



**Meeting of the Full Governing Body  
Western Road Community Primary School  
Monday 28<sup>th</sup> June 2021 at 6pm on Teams**

**M I N U T E S**

	<u>Agenda Item</u>	<u>Action</u>
1	<p><b><u>Apologies for Absence</u></b> Apologies were received from JB.</p> <p><b><u>Declarations of Interest</u></b> There were no declarations of interests.</p>	
2	<p><b><u>Last FGB Minutes dated 10<sup>th</sup> May 2021</u></b></p> <p><b><u>Acceptance of Minutes</u></b> TJ had circulated the final approved minutes to governors that morning &amp; asked governors if there were any objections to them. No objections were raised</p> <p><b><u>Matters arising not included elsewhere on the agenda</u></b> There were no matters arising.</p>	
3	<p><b><u>Receive and question Head Teacher’s Report, including the Risk Assessment (with Health &amp; Safety), Pupil Data, SIP</u></b></p> <p>The Head Teacher talked through the main elements of her report with contributions from both the Deputy Head Teacher &amp; SENCO. The main points were:</p> <ul style="list-style-type: none"> <li>• there were currently 209 pupils on roll</li> <li>• the School Improvement Partner, Simon Chandler, had visited the school on 14<sup>th</sup> June &amp; issued a report following this</li> <li>• The Senior Leadership Team were working on staffing models for TAs to increase quality first teaching support &amp; interventions across the school from September 2021</li> <li>• Reception &amp; Year 6 transition programmes were in place</li> <li>• The recent INSET day had led on a curriculum &amp; Maths review</li> <li>• Pupil progress meetings had taken place at the beginning of Term 6</li> <li>• The Covid Risk Assessment had been shared with all staff &amp; was on the school website</li> <li>• County had confirmed that they would continue to support the school in the absence of a school bursar</li> <li>• 2x experienced play therapists would start working at the school in September</li> <li>• Dates for Parent Forum meetings for 2021/22 had been agreed</li> <li>• IW would continue to work closely with County Cleaning &amp; Churchills</li> <li>• The EIP (Education Improvement Partners) were looking into funding phonics training for EYFS</li> </ul> <p>IW reassured governors that throughout the term &amp; in relation to the Covid Risk Assessment, she had remained in contact with the DfE (Department for Education). An updated version of the Risk Assessment had been circulated to governors prior to the meeting &amp; TJ asked IW to outline what changes there had been to it. IW reported that there had been very little change since the previous one. Pupils should continue to stay within</p>	

