



**MINUTES OF THE FULL GOVERNORS MEETING OF  
WHEATFIELDS PRIMARY SCHOOL HELD ON 28<sup>TH</sup> SEPTEMBER 2020  
Via Zoom**

The meeting being Quorate was opened at 6.00pm by the Chair

<b>Present:</b> <p><b>Governors: -</b> Lisa Ling (Chair for first part of the meeting – LL); Andy Moffat (Chair for second part of the meeting - AM); Theresa Thornton (Head Teacher - TT); Stuart Gilham (SG); Emma Smith (ES), Sarah Rogers (SR); Dan Buddle (DB); Michelle Short (MS).</p> <p><b>Associate Members: -</b> Emma Verney-Davies (Deputy Head Teacher - EVD); Gemma Edwards (Assistant Headteacher and SENDCo - GE)</p> <p><b>Apologies: -</b> John Anderson (JA); Julie Popham (JP)</p> <p><b>In Attendance:-</b> Mike Behnke – Clerk (Syzygy Clerking Services)</p>		
No.	Minutes	Action Point
1.	<b>Present:</b> <ul style="list-style-type: none"> <li>Governors were welcomed to the first meeting of the new academic year. The meeting was declared quorate.</li> <li>LL explained the new format of meetings, providing more opportunities for input from governors to use their skills to better support the SLT at the school.</li> </ul>	
2.	<b>Administrative items</b> <b>2.1 Apologies:</b> <ul style="list-style-type: none"> <li>Apologies were noted and accepted as above.</li> </ul> <b>2.2. Declarations of Interest:</b> <ul style="list-style-type: none"> <li>Andy Moffat, Emma Smith, Theresa Thornton and Emma Verney-Davies have all declared an ongoing Interest. <b>The register has previously been updated to reflect this.</b></li> </ul> <b>2.3. Election of Chairs/Vice-Chair:</b> <ul style="list-style-type: none"> <li><u>LL and AM were unanimously re-elected as joint Chairs.</u> It had been agreed that these terms of office should be for 2 years.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <u>SG was unanimously re-elected as Vice-Chair</u> for a new term of office (2 years).</li> <li>• Committees would appoint their officers at the next appropriate meetings.</li> </ul> <p><b>2.4. Pecuniary Interest forms:</b></p> <ul style="list-style-type: none"> <li>• Governors had been circulated with pecuniary interest forms and were asked to return these signed to JP in the office.</li> </ul> <p><b>2.5. Minutes of the last meeting (14.07.2020):</b></p> <ul style="list-style-type: none"> <li>• These were agreed as a true record of the last meeting and were signed by the Chair.</li> </ul> <p><b>2.6. Matters Arising:</b></p> <ul style="list-style-type: none"> <li>• Page 85 – Governor skills audit to be carried forward.</li> <li>• Page 86 – Risk Management reviews have been regularly circulated by the HT to governors.</li> <li>• Page 91 – Committee Terms of Reference will be reviewed by each Committee.</li> <li>• Page 91 – Governor Support and Training Service – Has been actioned. LL agreed to share any governor training opportunities organised and/or run through Whole Education.</li> </ul> <p><b>2.7. Items for future Meetings:</b></p> <ul style="list-style-type: none"> <li>• A report co-written by the Chairs following a meeting with the HT had been circulated prior to this meeting. A future focus will be on Governor roles and how they will evidence and monitor the pillars of the SDP. It was therefore suggested that the order of meetings be changed to enable Committees to come before each FGB, enabling them to feed into those meetings in a more informed way.</li> <li>• Two additional meetings to the schedule were agreed: <ul style="list-style-type: none"> <li>○ Resources – 22.06.21</li> <li>○ Standards – 20.06.2021</li> </ul> </li> </ul>	<p>ALL</p> <p>Clerk for agenda</p> <p>Committees</p> <p>LL</p>
3.	<p><b>Information Items</b></p> <p><b>3.1. Headteacher's Report:</b></p> <ul style="list-style-type: none"> <li>• The report had been previously circulated to governors together with the Whole School Data Overview and assessment reports.</li> <li>• The first two weeks have been taken up with settling back in and more time spent around feelings with an emphasis on mental health. Where needed, attitudes to learning have been re-established. There will be gaps, huge for some and narrow for others.</li> <li>• Time has been focused on testing to look at the gaps with a view to planning teaching for the next half term, do another assessment for the current teaching this half term and then continue teaching until a Christmas assessment. This will be on the current year's curriculum, those prior to that, will have been on the previous year to identify gaps.</li> <li>• January assessments will be to the new curriculum so the progress measure for next year will be spring 1 to Summer 2 to look at the ARE of the year that the child is in.</li> <li>• Headline gaps are being currently collected by the Phase Leaders for Friday, and will be sent to governors when available.</li> </ul>	

