



**MINUTES OF THE FULL GOVERNING BODY MEETING OF WHEATFIELDS PRIMARY SCHOOL
HELD ON 4TH FEBRUARY 2020**

The meeting being Quorate was opened at 5.30pm by the Chair

<p>Present:</p> <p>Governors: - Theresa Thornton (TT) Headteacher; Emma Smith (ES); Julie Popham (JP), Michelle Short (MS); Dan Buddle (DB); Sarah Rogers (SR); Lisa Ling (LL); Emma Verney-Davies (EVD);</p> <p>Apologies: John Anderson (JA); Andy Moffat (AM); Stuart Gilham (SG);</p> <p>In Attendance: - Mike Behnke – Syzygy Clerking Services,</p> <p>The meeting was chaired by Lisa Ling (LL).</p>	
<p>1. Present</p> <ul style="list-style-type: none"> The Chair welcomed governors to the meeting. Due to the recent Standards meeting having been cancelled, the data elements of that have been combined into this meeting. As a result and due to a number of apologies, early leavers, the agenda has been rearranged and the following items moved to future meetings: <ul style="list-style-type: none"> Governor Skills Audit and Visits – FGB meeting on 10.03.2020 SDP 2019-22 – FGB meeting on 10.03.2020 Budget update – Resources Committee meeting on 12.02.2020 Wheatfields Nursery item – Resources Committee meeting on 12.02.2020 	Clerk for agendas
<p>2. Apologies and Declarations of Interest</p> <ul style="list-style-type: none"> Apologies were noted and accepted as above. The meeting was declared quorate. AM, EVD, LL and the HT all declared ongoing interests. In addition, the HT declared that as Wheatfields was now a Whole Education School, the CPD and networking opportunities will now be signposted by Whole Education (Primary), with the Whole Education Director (Secondary) – LL, on this FGB. 	
<p>3. Matters Arising not specified on the agenda.</p> <ul style="list-style-type: none"> None. 	
<p>4. Minutes of the previous meetings: <u>FGB</u> (19.11.19)</p> <ul style="list-style-type: none"> Page 59 - SFVS has been completed and forwarded onto AM for agreement. Page 59 – School visits by SG (PE) and JA (IT) still to be arranged with TT. 	SG/JA/TT

<ul style="list-style-type: none"> • It was noted that SG had attended the staff CP refresher training. • Clerk to ask SG to send in dates of training and school visits to EVD for logging. • Governors to be reminded about the protocol for visits eg writing up visit reports within 2 weeks of attendance. • Page 60 – EVD to send new governors skills audits for completion. Clerk to complete governor details/attendances/previous minutes details and send to Tracy at admin for collation. • Page 60 – SG to feedback on attendance at Cambridgeshire termly governor briefing on 28/01/20. • Page 60 – SR confirmed that she had attended the new governor induction course and found the course very useful. • Page 61 – CPD impact sheets: TT informed that it would not be purposeful to send copies of the sheets to governors nor find the time to summarise them. It was agreed that a summary would be included in the HTs report on a termly basis. The governors are hoping to reflect on how they gather information in the future, so that if the new protocols include opportunities where the staff can talk to governors directly on their own impact on CPD, thus better triangulating the information. • The following process was suggested by the HT and agreed by governors: <ul style="list-style-type: none"> ○ A member of staff attends an autumn term meeting to talk about the CPD done in the previous term. ○ Spring term is a written update on progress (March FGB) ○ Summer term would be a case study of impact of CPD thus far. ○ The above tied in with the governors action plan in relation to case studies. • Page 62 – A draft governors plan was discussed at a meeting and decided that the plan would not be directly linked to the SDP as the governors were more of a monitoring, evaluation and support group. A separate draft of the plan is on the agenda for discussion. • Page 62 – SG/JA to update governors on their thinking around link governors for wellbeing. • All other actions had been completed. • With the above noted, <u>the minutes were agreed to be a true record of the meeting</u> and were signed by ES as LL had not been present at that meeting. <p><u>Standards Committee (26.11.19):</u></p> <ul style="list-style-type: none"> • Page 43 – HT professional coach access – The new link to Whole Education may well provide opportunities for accessing additional support. • LL informed governors that Mary Myatt would be spending a day with primary colleagues on 14th October, looking at leadership and then will become a coach on the leadership course. • Page 46 – KIT - no comments were received from governors on the paperwork. • All other actions had been completed. • With the above noted, <u>the minutes were agreed to be a true record of the meeting</u> and were signed by the Chair (ES). • The HT agreed to set up data log ins for the ASP and FFT for DB and SR. • Governors felt that they would like to spend some time in the summer term, looking at the FFT and ASP in more detail. It was agreed that it could be run as a training session (EGM), ahead of the July outcomes, with Martin Grey invited in, to lead it. The HT agreed to email suggested dates in June to governors. 	<p>Clerk Clerk/Chairs</p> <p>EVD/SR/DB Clerk</p> <p>SG</p> <p>TT</p> <p>TT</p> <p>SG/JA</p> <p>DB arrived at 5.52pm.</p> <p>TT</p> <p>TT</p>
<p>5. Matters Arising:</p> <ul style="list-style-type: none"> • See above. 	
<p>6. Standards Committee Matters:</p> <ul style="list-style-type: none"> • Questions had been submitted to EVD from AM and SR on the data paperwork previously circulated. These had been responded to. Governors found the individual anonymised information useful. • Points noted: <ul style="list-style-type: none"> ○ There was a significant dip at KS2 with 16 children, fallen below ARE, so down to 48% current on track to meet their end of year expectations, rather than the 73- 	