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	<p>their class bubbles but would be able to go on any residential trips planned. TJ then sought formal approval of governors present for the most up-to-date version of the Risk Assessment. There was full formal approval.</p> <p>IW then expanded upon data &amp; attainment for years 1 to 6. She acknowledged that a lot of maths in Year 1 had not been taught or, taught during lockdown &amp; could not be assessed as it would normally be. RH added the NfER test results were not necessarily a true reflection of the children's capabilities.</p> <p>IW confirmed that pupil progress meetings had taken place. Reports would be sent out at the end of Term 6 followed by Parent Evenings. RH explained to governors that there was normally an expectation for pupils to make 3-steps progress but that some pupils had not been able to do so. The school would continue to monitor those pupils very closely. KB added that the school would be running additional training for TAs eg. in the mornings before school, 2 or 3 times a week. For the first 2 weeks of September, TAs would be in class &amp; thereafter would follow a more strategic timetable so that the Senior Leadership Team could better track any interventions. IW added that Suzy Bennett would continue to work with pupils requiring support. She also informed governors that County Finance was still to establish how much funding would be available for the next academic year to support interventions. Further questions &amp;/or comments were then invited.</p> <p>TJ thanked the SLT &amp; acknowledged that their feedback had given the Governing Body a good impression of where the school was at. He acknowledged that some of the progress data was more positive than other parts of it &amp; asked whether progress data could be relied on to plan interventions. IW agreed this was a good point. TJ suggested that it was probably best to err on the side of caution.</p> <p>EM acknowledged the planning efforts of IW, RH &amp; KB. IW added however that some pupils were not showing learning stamina &amp; that staff would need to continue to help develop that.</p> <p>RG asked how pupil attainment had compared to the national average &amp; how many pupils had been at age related expectations pre Covid. IW confirmed that the school had tracked pupil progress &amp; attainment throughout school &amp; each individual pupil had been discussed in pupil progress meetings. It had been reassuring to hear the School Improvement Partner, Simon Chandler, report that compared to schools across East Sussex, pupils at Western Road had performed well. He had suggested that teachers should focus on high quality teaching &amp; pupils having a firm grasp of language &amp; vocabulary.</p> <p>LP asked if there was a correlation between pupils getting lower marks &amp; those who found it hard to concentrate during the day. Whilst the extra interventions were welcome, LP asked how the proposed extra half hour each day would impact on targeted pupils. IW reiterated that learning stamina continued to be difficult for some pupils. This was being addressed with the help of fidget toys &amp; breaks. KB added that it might be more productive to use resources for brain breaks within the classroom rather than pupils &amp; their TAs leaving it. She added that early morning interventions would need to be planned carefully &amp; that the school would need to target only pupils who they knew would manage such interventions.</p> <p>HTurner asked if EYFS pupils had been assessed against EY learning goals this year. IW reported that the reception team felt that pupils had made good progress considering the time they had spent out of the school environment.</p> <p>TJ suggested that it would be helpful to have update on interventions at the first governors meeting of the new school year. He welcomed the conversation around progress &amp; attainment and commended all the work the school had been doing.</p> <p><b>Action – Add update on interventions to September agenda</b></p> <p>IW addressed the Health &amp; Safety comments in her report. She reported that she was in discussion with County regarding the black gate &amp; the issue with some children wanting to wander. TJ acknowledged that she had identified the risk &amp; that it would be important to review over the summer holidays.</p>	NG
4	<p><b><u>Safeguarding Update</u></b></p> <p>Hturner, RH &amp; IW had met the previous week to discuss safeguarding in the school. They reported that things had settled slightly from the time of the previous meeting although there were still pockets of concern in years 1</p>	

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	<p>&amp; 5. HTurner felt reassured that the school had a firm handle on these issues. RH added that governors &amp; staff should not underestimate the impact of the last year on pupil behavior. Every incident was being logged on CPOMs so that everyone in the school was kept in the loop.</p> <p>TJ thanked the safeguarding team &amp; invited questions from governors.</p> <p>SH asked about how internal exclusions work &amp; what therapy could be offered to pupils who had been identified as needing it. HTurner reported that there had been 2 linked internal exclusions but that behavior of the pupils involved had improved since then.</p> <p>TJ once again thanked the safeguarding team for work in this area.</p>	
5	<p><b><u>EYFS Reforms &amp; Update</u></b></p> <p>Prior to the meeting, RG had circulated a report to governors on the Early Years Foundation Stage curriculum. The report was based on a conversation with Anna Michica in which Anna had highlighted the effects of Covid on the EYFS cohort. She had also highlighted the language delay that some EYFS pupils had experienced &amp; the value of having 2 TAs in the reception class.</p> <p>RG then invited questions from governors about the report.</p> <p>EM asked whether, in terms of the EYFS reforms, what implications would there be regarding communication with parents. RG explained that communication would be via the Tapestry platform &amp; that it would be crucial to manage parental expectations. There would need for example, to be a focus on recording &amp; communicating to parents exceptional learning moments for pupils in the school day rather than a focus on ticking boxes.</p> <p>TJ asked whether reception teachers were planning to assess at end of the school year against the EYFS goals. IW confirmed that they would be assessing towards end of the school year &amp; that findings would be reported to governors at the Term 2 FGB meeting.</p>	
6	<p><b><u>Curriculum Development</u></b></p> <p>IW began this item by updating governors on the most recent INSET day training at which staff had been asked to reflect on how much they felt the school had achieved over the last year. In particular, they had been asked to reflect on teaching and learning and what had worked well, what would need tweaking, what had not worked &amp; what, within the curriculum, they could eliminate completely. IW reported that staff had been very engaged in the exercise.</p> <p>RH updated governors on a recent triangulation visit. She reported that progress could be seen with more opportunities for pupils to edit &amp; improve their work &amp; more pupil generated work. She added that not all groups were consistently using maps to represent data and that they would need to be able to do this. In terms of enrichment, RH reported that in terms 5 and 6, pupils had got back on track with the curriculum, for example visiting, &amp; working with the Railway Lands etc. The school had also welcomed many visitors who had come to further enrich the curriculum for the benefit of pupils. From September, there would be many more opportunities for curriculum enrichment as well as extra-curricular activities eg. student elections. There was also the hope that there would be opportunities for governors to work alongside student councillors. In addition, there were plans for activities to help teaching staff develop their confidence in teaching the curriculum.</p> <p>TJ acknowledged the ‘fantastic story’ of curriculum development at Western Road &amp; warmly thanked colleagues for all their input. Governors had been able to see how, even with all the trials associated with Covid 19, staff had nonetheless managed to keep an eye on, &amp;, develop enrichment opportunities for pupils. He urged that staff would need to continue to focus on these priorities.</p> <p>EM backed TJ in acknowledging what ‘an absolutely fantastic’ story this had been. She suggested that it might be interesting to invite someone like Ruth O’Keeffe to come in to talk to, &amp; engage with pupils. If the school were interested, EM also volunteered to liaise with the Sussex Wildlife Trust of which Ruth is CEO.</p> <p>TJ then invited any further questions &amp;/or comments &amp; stated that all of this would feed through to the SIP (School Improvement Plan).</p>	

