



**Meeting of the Full Governing Body  
Western Road Community Primary School  
Monday 10<sup>th</sup> May 2021 at 6pm  
On Microsoft Teams**

**AGENDA**

<b>Governors Present:</b>	Tom Jeffery (Chair), Hilary Turner (Vice Chair), Irena Wooler (Head Teacher), Roy Watkinson, Holly Atkins, Rosie Gloster, Luke Palmer, Antonia Jewels, Sami Howard, Janine Bishop (Acting Staff Governor till July '21)
<b>Officers:</b>	Nicola Gibson (clerk)
<b>Associates:</b>	Rea Hamilton (Deputy Head Teacher)
<b>In attendance:</b>	Kerry Bedford (SENco & member of SLT) Cara Starbuck (ESCC Finance) - for Item 3

	<u><b>Agenda Item</b></u>	<u><b>Lead</b></u>
<b>1</b>	<p><b>Apologies for Absence</b> Apologies were received from EM. SH had notified the chair that she would only be able to join the meeting from 6.30.</p> <p>TJ welcomed everyone present.</p> <p><b>Declarations of Interests</b> There were no declarations of interests</p>	
<b>2</b>	<p><b>Last FGB Minutes dated 15<sup>th</sup> March 2021</b></p> <p><b>Acceptance of Minutes</b> Governors at the meeting approved the minutes as final.</p> <p><b>Matters arising not included elsewhere on the agenda</b> See Equality and Diversity Update below.</p>	
<b>3</b>	<p><b>Budget Update:</b></p> <p><b>Budget approval for 2021/22</b> TJ welcomed Cara Starbuck from ESCC to the meeting and expressed his gratitude for all her careful work in collaboration with IW and RW in preparing the budget. He then invited RW to present a budget summary to governors.</p> <p>The main points of this were as follows:</p> <ul style="list-style-type: none"> <li>• Following agreement at the last FGB for a sub-set of the Strategy Group (TJ, IW &amp; RW), with the expert assistance of Cara Starbuck and Harriet Casley from Schools Finance, to prepare the final stages of the budget, this had been submitted to East Sussex Schools Finance by 6<sup>th</sup> May deadline.</li> <li>• In summary, that budget balanced the school's income and expenditure within acceptable parameters with detailed costs for the current year and a three year forward look.</li> <li>• The budget was compliant, just, with the requirement to avoid falling into deficit, in no small measure due to an initial carry forward amount that reduced to effectively zero in the third year. Used wisely, the carry forward would enable the school to invest in maintaining and improving the building and to cater for educational needs.</li> </ul>	