<p>83% that was targeted. This is not in line with their end of KS1 data. It was an aspirational target and whilst it is not yet the end of the year, The PP meetings are providing challenging but supportive conversations to try and discuss where this number has come from. It is felt that it is around the confidence of the children to recognise their own errors and to make those independent judgements. Currently, they are not showing the ability to do that, so it is about supporting them to get to that stage.</p> <ul style="list-style-type: none"> ○ There is another catch up with that team next week with some moderation. ○ These judgements were made mid-December. They won't be at 48% but may not see the 73% that was wanted but it is hoped to add the value from end of KS1. The HT added that the end of year target is set, so what is reported to governors, is the % on track to get there. That will change, the target stays the same and the movement towards that target is what generates the discussions. ○ Reading and Maths although lower than liked, are fairly stable in comparison to their KS1 results, whereas writing is down and is dragging down the combined score. For those disadvantaged and SEND children that were expecting to get combined, now no longer expect to get combined which when you look at the groups of learners and vulnerable pupils, which the DfE will use to measure the gap, the school is not measuring up to the expectations. ○ Conversations have been around, where a child is not on track, what is being done about it. As expected, the Year 6 team say that every child pulled out, is having something done in addition to. The systems and processes are in place. ○ The Year 6 intervention plan was attached to the reports for governors to view, showing the breadth of work taking place. In addition, all 16 writers are in there. ○ Work needs to be still done to make the sentence writing construction work more explicit. ○ The HT added that still too much content was being taught, needing to pare back further and be confident that all the children leaving Years 1 and 2, are able to construct a sentence independently, being the minimum requirement. ○ The Chair suggested that perhaps at the next FGB, when looking at the SDP, there was a need to look at the current year 6, where the work was done in Years 4 and 5, giving governors an indication of hope, the aspirational figure of 70+ and coming back to the outcome and what happened with the interventions. ○ Lower down the school there have also been discussions about getting interventions right in the early years which then won't need as much later. ○ EVD added that the movement of children needed to be looked at, as there has been high mobility amongst the KS2 pupils. She agreed to put together some narrative around this for governors. <p>Q: How long has the format for Pupil Progress meetings been going like this? A: This is our 3rd year of doing it this way. Three SLT members sit with the teachers and go through it, we now start with the challenges but find time to celebrate the strengths. It's a professional discussion around, if the trajectory isn't where we expect it to be, evidenced by the teachers bringing examples to talk through. For Years 2 and 6, we've set separate meetings for moderation, in addition to the cluster moderation that we have.</p> <p>Q: What's the rationale for the gap between the boys and girls? Is it something national? A: For this school, it's narrowing. An analysis of Early Years shows there's already a gap and boys are underperforming girls, particularly in writing and reading, but outperforming girls in science and maths. It starts early on, probably beyond pre-school, it's just a culture thing out there. We are narrowing the gap and is cohort specific at the moment, although there's not enough data to say there's an issue in any one area of learning. We fit the national profile in terms of science and maths and boys outperforming girls and vice versa with girls outperforming boys in reading and writing. We are hopeful that the introduction of accelerated reader will particularly help with boys reading and then hope it impacts on the girls. We have tried to make it of interest to boys eg the texts in literacy generally have a boy focus, and similarly, with maths, problem solving opportunities are there to engage the girls.</p>	<p>EVD</p>
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<p>7. Governing Body Matters: Post Ofsted Action Plan:</p> <ul style="list-style-type: none"> Copies of the SGP Working Party's plan were circulated to governors. LL explained the rationale behind the document and invited governors to provide further comments on its layout and content. It had been decided pre-Ofsted that there would be a governor plan to help preparations for a visit. It was now felt that there was a period of time in which governors could reflect on what the GB should be focusing on. Initially, it was thought to add this to the SDP but governors were concerned, it would then stray into the territory of them leading and managing the school. It was felt therefore, that the plan should be about how they could be better governors of the school as opposed to how better develop the school. It is therefore a strategic governor plan, spanning 2 academic years as opposed to a 3 year plan. Governors would also make the plan action focused and practically useful. Five priority areas have been proposed with action areas, which were not exhaustive and could be added to or changed: <ul style="list-style-type: none"> Holding the SDP to account, not leaders and teachers. How this could be improved was discussed, through better information gathering and sharing with critical evaluation. Using the Governor pair model, provided the opportunity to develop and support each other, as well as holding each other to account. Ensure that governors as a pair are skilled and these skills are shared with the other pairs. Actions related to the skills audit, reviewing the FGBs capacity, reviewing governor induction, attending relevant CPD opportunities, reviewing how information is stored, perhaps through a governor resource library (Use of Governor Hub). Monitoring school improvement including the progress of the Ofsted priorities, through regular SDP updates at each FGB meeting, Phase leaders updates at half termly occasions eg via emails, blogs, meetings, case studies etc. Supporting the school leaders on financial management and other school assets, through the SFVS, analysing and setting the school budget and the nursery proposals. Being visible ambassadors of and for the school, through attendance at events, the website, policies, governor blogs added to the newsletter and constant duty of care to the HT. Governors were asked to put names to these areas, analyse the draft plan and arrive with comments to the next FGB meeting. Governors skills audit and visits will become part of that agenda item. 	<p>EVD left the meeting at 6.30pm</p> <p>ALL / Clerk for agenda</p> <p>MS left the meeting at 6.45pm.</p>
<p>8. Reports - Head Teacher: A verbal update was provided by the HT. Copies of the report would be circulated to all governors, post meeting.</p> <p><u>Attendance:</u></p> <ul style="list-style-type: none"> There has been 1 exclusion for 2.5 days with the pupil on a reintegration plan. The parents are being supportive and evidence is being gathered. Number on roll is 371 pupils. <p><u>Staffing:</u></p> <ul style="list-style-type: none"> No changes but interviewing for a 1:1 LSA with 3 applicants. A new mid-day supervisor has been appointed. <p><u>Standards and Improving Pupil Outcomes:</u></p> <ul style="list-style-type: none"> Had a Craig Duncan visit which focused on the Curriculum and meeting the needs of the learners. The initial focus is on history and then rolling out those experiences to the other subjects. <p><u>SEND and PP overview:</u></p> <ul style="list-style-type: none"> Provided to governors in a separate report. 	<p>HT</p>