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	<p>HA gave an update on the development of the Equality, Diversity &amp; Inclusion Policy. She reported that phase 1 was almost complete. Phase 2 would involve introducing the draft policy to all governors &amp; the wider school community at the September INSET day at which HA had volunteered to conduct a session with school staff. Workshops with parents &amp; children were also in the pipeline. The aim of decolonizing the curriculum would link in with work around enriching the contents of the school library.</p> <p>TJ concluded this item by thanking HA for the 'huge amount of work' involved in developing the E, D &amp; I policy.</p>	
7	<p><b><u>Pupil &amp; staff mental health &amp; wellbeing Update, including Staff Survey</u></b></p> <p>TJ began this item by thanking RG for her work on designing and analysing the Staff Survey. He then asked LP to update colleagues on ongoing work on mental health and wellbeing. LP reported that he had circulated a proposed date to relevant governors to meet to continue to discuss well-being. It would also be an opportunity to catch up on actions from the previous mental health group meeting.</p> <p><b>Action - Circulate LP email</b></p> <p>TJ then invited HTurner to update on the staff well-being survey. HTurner reported that she &amp; RG had developed the survey by refining questions &amp; asking additional ones. Staff had been given time in school to complete this &amp; were asked to send anonymous responses to RG. 71% of staff had submitted responses. The majority stated that it had been a challenging period but one they believed, had been well managed. A question about the redeployment of TAs had elicited particularly interesting responses. Staff themselves indicated that they considered themselves to have a healthy work life balance. However, they had missed mixing with colleagues in the staffroom &amp; also the opportunity to visit other schools for professional development. Another finding of the survey was that Zones of Regulation was not thought to have been resoundingly successful. However, SLT believed that there would be time &amp; scope to assist staff with embracing ZoR.</p> <p>HTurner acknowledged that RG had done 'a magnificent job' of producing the report. TJ then invited questions &amp;/or comments from governors.</p> <p>IW concurred that staff felt isolated but that separate staffrooms had proved an effective way of avoiding staff absence through sickness.</p> <p>RG wondered if there were an effective way to canvas parents &amp; carers about behavior issues in the school.</p> <p>KB raised the issue of TA redeployment. She confirmed that in the new academic year, TAs would do an additional hour each week for liaison time with the class teacher &amp; that teachers would need to be ready for that time. TAs would also be asked to attend Monday morning briefings as well as staff &amp; other meetings.</p> <p>LP asked how the process of line management was monitored within the school &amp; whether line management meetings took place. IW confirmed that there was performance management for teaching staff &amp; that staff were encouraged to raise any issues with the Senior Leadership Team as quickly as possible. She reported that RH was very good in responding to such concerns. KB was responsible for TA performance management &amp; that TAs would be observed as part of teaching teams in Term 1. SLT would also like TAs to be present in individual pupil progress meetings.</p> <p>RG asked if there was a buddying system in place for new staff &amp; whether a mental health first aider had been considered for the school. IW reported that she had invited staff to volunteer for the mental health first aider role but there had been no takers. There was however a very supportive group in each KS staffroom. She agreed that a buddying system for new staff was a good idea.</p> <p>TJ concluded the item by stating that the issues that had arisen demonstrated how very well designed the survey had been &amp; that it had elicited important concerns such as Zones of Regulation, the redeployment of TAs &amp; their engagement with the teaching team. It was, he stated, a tribute to those who had designed the survey. TJ also asked how the SLT would communicate the findings of the survey to staff. IW confirmed that findings would be shared with staff in due course following a planning day attended by IW, KB &amp; RH.</p>	TJ