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	<ul style="list-style-type: none"><li>Continued caution was necessary as there were upward pressures on the budget together with an apparent drop in income compared with the previous year. Much of the drop was accounted for by a reduction in Covid support, consolidation of staff pay costs and being realistic about likely contributions from the Friends of Western Road whose continuing support was invaluable. Caution was also required in the light of the need for the school to resolve utilities costs (and even possible rebates), pressure to upgrade/replace ICT equipment and in view of the fact that one or two other items could only be estimated.</li><li>On RW's recommendation, while maintaining budgetary prudence, the school could and should take the opportunity to make some immediate modest investments to realise educational benefits including the proposed IT purchases and contributing to the KS1 project. The proposal was for the FGB to ratify the submitted budget for the financial year 2021/22 and 3year projection as agreed by the Strategy Group.</li></ul> <p>TJ thanked RW for his very helpful summary. He reiterated that the budget for 21/22 would balance and allow WR to undertake longstanding projects. With support from Cara Starbuck and RW, the position in 23/24 was looking more balanced than previous drafts had suggested. As previously agreed by the Strategy Group and FGB, the budget had therefore been submitted to County on 6<sup>th</sup> May. TJ then invited questions from governors.</p> <p>In response to LP's question as to whether, in order to present a tidy budget, anything in particular been removed, RW said that there had been no notable reductions and that there remained some flexibility in the budget. The budget group had agreed that it would be prudent to add a little more onto the ICT expenditure which in turn would improve the overall teaching environment. RW confirmed that provision had been made in the budget for investment in the KS1 project. If more were needed, there might be scope for bidding for devolved capital funds. IW said that ESCC had indicated that the planned provision of washing and toilet facilities for the reception class might also have a reasonable claim on devolved capital funding. TJ noted that this was significant news as the project had been high on the WR list of priorities and would make a big difference to reception children.</p> <p>Invited to comment further, IW reported that some flexibility in terms of staffing had been built into the budget. For example, the school was currently recruiting a class teacher on a fixed term contract to give some extra flexibility at the end of July 2022; the salary band of that post would depend upon the outcome of the recruitment process. In addition, the school was recruiting two TAs, again on fixed term contracts.</p> <p>TJ then sought comments from Cara Starbuck. Cara reported that the budget had been prepared very prudently: it included projected increases in costs but no increases in income. She suggested that, whilst remaining very cautious, the school should take any immediate opportunities to make modest investments in the interests of pupils. The projected Year 3 budget might be less tight than currently appeared as ESCC was part of a 3-year deal with the government which currently suggested some medium-term increases to budget share.</p> <p>TJ thanked Cara for her very clear and very helpful commentary and for her work, with Harriet, RW and IW, on the budget. He confirmed that WR would press ahead with prudent investment in pupils. He then asked if the FGB, on the basis of the foregoing discussion, was content to approve the budget which included budget shares of £873,433; £877,613; and £881,793; and carry forwards of £174,991; £131,149; and £81,390 in 2021-22, 2022-23 and 2023-24 respectively, the carry forward to be invested in, inter alia, the KS1 project, ICT improvements and utility metering. The FGB indicated their full approval. In conclusion, RW reported that the Schools Financial Value Statement would, after scrutiny by IW and TJ, be submitted to ESCC by 28<sup>th</sup> May.</p>	IW
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4	<p><b>Update on KS1 Project</b></p> <p>TJ reported that the working group had met both face to face and via email and had managed to take the project significantly further forward. The group was delighted that Sarah Hamblin was serving as project manager and that Katie Kennedy Blee was adding her expertise and enthusiasm to the project and very helpfully making grant applications on behalf of FOWR. The group had submitted a number of applications to organisations such as Screwfix and the Chalk Cliff Trust with one or two further applications ready to go or pending. The application to the Chalk Cliff Trust had been rejected. Katie was seeking feedback. The Southover Manor Trust had visited the school and were meeting that evening to make funding decisions.</p> <p>Taken alongside WR budget calculations and the generosity of the Friends who would be willing to set aside £8k, TJ reported that the school was beginning to build towards the necessary sum to do a phased piece of work that would include installing a canopy, putting in place flooring, either to cover both year 1 and 2 classrooms or, if funds did not permit, Year 1 then Year 2. The school was very keen to press ahead with all of this but would need to draw up a very clear specification of needs and have detailed information on suppliers to seek estimates from. The Funding Diversification Group would also need to be very clear about the criteria against which those estimates would be judged. Whilst keen not to over promise, TJ said that nonetheless the working group would proceed with a degree of optimism. RW mentioned that the school should still keep in mind the ideas for disabled access. TJ had explained to the Southover Manor Trust that disabled access would continue to be a priority for the school although it was not an inherent aspect of the KS1 project.</p> <p>As Cara Starbuck then left the meeting, TJ again thanked her for all her work and for attending.</p> <p><b>Matters Arising: Equality and Diversity Update</b></p> <p>Following the resolution of IT glitches, HA had joined the meeting during the foregoing discussion. Updating on progress of the Equality, Diversity and Inclusion Working Group under 'Matters not included elsewhere on the agenda', HA reported that SH had been doing a valiant job in coordinating members of the group as it had grown. Susie Ballentyne was reviewing the inclusion policy. HA would meet RH and IW to discuss the book plate competition launch. There had been lots of ideas, particularly from Jenny Hewitt-Richards, about how the Working Group might engage with the parent community. HA added that she had attended a governor networking session at which it had been suggested that at each FGB, governors might wish to volunteer a very brief summary of any training they had undertaken with ESCC and that this be a permanent item on every agenda.</p> <p>TJ thanked HA and agreed that reporting back on training was a good idea. Rosie for example had recently attended some training in EYFS.</p>	
5	<p><b>Receive and question Head Teacher's Report, including the Risk Assessment (with Health &amp; Safety), SIP &amp; SEF</b></p> <p>The Head Teacher talked through the main elements of her report with contributions from both the Deputy Head Teacher and SENCO. The main points were:</p> <ul style="list-style-type: none"> <li>There were currently children 208 on roll. All staff were in school. In addition, there were 11 student teachers in the school.</li> </ul> <p><b><u>Quality of Education</u></b></p>	