	<ul style="list-style-type: none"> <li>The expectations aren't hugely different from teachers views, so the data is affirming teachers views on where the gaps are likely to be.</li> </ul> <p><u>Key Headlines for Phase Leaders:</u></p> <ul style="list-style-type: none"> <li>Where reports have been previously anonymised and circulated to governors, this time some headlines have been produced to give a good picture of where things are and can be circulated to governors.</li> <li>The groups of learners haven't changed in this last year, the focus still being on the disadvantaged, SEND, EAL and boys. The latter have come up in the baseline versus target data as being a group that potentially fall behind if teachers aren't vigilant. Predicted outcomes versus baseline show that in the majority of subjects they are falling behind, except for Maths. The Maths GDR they tend to do better than the girls.</li> <li>The higher prior attainers are those that achieved in EY and KS1 and need to be maintained, moving through the key stages.</li> <li>Staff are keen to ensure that it's moving through each KS, value added that this Year's 6 cohort were the ones who from KS1 were R,W,M average 47%. Where it's been built on over the years, it is important to ensure that lockdown is not a reason for them to move back again.</li> </ul> <p><u>SEND:</u></p> <ul style="list-style-type: none"> <li>In addition to the previously circulated report, GE added that where it said that there were 2 outstanding applications, now there was only 1, another one having been confirmed.</li> <li>The HT added that Zoom assemblies are being conducted on a Monday and Friday, still providing a sense of community. Children have stated when asked, that they most enjoy coming back to school to be with their friends.</li> <li>She added that SLT were constantly putting out reminders to ensure that everyone knew what was expected of them in terms of keeping people safe and the community working together.</li> </ul> <p><b>Q: For the majority, what was used for the baseline assessment?</b></p> <p><b>A: Pupils in Y4, 5 and 6 did the NFER paper for their previous curriculum year and year 3 did a year 2 sat paper for the baselines. Y3, 4 and 5 will do their correct and current year paper in December and year 6 will complete a year 6 SAT paper in maths and progress will be measured in July using the current years NFER or SATs papers. In KS2 we are now using Accelerated Reader for comprehension and next teaching points. We also use Rising Stars for quizzing although they're very good for additional reading comprehension. White Rose Maths is used for Year 1 and also the phonics assessments which will need to be done for Year 2 this term as they didn't do their Year 1 assessment as they usually would.</b></p>	EVD
4.	<p><b>Discussion/Decision</b></p> <p><b>4.1. Co-Chairs Report:</b></p> <ul style="list-style-type: none"> <li>LL outlined the background to this report. The purpose of changes is to increase the expertise of governors at meetings and to use that knowledge to better effect in supporting the school through the pillars. She stressed that this was work in progress and could be adapted/changed over the coming months as governors saw fit and as things developed.</li> <li>A proposed way of meeting was outlined in the document, with a structure that included:</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Administrative items – ideally shared in advance and taken as read</li> <li>○ Information items to be read and digested beforehand</li> <li>○ Discussion/decision items taking up the bulk of the meeting and aimed at taking advantage of governors' expertise.</li> </ul> <ul style="list-style-type: none"> <li>• The suggestion is that all meetings are structured around the pillars which are evaluated at each FGB meeting.</li> <li>• The next Standards meeting would look at evidence gathering and how this would be done eg use of Phase leader reports, Zoom assemblies etc.</li> <li>• Regular support would also be given to the HT and SLT through fortnightly meetings.</li> <li>• It was stressed that governors should be supporting strategic leadership and not operational issues.</li> <li>• AM added that having had Ofsted, the governors could focus on development, on things that can make a difference, agendas being shaped to reflect that. Information items should also be shaped by previous discussions.</li> </ul> <p><u>Points/comments raised in discussion were:</u></p> <ul style="list-style-type: none"> <li>• The HT stated that the 5<sup>th</sup> pillar – Recovery Curriculum, hadn't been previously circulated to governors as it was still being developed.