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	<p>TJ once again thanked colleagues &amp; staff &amp; reiterated how important the survey had been in the support of pupil &amp; staff mental health &amp; well-being.</p>	
<p>8</p>	<p><b><u>Budget Update</u></b></p> <p>RW began this item by apologizing for being late to the meeting due to connectivity issues. He also reported that Cara Starbuck had not been available to attend this FGB meeting.</p> <p>RW then talked to the budget report, the main points of which were:</p> <ul style="list-style-type: none"> <li>• a sub group within the Strategy Group had submitted the budget to County within the 6<sup>th</sup> May deadline. Governors had received a copy of this on 10<sup>th</sup> May. The assessment was that the school predicted no deficit in the 3-year forward look. There is an excess to carry forward but action to reduce this over the planned period had been outlined</li> <li>• the current Bursar role was being filled by Schools' Finance (contracted from February to September 2021) with some local controls being managed in-house. The school would look in the short to medium term to secure continuity of support through engaging Schools' Finance to the end of the financial year 2021/22, and in that time would consider again seeking a suitably qualified Bursar to fill the post.</li> <li>• Our proposed income &amp; expenditure was currently in line with approved Budget</li> <li>• The school had further identified a need for extra TA support (see HT Report) on a short term contract for which FGB approval was sought.</li> <li>• Other items that would need to be progressed included: installations of utility meters to improve energy monitoring; ICT equipment upgrading/replacing whiteboards &amp; laptops; grounds maintenance – tree pruning for safety</li> </ul> <p>TJ thanked RW for his report &amp; invited any questions &amp;/or comments from governors present.</p> <p>IW proposed that following an identified need for an INA (Individual Needs Assistant), the Governing Body might agree to employing one on a temporary fixed term contract. RW replied that whilst such an appointment might constitute a small deficit, it would nonetheless be affordable.</p> <p>RG asked, regarding the bursar role, whether there was capacity in house to fill some of those tasks. IW explained that Cris Winter was carrying Parent Pay duties whilst IW was currently responsible for personnel with support from County.</p> <p>HTurner added that, regarding the request for an INA, the school had invested a lot of money, care &amp; time with the pupil requiring the INA as well as with their family. She stated that employing an INA for 12 months to further support the pupil was worth it for the cost the appointment would incur. TJ stated his complete endorsement of this view. RW reminded governors that the school was not in danger of going into deficit.</p> <p>RW asked for governors to consider the action points outlined in his report, namely; note the report; approve the employment of Schools' finance to April 2022; to approve the appointment of an additional TA; to authorize Schools' Finance to do an investigation on gas costing; and to update &amp; approve the Scheme of Delegation in September. TJ asked if governors would approve the recommendations. All agreed.</p> <p>RW concluded by reminding governors that they would need to check some of the actions in the SFVS at the first FGB meeting of the academic year.</p> <p><b>Action – Add review of SFVS actions at Sept FGB</b></p>	<p>NG</p>
<p>9</p>	<p><b><u>Update on KS1 Project</u></b></p>	

