



**Minutes of meeting of the Full Governing Body of Long Wittenham CE Primary School
held virtually on 13th July 2021 at 6.30pm**

Present:

Elizabeth Atherton – Co-opted (Chair) (EA)
Emilio Lastra-Gill – Local Authority (EL)
Tom Richardson – Parent Governor (TR)
Andrew Bayly – Parent Governor (ABa) (joined at 19:05)
Jules Preston – Co-Opted (JP)
Judith Baldwin – Foundation Governor (JB)
Catherine McLachlan – Staff Governor (CM)
Alistair Higginbottom – Parent Governor (AH)
Mark Warren – Associate member (MW)
Ross Parnell – Parent Governor (RP)
Catherine Harrison – Parent Governor (CH)

Apologies:

Paul Wignall – (PW) Ex Officio Foundation Governor
Alison Bellingham – Headteacher (AB)
Peter Jones - Co-opted (PJ)

Absent:

In Attendance:

Hattie Clay (HC) – Clerk
Joanne Kane – Year 5/6 teacher
Philippa Purvis - SENCo

The meeting opened at 6.30pm and was quorate

	Topic	Action
1	Welcome and Thought for the meeting EA thanked all of the staff for their hard work and their resilience. EA commented that all staff have gone above and beyond during this period.	
2.	Apologies and Absence Apologies were received and accepted from Alison Bellingham, Peter Jones and Paul Wignall Declaration of Financial Interests None declared for this meeting. Notification of AOB None	
3	Membership of the Governing Body	



	<p>EA commented that the TLP committee need to appoint a chair. JB volunteered for this role. RP agreed to take on the Health and Safety role, as Richard Bellingham has resigned.</p> <p>Peter Jones has decided to retire from the Governing Body. The Governors noted their thanks to him for all his hard work. This leaves a vacancy for a Co-opted Governor the Governing Board agreed to appoint Mark Warren as a Co-opted governor.</p>	
<p>4</p>	<p>Committee Reports</p> <p><u>Finance</u></p> <p>Governors heard that the Number on Roll (NOR) is the main factor in the financial stability of the school. It was noted that there is some concern over the COVID catch up funding in terms of whether this funding will be received and whether this will be scaled down as LW is a smaller school. It was noted that unless the intake increases, there will need to be a change in terms of the structure of the school.</p> <p><i>Have leaflets been sent out to advertise the school?</i></p> <p>Governors heard that these have gone out to the new developments but the focus should now be on the local community.</p> <p>Governors highlighted the SEND offer the school have, as there are generally very good outcomes for this group of pupils at the school, although staff raised concerns about promoting as a SEND school, as this may mean that the school attracts more high needs pupils, needing 1:1 support, and staff highlighted the fact that often these children with high SEND needs cost the school a significant amount of money to support.</p> <p>Governors emphasised the need to have advocates of the school and highlighted concerns about over stretching the Teaching Assistants.</p> <p><u>Teaching, Learning and Pastoral</u></p> <p>The Committee had considered the end of year data in detail. Governors heard that there was robust debate about some children who were not making accelerated progress and/or not achieving age related expectations and noted that there was some good discussion around this. Across the board, it was noted that children have made good and accelerated progress. Year 5 were noted to be a year group who Governors were previously concerned about but it was noted that this year group have moved on very well. Governors heard that Dyslexia Gold has had an impact and also heard that children with Special Educational Needs and Disabilities (SEND) who were in school during lockdown had more targeted 1:1 support which had supported their progress. It was noted that nationally, the school are in line with targets and in some areas are higher. Governors heard that the Y3 class have a high level of needs but they are making good progress.</p>	
<p>5</p>	<p>Website Review</p> <p>Governors heard that there was a meeting to review the website. It was noted that on the whole, this remains compliant with some decisions to be made around the publication of assessment</p>	