<p><u>CPD:</u></p> <ul style="list-style-type: none"> • A list of staff meetings and their focus is provided in the report. • Two staff members are working with the Maths lead on Mastery in the school as a follow up to the work she did (Teacher Research Group). • The EY lead is working on a TRG with other colleagues nationally which will feed back lots of information from that project. • The Computing lead is on a £750 programme for leading computing and also attended BETT 2020 coming back with useful information. • Accelerated Reader is almost there, just needing to focus now on book labelling and purchasing of books. • TT attended the Whole Education Conference with key take aways being a neutral teacher face to encourage the pupils to expect more and keep thinking, scaffolding and support using high quality materials using real pictures and allowing pupils time to grapple with difficult issues/topics. <p><u>Behaviour and Safety:</u></p> <ul style="list-style-type: none"> • The revised Behaviour Policy has gone out to parents. TT has met with the Midday Supervisors and held 3 assemblies for children on expectations with interesting discussions held. • Unexpected fire practice was held during a lunchtime with good response times (within 3 minutes). <p><u>Premises:</u></p> <ul style="list-style-type: none"> • No evidence of unwelcome visitors to the school site • Mobile is due to be removed, the timing to be confirmed • A new roof will be put on the school before the summer holidays. 	
<p>9. Finance:</p> <ul style="list-style-type: none"> • Carried over to the next Resources Committee meeting on 12th February 2002. 	
<p>10. Policies:</p> <ul style="list-style-type: none"> • There were no policies for ratification. 	
<p>11. Any Other Business:</p> <ul style="list-style-type: none"> • Wheatfields Nursery item has been carried forward to the Resources Committee meeting on 12th February 2020. • SR reported that she had been contacted by the Chair of PAWS, seeking closer ties with the FGB going forward. This could be included on the SGP, PAWS being a stakeholder. • A governor used to attend PAWS meetings (MS) but currently there was no-one assigned to that role. • Further thought needed to be put to this and how to accommodate PAWs in the plans. 	<p>ALL</p>
<p>11. Date of Next Meeting: Tuesday 10th March 2020 at 6.00pm.</p>	

The Chair closed the meeting at 6.55pm.

Initials.....Date.....

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