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	<p>An update on the ongoing KS1 Project had been circulated to governors prior to the meeting. TJ reiterated that the report sought the approval of governors in principle to authorize the school to enter into contract with a supplier for the KS1 project subject to certain key questions being resolved. Such questions included ones around planning permission &amp; building regulations. If such outstanding questions were resolved, it might be that KS1 works could commence within the current calendar year.</p> <p>TJ asked governors if they were content for the working party to take things forward. Governors agreed to this &amp; TJ acknowledged their formal approval.</p>	
10	<p><b><u>Governance &amp; Staffing Issues</u></b></p> <p>TJ requested that governors should return individual completed Governor Skills Audits to NG by 2<sup>nd</sup> July deadline. The Strategy Group would take stock of the results at their informal meeting on 19<sup>th</sup> July.</p> <p>TJ reported that he had convened with HA &amp; IW regarding governor recruitment. 3 potential candidates had been identified on the Inspiring Governance website &amp; there were a further 2 candidates to consider. Interviews were scheduled for 14<sup>th</sup>/15<sup>th</sup> July &amp; it was hoped that following these, the governing body would be able to appoint 2 new coopted governors. There had however, &amp; unfortunately, been no responses following the call for parent governors &amp; elections for the PG vacancy would need to be repeated in September.</p> <p>TJ then announced to colleagues he would be standing down as chair at the end of the summer term due to the fact that from 1<sup>st</sup> September his wife would assume the role of Director of Children’s Services at ESSC &amp; that there was thus a risk of a perceived conflict of interests. HTurner, IW &amp; TJ had met to discuss the consequences of Tom stepping down. Their main aim now would be to maintain as much stability within the governing body as possible. HTurner had agreed to act as chair up to the first FGB meeting of the new academic year at which point governors would need to elect a new Chair as well as a Vice Chair. TJ would continue to be as supportive as possible throughout this process.</p> <p>HTurner added that whilst she had indeed agreed to act as Chair until 27<sup>th</sup> September. The role was one she was wary of filling beyond that date &amp; governors would need to think carefully about who might come forward in her place.</p> <p>RW stated that it was disappointing to be losing TJ but that nonetheless he wished Tom’s spouse every success in her role. RW asked what the resignation as chair would mean for TJ’s role at WR. TJ responded that he would like to remain a Governor and would compose a list of the tasks he would/would not be able to perform on the governing body going forward. For example, he would not be able to make recommendations to ESSC or be associated with the LCLP. He would not be able to attend chair networking sessions &amp; would be unable to assist with certain committees etc. TJ reiterated what HTurner had earlier expressed i.e. that it would be really important for governors to think how they can meet their collective objectives of securing stability &amp; continuity within the governing body. It had been his pleasure to chair the Western Road Governing Body within such a strong collegiate atmosphere. The Strategy Group would meet at the end of term &amp; it was hoped to have greater clarity at that point about who might volunteer to replace Tom.</p>	
11	<p><b><u>Car Park Update</u></b></p> <p>RW reported that there was continuing progress on this &amp; would report back again in September.</p>	
12	<p><b><u>AOB</u></b></p> <p>To conclude the meeting, TJ thanked everyone for all their efforts in what had been a very challenging year. He reminded all present that there had been marvelous progress on the curriculum; there had been a very important discussion based on the staff survey; governors were in the picture regarding the SFVS (Schools Financial Value Standards) &amp; pupil progress data analysis; the budget was in good place; it was hoped that there would be significant progress on the KS1 project. He reiterated that whilst it had been a very trying year with lockdowns and continued Covid issues, the school had also made some fantastic progress. He once again thanked the SLT &amp; all colleagues for the ‘brilliant’ work throughout the year.</p> <p>HA extended gratitude to TJ for his work as Chair &amp; acknowledged that it would be tough to replace him. TJ accepted thanks &amp; added that it had been a pleasure to serve the school as chair.</p>	

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	Dates of forthcoming FGB meetings: 27 <sup>th</sup> September; 22 <sup>nd</sup> November; 24 <sup>th</sup> January 2022; 14 <sup>th</sup> March; 9 <sup>th</sup> May; 18 <sup>th</sup> July	
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**Papers to accompany this meeting in order of items on agenda:** Agenda; Attendance Register; Minutes of last FGB meeting dated 10<sup>th</sup> May 2021; Head Teacher's Report; Risk Assessment; Pupil Data & Attainment; SIP; Age Related Expectation Summary Reports x 6; Progress Breakdown Report x 6; Term 5 Triangulation Notes; Term 6 Report; Safeguarding Report; EYFS Reforms; Staff Survey Report; Budget Summary; Schools Finance Report; Budget Monitoring P2 (1); P2 (2); P2; Agenda Item 8 Budget FGB June 2021; KS1 Report; Draft E, D & I Policy;

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