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	<ul style="list-style-type: none"> <li>Beginning of Term 5 data was being finalized with Pupil Progress Meetings planned for Week 5. NFER papers (SATS papers in year 6) were used and would be revisited in Term 6 prior to target setting and report writing/Parents' Evening. The school would be looking to measure the impact of the interventions made by staff, including SB and LP using Pupil Premium Grant/Covid Funding.</li> <li>Some children in Year 5 were both entitled to the Pupil Premium Grant and on the SEND register. It would be vital to consider their support carefully as they moved into Year 6.</li> <li>RH said that she and KB had gathered data from the assessments to plan how they would target specific misconceptions in maths and in spelling, grammar &amp; punctuation. KB added that the school would need to be mindful that some SEND pupils had struggled to do that form of assessment and that this had affected their results. Thought would have to be given to how teachers planned to support them through SATS. RH suggested that because of disruptions of the last 18 months, some of the data from the tests might be slightly misleading because pupils were not as used to formalized testing as they might otherwise have been. The results were not necessarily a reflection on their ability but a reflection on their lack of exposure to the SATS test format. TJ added that this was an important issue for the governing body to have in mind over the next year or so: the school should continue to work hard to maximise SEND pupils' access to the curriculum and to ensure that, so far as possible, they could complete the tests. Some pupils might still not be able to access the tests or struggle with them and it would be essential for the governing body to be ready for the consequences and in no way be apologetic about them: they would be an inevitable consequence of being an inclusive school. IW added that there were implications for the staffing of Year 6 in the 2021-22 school year and for the current recruitment process. There was also a fine line between preparing pupils for secondary transition, ensuring that they were emotionally well and preparing them for tests.</li> <li>IW had interviewed two play therapists to take on Janet Wilde's work with particular pupils.</li> <li>The Senior Leadership Team <b>were</b> working on a staffing model for teaching assistants to increase quality first teaching support and interventions across the school from September 2021.</li> </ul> <p><b><u>Staffing, including staff well-being &amp; professional development</u></b></p> <ul style="list-style-type: none"> <li>Staff continued to use Zones of Regulation and associated language. The Senior Leadership Team and School Council would gather Pupil Voice to inform the Behaviour Policy.</li> <li>The English Team would hold whole school Phonics training on the May INSET day and were also looking into further Guided Reading &amp; Talk for Writing training in Term 6/Term 1.</li> <li>Supporting documents for families regarding 'ready to progress' would be distributed and shared on the school website.</li> <li>The Covid Risk Assessment had been shared with all staff and was on the school website.</li> <li>A supply TA was supporting Year 6 and would remain in post until the end of Term 6. Recruitment was underway for a TA (Early Years Foundation Stage) and TA/Higher Level Teacher Assistant post.</li> <li>Bursar recruitment would take place in Term 6 if further consideration concluded that the recruitment of a bursar was preferable to continued reliance on finance advice from ESCC.</li> </ul> <p><b><u>Safeguarding, Parents &amp; Children</u></b></p> <ul style="list-style-type: none"> <li>Please see Safeguarding, Item 8.</li> <li>The Parent Forum meeting held on 6<sup>th</sup> May, covered terms of reference and the roles and responsibilities of the Chair and Class Representatives. Next steps: IW and Chair of PF to draft a Parent Forum handbook.</li> <li>The ESCC Safeguarding Audit had been submitted by RH.</li> </ul>	
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	<ul style="list-style-type: none"><li>• Mental Health and Emotional Well-being Week would be marked across the school in Week 4, led by the PSHE subject leads.</li></ul> <p><b><u>Budget</u></b></p> <ul style="list-style-type: none"><li>• Please see Item 3.</li></ul> <p><b><u>Estates</u></b></p> <ul style="list-style-type: none"><li>• Please see Item 11.</li></ul> <p><b><u>Health &amp; Safety</u></b></p> <ul style="list-style-type: none"><li>• IW and RW had conducted an external premises tour. An internal premises inspection would still be necessary.</li></ul> <p><b><u>Partnership, including LCLP</u></b></p> <ul style="list-style-type: none"><li>• The Education Improvement Partnership continued to meet fortnightly.</li><li>• IW was working with Heads at Southover &amp; Wallands regarding PAN &amp; Admissions timetables.