	<p>results. JK responded that Early Years Foundation Stage (EYFS), KS1 and KS2 data will be uploaded to show how many children made expected and GDS.</p> <p>EA explained that the anti-bullying policy is not on the website and commented that although this is not statutory, this would be a useful policy to have accessible to parents on the website. This was agreed</p> <p>Action: CM to upload the anti-bullying policy.</p> <p>Minutes of Governors meetings to be added to the website – CH explained that this will be happening immanently.</p>	
<p>6</p>	<p>Data</p> <p><i>The report was available for Governors to view on Governorhub prior to the meeting.</i></p> <p>Attendance data was noted to be higher than the national average. Governors thanked all staff for their work in ensuring that children feel safe attending school.</p> <p><i>How do some children show as having a fraction of attendance?</i></p> <p>JK commented that this child may have had half of a day off.</p> <p><i>Do the absence percentages relate to one child or lots of children?</i></p> <p>JK responded that this relates to lots of children missing some time and noted that there were no persistent absentees.</p> <p>Achievement data</p> <p><i>Are we confident that we are closing the gap between Pupil Premium (PP) and SEND children?</i></p> <p>JK explained that most of the children are making accelerated progress and added that some children are reaching the point where school may be considering taking them off the SEND register as the gaps are closing. JK added that the Y5 data is positive, and is clearly showing accelerated progress. JK explained that gap between PP and none-PP children is also decreasing, and explained that at LW, most of the PP children also have SEND.</p> <p>It was noted that the TLP minutes have been circulated, which contained lots of more detailed questioning around this data. The Governing Body had no further questions to ask over and above those asked at the TLP.</p>	
<p>7</p>	<p>SEND Report</p> <p>PP explained that all children have been making very good progress. Governors heard that staff are feeling very positive about the outcome of the data for SEND children</p> <p><i>There is one child in KS1 who has not made progress in maths – are there strategies in place for this child?</i></p> <p>PP explained that this child has made some progress. Governors heard that the approach to maths is inclusive, with the split input being the key. PP explained that this child is better in the classroom working with all of the resources available, rather than having interventions outside the classroom.</p>	



	<p>Governors noted that there has been accelerated progress for KS2 reading – why is this?</p> <p>PP commented that this is largely due to Dyslexia Gold. Governors heard that this intervention is quick and so can be done easily without missing too much of the class work. It was noted that this system develops the next steps specifically for the child and works on their weaknesses and strengths. PP commented that there has been notable progress for the children who are accessing this every day.</p> <p>Can we learn lessons from this and use in other subjects?</p> <p>PP explained that it is more challenging, although commented there is a section to practice times tables. CM explained that LW are a Maths mastery school, and commented that this scheme means that teachers don't move on until the children have grasped each concept. This means that interventions are being done as and when necessary.</p> <p>Governors commented that although KS2 is still showing a gap between SEND and non-SEND children, compared to the national data, this is a much better picture. Governors thanked all staff for their hard work.</p> <p>How do we communicate our success to parents?</p> <p>PP explained that the parents of children on the SEND register have regular communication and should be aware how well the school are doing with SEND children. Staff commented that parent Governors should be able to share the school's success this with families, being an advocate for the school. Discussion was had around the challenges around "word of mouth" in the current climate. It was decided that data will be added to the website and information will also be added to the newsletter. Governors noted that there has been some comments about the approachability of the Governing body and there have been some suggestions around having biographies on the website or in the newsletter. Governors also suggested some other ideas, such as a school picnic.</p> <p>ACTION: governors to provide biographies to be added to the newsletter and to consider organising a picnic in September.</p> <p>Some children have made less than expected progress in writing and maths – what is the plan to address this?</p> <p>Staff explained that this is about finding where the needs are and targeting the weak areas, which will involve having conversations with staff and identifying exactly where the problems are. PP is meeting with the educational psychologist and has asked for detailed cognitive assessments to be completed for some children, to allow the staff to create some detailed plans to support these children.</p>	
8	<p>Subject lead updates</p> <p>Governors passed on their thanks to all the subject leads for their detailed reports and commented that it was pleasing to see pupil voice within the reports.</p>	



