agreed that this should be provided on a termly basis.</p> <p>7.4. The HT further informed governors that all staff now complete a CPD impact sheet, which builds into the next steps and what will change as a result. The current level of CPD will not be able to be maintained in the future, so the key areas need to be identified, which this document/information helps to provide. It will also make the SPD more relevant. The HT agreed to send this out separately on a termly basis.</p> <p>SDP 2019-22:</p> <p>7.5. Now reduced to 1 sheet after guidance and discussion with the FGB, trying to make it more purposeful.</p> <p>7.6. The school can now look more strategically, and develop the areas that it knows are important to the families and children. Running alongside it, are the large areas for development, such as the curriculum for Foundation subjects.</p> <p>7.7. LLs model has been used as a starting point, this being the first draft and not completed, because it should be a working document. SLT looked at it to ensure that all that they wanted to action, or had in place already was included and agreed that it was. Timescales were also designed to be realistic.</p> <p>7.8. The HT stated that it was now in a position to be worked on collaboratively with governors and revisited on a termly basis. Link governors for each column, it was felt would be more useful than individual subject governors. H&S is different but could come under 'Well-Being and Community'.</p> <p>7.9. The emerging priorities section was there to allow things on the agenda to be included that perhaps weren't a focus at the beginning of the year.</p> <p>7.10. Feedback from governors was positive re the format and content, feeling it provided the necessary clarity. All the Subject Leader and Phase Leader action plans will sit beneath this document, the impact will be more effective with the work focused on 4 areas.</p> <p>7.11. The High, Medium and Low priorities assigned to specific tasks would require some changes, perhaps being listed in priority order for better clarification.</p> <p>7.12. Governors felt it presented what was needed, in terms of the core areas, the development actions, the priorities and what the realistic expectations were, over time.</p> <p>7.13. It was felt that for now, the document was suitable for here and now, but over time it will change. This will be a working document, being future proofed through constant review in the</p>	<p>ES arrived at 6.42pm.</p> <p>TT</p>
--	--

4 core areas.

7.14. Suggestions for minor changes included:

- Under Wellbeing and Community, it was suggested that parents be added to the sentence to read 'staff, pupils and parents are..'
- Parents be also included in the evidence base.
- Under B2, change to read 'high levels of engagement and good progression in readiness for secondary schools'.
- The 5 key objectives in each column to be ranked in importance ie High to Low, perhaps being replaced by numbers. It was accepted that everything on the document was a priority.

7.15. It was agreed to start to use the document, before major changes were made. It will be shown on the website and circulated to parents.

7.16. The use of paired Link governors was agreed as follows:

Curriculum, Learning & Assessment	Teaching & Professional development	Behaviour, Attitudes and Ethos	Wellbeing & Community
Michelle Short	Lisa Ling	Andy Moffat	Stuart Gilham
Emma Smith	Dan Buddle	Sarah Rogers	John Anderson

7.17. Feedback was requested from governors once the plan was being used. Termly updates to be agreed.

7.18. The governors will have a separate action plan, which will link to the SDP, meeting to discuss to be arranged.

7.19. The HT reported that due to the increasing time being spent on Safeguarding issues, EVD, GD and the HT will be logging the amount of time in a day being spent on safeguarding. There has been a high profile case over the last 3 weeks and in 1 log, a 1/3 of the working week has been spent on safeguarding. As a school therefore, and being mindful of future budgets, thought will need to be given on how safeguarding is managed.

7.20. The HT added that she had a model she was interested in, involving a pastoral lead (a trained LSA) who checks in on all of the children. The 2 existing inclusion workers, are taking up a high proportion of PP/SEND funding and are only focussing on 25 children. This will need to be restructured and is on the SLTs action plan to implement, EPM to be involved in any possible restructuring.

Q: So there's no support from the LA in relation to safeguarding?

A: There is, but the thresholds have gone higher. We are logging it, to give you more idea of what the school and community need. We want to give you a plan over 3-4 weeks of how much time we have spent.

Q: On the Wellbeing group, I attended it and it was well received, do SLT attend all of those meetings, more from the basis of ensuring the wellbeing of SLT is covered?

A: It wasn't, we weren't covered by that group at all when it set up. I pointed that out and put myself forward to attend the meetings. Since then, admin have been invited.

Q: My question was more from you receiving the benefit as SLT?

A: I would say that SLT get a raw deal from that point, but our job is to look after everyone else.

Q: What then can we do, to support you as SLT?

7.21. It was suggested that the Link governors for Wellbeing consider how SLT can be covered in this area.

Updated Assessment table:

7.22. The list of assessments has been pared back, and provided for governors for information. Data drops are prior to governor meetings to get key dates into the governor calendar. The faded out areas are optional for teachers to use if they want them. Bold is the expectation. Wheatfield Write is being reviewed with the expectation that extended pieces of writing appear in literacy and other books.

SEND Governor Report:

ALL

SG/JA (long term)