</li> <li>• The HT explained 'Blinks' to governors: <ul style="list-style-type: none"> <li>○ The opportunity for anyone who can go into a learning area and observe something that's happening, linked to the SDP. SLTs focus areas are listed on the Blinks form and there are 3 points for what's going well and 1 area for development. Blink refers to the fact that it can happen more frequently, it's very quick but it does lead to change and leads to development.</li> </ul> </li> <li>• SG supported the change and his pillar but asked for details about connections to the responsible staff member in school for each area eg School Council/Eco Committee.</li> <li>• The Recovery Pillar would be the biggest focus for the school going forward and was not a separate exercise, but was linked to all of the other pillars. The HT added that this would be the most difficult one to gather evidence for, creative means needing to be thought out.</li> <li>• MS stated that there is a natural overlap between the pillars and therefore some sort of linkage/association might be considered to look at where the synergy lay and whether there should be doubling up in places to ensure that time is used wisely across the different aspects of the pillars.</li> <li>• All the pillars are in various stages of development and if governors wanted more information on something, then they could look at the Key on the chart and see whether it was in development or establishing etc. This would help SLT to gauge where they were with it. A review had been done of the first year of where the school thought it was. In the Recovery pillar, the second year is listed as continued improvement.</li> <li>• After further discussion, governors confirmed their commitment to their previously agreed Pillar and added governors to the new 5<sup>th</sup> Pillar as below:</li> </ul> <div style="background-color: yellow; text-align: center; padding: 2px;"><b>SLT/Phase Leaders</b></div>	
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	Curriculum, Learning and Assessment	Teaching & Professional Development	Behaviour, Attitudes and Ethos	Wellbeing & Community	Recovery	
	Michelle Short	Lisa Ling	Andy Moffatt	Stuart Gilham	Emma Smith	
	Emma Smith	Dan Buddle	Sarah Rogers	John Anderson	Andy Moffatt	
				Julie Popham	Lisa Ling	
					Stuart Gilham	
	<ul style="list-style-type: none"> <li>The timing, methods of gathering and types of evidence were debated eg baseline data, reports required etc.</li> <li>It was agreed that Governors needed to coordinate when and what information they were requesting from SLT and staff so as not to overload staff during a critical time.</li> <li>Governor pairs from each Pillar to debate what evidence/information they required, come up with 3 priorities to be fed this into one document to be prepared by Standards Committee (17.11.20) and then fed back into the FGB (02.12.20) and SLT to verify the timing and appropriateness.</li> <li>In terms of behaviour, Zoom meetings with children (a staff member being present and parental agreement received) could gather important information. Governors could also link into the Zoom Assemblies to provide a presence and observe.</li> </ul> <p><b>4.2. Discussion on SDP:</b></p> <ul style="list-style-type: none"> <li>Covered above.</li> </ul> <p><b>4.3. Matters Arising from information items:</b></p> <ul style="list-style-type: none"> <li>Covered under 4.1.</li> </ul> <p><b>4.4. Adoption of Policies:</b></p> <p><u>Safeguarding/CP Policy:</u></p> <ul style="list-style-type: none"> <li>Based on the Cambridgeshire Model Policy. Sections have been personalised to the school and are in line with the KCSIE document. The main additions were around COVID. No factual information has been changed.</li> <li>SG pointed out that Section 3.6.8 – para 4 had an omission and would be amended by the HT.</li> <li>Under 2.2 the Designated Safeguarding Leads are provided as well as LL as the nominated governor.</li> <li>With the above amendment noted, acceptance of the policy was proposed by AM, seconded by SG and <u>agreed by the governors</u>.</li> </ul> <p><u>KCSIE:</u></p> <ul style="list-style-type: none"> <li>Governors were asked to confirm that they have read and understood KCSIE Part 1, via email to the Clerk.</li> <li>The HT fed back to governors from a recent meeting with Jonathan Lewis at Cambridgeshire CC, who in talking to Rosemary Sadler had stated he felt that Wheatfields was a strong team. Governors were part of that Leadership team.</li> </ul>					ALL
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						ALL
5.	<p><b>Date of Next Meeting:</b></p> <ul style="list-style-type: none"> <li>Wednesday 2<sup>nd</sup> December 2020 at 6.00pm.</li> </ul>					

With the business completed, the Chair closed the meeting at 7.46pm.

Signed as a true record of the meeting:

.....Chair of Governors

.....Date

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

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