	<p>It was noted that the actions in these can feed into the SDP and the thinking for next year. Governors commented that it was good to see a clear link between the subjects. Governors noted that there was a comment around improvement by purchasing more instruments.</p> <p>Can the PTA be used to help fund music instruments as well as additional resources for the library?</p> <p>Governors suggested drafting a wish list for the PTA. JK and CM to work with staff to draft a list of required resources to take to the PTA. Governors suggested Restore the music who are a not for profit organisation who support schools</p> <p>It was noted that the science report raised a comment about additional experiments – what is the barrier here?</p> <p>JK explained that the main barrier is the cost of materials as well as the time needed to do these experiments, and it felt too much to ask the parents to do this at home during lockdown.</p> <p>Governors noted that the IT report made a suggestion to do some additional work on coding – could this not have been done remotely?</p> <p>It was noted that this could not easily be done remotely as it required access to a suitable device for all families and also required “see one teach one” style teaching. JK explained that coding will be added in the autumn term, to fill the gaps. Governors suggested looking into studio code, which is a free online resource for coding.</p> <p>Governors commented that there has been lots of progress made and thanked staff for all of their hard work.</p>	
9	<p>SDP and SEF</p> <p>Governors heard that these documents were discussed with OCC and it was felt that some of the priority areas could be removed, such as attendance, which OCC remarked no longer needs to be a focus area.</p> <p>Governors heard that the new starters have had some training with the OCC advisors on split input and maths mastery. OCC will continue to provide this support in the autumn term.</p> <p>What are the most important elements in the SDP, and could this be shared with parents so that they know what the main focus areas are for the school?</p> <p>JK responded that she and Vikki met with Andy Hayes to identify some key areas, and looked at a simple template. JK explained that they discussed attainment data, as well as the SEF and the SDP. Governors heard that following this meeting, the SEF will be updated and this will lead into what should be in the SDP for next year. Governors heard that writing is improving but not at the same rate as reading. JK explained that spelling and Grammar and handwriting were identified as focus areas, as this will allow children to focus only on the content of their writing rather than the technicality. Governors heard that the aim is to increase those achieving Greater Depth (GDS).</p>	



	<p>Maths – Governors heard that children don’t often get to GDS at KS2. Governors heard that the curriculum, needs to be purposeful, inspiring and engaging, and should take into account what the children are saying.</p> <p>There have been new teaching staff and it was noted that the development of these new staff will also be key.</p> <p>JK explained that in September there will be a detailed draft of the SDP which the Governing body will talk about, and will be able to plan monitoring plan aligning with this. Governors have been aligned to the leadership teams for the different subject and so this will be looked at in more detail.</p> <p><i>Could we add a version of this to the website?</i> Staff agreed that this would be a positive thing</p> <p><i>Could this be the backbone of staff meetings, so that the progress is being monitored against this development plan</i> Staff meetings and monitoring and training will all be focused around the SDP</p> <p><i>Should we assign a Governor to each priority in the SDP, so that the key areas are really focused?</i> Governors agreed that this could be an option.</p> <p><i>Is this Governor communication something which can be sent out at the start of the year as well as the end?</i> Governors agreed that this would be a good idea.</p>	
<p>10</p>	<p>Governors Visits and training</p> <p>Governors were invited to the staff training at the beginning of the academic year. This will be held on Wednesday 1st September 8:45am. It was noted that this meeting will look at the SDP as well as teaching and learning more generally.</p> <p><u>Quality of education visit</u></p> <p>Governors explained that this monitoring visit looked at progress of reading, writing and maths. Governors spoke to lots of children and noted that KS2 children were able to articulate about the benefits of reading, could provide examples of the text they were reading and why they were reading. Children were noted to understand the different ways they were reading and were aspirational in their learning. Governors commented that they were impressed with the training and the implementation of this training. Governors suggested that the school continue using the rich text approach, and also to continue to look at reading and writing improvements, ensuring that children have a love of reading and a love of text. Governors noted that the children in KS2 enjoyed certain series of books and Governors would like these in the library.</p> <p><u>Forest school</u></p>	



Governors commented that this facility was impressive and the peer learning was excellent. It was noted that there was lots of embedded learning which links to the curriculum. The children were noted to be very engaged and there were some comments about “learning without learning”, being with nature and feeling more relaxed when they returned back to the classrooms. AH will draft a summary of this visit to be added to the end of year report.

ACTION AH to write a paragraph on forest school for inclusion in the governors’ end of year report
 JK explained that knowledge organisers have been used to create a bespoke plan for next year and noted that this provision will continue next year with another member of staff taking over.
 Governors heard that the new staff member has been a previous class teacher and staff were hopeful that this provision would remain strong under her leadership. Governors noted that the link to the curriculum in this provision was key to deliver the maximum impact.

Health and Wellbeing

Governors noted that children felt that they knew what to do if someone was feeling sad and felt that they would support their friends if they were sad. Governors commented that QCA assessments have shown progress over time. Governors heard that the Art therapy and counsellor have supported children who have been struggling, both in class and also at home. Governors met with staff in groups (office manager, TAs and teachers). Governors commented that there are Health and wellbeing issues which are concerning and mainly relate to the workload. Governors noted that a consistent message was that work life balance does not exist at the moment. Governors noted that feedback from Teaching Assistants was that sometimes the TAs do not feel part of the team, and although it was noted that the SLT are making an effort, Governors commented there could be some more changes. JK explained that twice a term the TAs have been invited to the staff meetings. Governors suggested scheduling TA meetings during the school day, as most TAs work part time. It was noted that the Tuesday briefing which had been put in place had made a difference. Governors noted that there was one member of staff specifically who commented that she was not able to sustain this level of work. Governors commented that this needs to be addressed as soon as possible.

Governors heard that resourcing was a constraint, especially around lunchtime cover. Governors commented that the previous suggestion of parents offering to volunteer to help at lunchtimes could be considered. It was suggested that the PTA could have a look at some ideas for improvement around the school.

Andy Hayes has provided a template for a calendar of events to share with staff at the start of the year and Governors heard that the assessment schedule for the year has been put in place.

Is there any provision to pay for supply teachers with AB off?

Governors commented that there is some insurance cover and so this will pay for some supply teachers.

Governors emphasised the importance of recording training under Governorhub where appropriate. Bitesize training was noted to be a useful tool.

11 Health and Safety



	<p>Forest school – Governors noted that the Risk Assessment for this provision was completed but after this, one of the rope fences fell slightly and during the activities, two of the children jumped over the fence and were “off-site” but in sight of staff at all times. All appropriate paperwork was completed and the incident was logged on CPOMS.</p> <p><i>How did this get out into the public domain?</i></p> <p>JK responded that the school are not clear how this happened.</p>	
12	<p>Safeguarding</p> <p>There were no concerns to raise.</p>	
13	<p>DfE and OCC</p> <p>Governors heard that following the OCC meeting on Friday, they were very complimentary about the progress and the information provided, the school will continue to receive consultant support in the Autumn term. Governors thanked Vikki and Jo for pulling the data together.</p>	
14	<p>Policies</p> <ol style="list-style-type: none"> 1. Exclusion Guidance 2. E-safety <p>Governors noted the importance of ensuring that everyone is aware that they are representing the school. It was noted that a Code of conduct for email will be sent to Governors. This will be done in September for children and parents.</p> <p>Discussion was had around Whatsapp conversations which have been fed back to staff and have been very upsetting.</p> <p><i>Do we need to be more explicit about acceptable use of social media?</i></p> <p>Staff noted that this would be good. Governors suggested that this could be two way, to ensure that the school keep parents informed but also parents are expected to sign an agreement. Staff suggested that this could be something which is signed at “move up morning” meetings etc. Governors suggested also outlining the way in which parents can contact Governors as well as the process for Governors to pass on complaints.</p> <p>Governors heard that since staff emails have been released to parents some parents are sending very frequent, lengthy emails to staff. Staff commented that Staff Dojo used to be used as a form of communication, but since this has stopped there has been no clear method of communication. Governors suggested a form on the website which could be completed, so that there is a good way to be able to ensure that there is enough information.</p> <p>Governors noted that some schools have an automatic response on emails, which clearly state the response time, this will ensure that there is an expectation for parents. Discussion was had around alternative mechanisms for communication and it was noted that it was important to maintain a work life balance for staff, and to ensure that the parents were aware of the agreement. It was noted that staff need to take some proper time off during the holidays and over the weekend, with an intentional recognition that boundaries need to be set, with the support of Governors.</p>	



	<p>These proposals will be developed before finalising the policy and associated documents. ACTION: CH and AH to develop text on social media, emails and school communication. ACTION: staff to add the automatic reply response to their emails to manage parents' expectations on responses.</p> <ol style="list-style-type: none"> 3. Children missing in education - Governors commented that there is an unfinished sentence on P4 4. Collective worship - page 2 – Governors commented that God is with a small “g” 5. Looked After Children 6. Critical Incidents 7. Accessibility Plan – TR will add some information about provisions for trips e.g. transport. Governors noted that this policy should be on the website 8. Staff and Special Leave Policy 9. Staff and Volunteer acceptable use agreement 10. Redundancy procedure 11. Pupil Acceptable Use procedure 12. Safer Recruitment Training 13. Protection of Biometric information 14. Managing Sickness absence policy 15. Governor allowances – EA explained that Governors have not previously claimed for expenses but commented that there are reimbursable costs such as mileage, which Governors could claim, as well as childcare allowances. It was decided that there is no need for a formal policy on this and that governors will not claim expenses. 16. SEND policy – it was noted that the policy will be reverted to the previous version of the SEND Policy. EA will do this revision and pass to CM for uploading on the website. <p>All the policies were agreed.</p> <p>Governors suggested splitting policies and also tracking changes, so that the Governors only need to review the changes.</p> <p>EA explained that there has been a complaint received and HC is managing this process at the moment.</p>	
<p>15</p>	<p>Minutes and matters arising.</p> <p>The minutes were agreed as a true and accurate record and will be signed to that effect when possible.</p> <p>It was noted that all actions have been closed, with the exception of a couple which are still ongoing.</p>	
<p>16</p>	<p>Dates of next meetings</p> <p>Dates of meetings have been circulated to all. Governors heard that there will be an additional meeting in September, to look at the SDP and to draft an OFSTED crib sheet. EA will contact Andy Hayes to help with Deep dive preparation for subject leads.</p>	



	Governors suggested a get together over the summer. PW to arrange this, towards the end of the summer.	PW
17	AOB and Close Governors made comments about the amount of documentation for each meeting, and the timing of this documentation being uploaded to Governorhub. It was noted that documentation should be uploaded 7 days prior to the meeting. It was noted that EA, HC and staff have developed a policy tracker and that the production of that document highlighted that some policies were missing or out of date, just before the meeting, so work was undertaken a short notice to produce the documents. Hopefully with the tracker in place this will not happen in the future. Governors thanked EA for all of her work. Governors suggested that it would be good to have a good agreement on how to communicate the importance of the NOR to parents, emphasising the importance of being advocates for the school. Discussion was had around the challenges around communication this year and it was noted that the level of anxiety around the county is significant. Governors suggested having an additional meeting to discuss the communication strategy for the Governors. A meeting was suggested for 20 th July 18:30 to discuss this.	

The meeting closed at 8:40pm

HC 27/07/2021

Signed: _____ on _____

Long Wittenham CE (A) Primary School

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