</li></ul> <p><b><u>Friends of Western Road</u></b></p> <ul style="list-style-type: none"><li>• Mini marathon fundraiser, Easter discos and second-hand uniform sales were very successful. The pupils also enjoyed the Easter egg hunts where everyone received an egg/present donated from local businesses.</li><li>• Year 6 had been very proactive in raising funds for Patina and had exceeded their goal.</li><li>• FWR Chair was working with TJ and funding diversification group.</li></ul> <p>Questions/comments on the content of the Head Teacher's Report were then invited from governors.</p> <p>RG asked if there had been any unexpected elements from the data and whether there were any patterns such as, bearing in mind considerations of equality and diversity, the attainment of summer-born pupils. IW responded that, with the exception of Year 6, the results had been as she expected. Feedback from Simon Chandler and other evidence suggested that the results should not be surprising. There had been a dip between January to March correlating with pupils finding home learning difficult. IW would look more closely at patterns.</p> <p>LP commented that he had found descriptions of the use of visual learning within the school to be very encouraging.</p> <p>KB added that regarding tracking for pupils with SEND, the she as SENco would need to focus on accelerating the progress of these pupils and what the school could do to both support them and staff.</p> <p>JB asked whether there was an opportunity for teachers to have computer access to support maps for pupils with SEND. KB agreed that such access should be a priority. RH would make enquiries with ICT about addressing this.</p> <p>TJ concluded this item by checking with governors if they were content with the most recent Risk Assessment. Governors present unanimously approved it.</p>	
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6	<p><b>SEND update</b></p> <p>TJ informed governors that he and SH had met KB the previous week to discuss KB's latest SEND report and the progress of individual children with SEND. The meeting had noted the importance of taking steps to allow the SENCO to build capacity across the school and to involve as many people as possible to assist KB in her role both to lighten her considerable load and to develop their own and whole-school expertise in pupils with SEND. TJ noted that IW, with the approval of the Strategy Group, was considering how KB could be allocated more time to dedicate to her SENCO role. This was important in the light of KB's ambitions for SEND across the school and in view of the increased pressures on KB's time arising from the additional needs revealed by the Covid lockdowns.</p> <p>Plans for the longer term SEND future at the school were laid out in KB's report. The SEND meeting and data confirmed that there would be significant challenges particularly in relation to the current Year 5, as recorded under Item 5 above.</p>	
7	<p><b>Pupil &amp; staff mental health &amp; wellbeing update</b></p> <p>TJ reported that governors with an interest in mental health and well-being group had met on 25 March. That meeting had been informed by IW, LP and himself looking at the Anna Freud Centre's checklist on staff mental health. TJ warmly thanked LP for his contributions to the sub group. One of the most significant developments to arise from the work of the group was the decision to take forward staff supervision in the interests of both staff and pupils. The supervision would probably take place in the summer term and into the autumn. The group had noted the welcome progress, led by HTurner and RG, on a further staff survey. There were also plans to take forward Pupil Voice, particularly but not only on the Behaviour Policy. The group would need to meet again in Term 6.</p> <p>TJ then invited any questions and/or comments from governors present.</p> <p>LP mentioned that the group had also looked at the possibility of offering coaching. He reported that he had spoken to a colleague regarding coaching. That colleague would be very pleased to speak to IW and KB about this. TJ thanked LP and asked that both himself and HA be copied in to any correspondence.</p> <p>IW reported that the next steps on Pupil Voice and the behavior policy would be to speak with the School Council about the Zones of Regulation and also about how the school used the merit system. IW would check with pupils how they felt about the existing system. Once pupil views had been sought, IW would take the draft policy to the Parent Forum before the policy was formalized in September.</p> <p>TJ acknowledged that this was how the school would wish to make use of the Parent Forum going forward. He then invited HTurner together with RG and IW to comment on the staff survey.</p> <p>HTurner reported that the survey was more or less ready to be issued and that staff would have the opportunity to complete it at the next INSET day. She explained how whilst it had been difficult to pursue all actions arising from the last survey, many had nonetheless been addressed.</p> <p>Action – Send most up-to-date staff lists &amp; email addresses to RG</p>	IW

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	<p>TJ thanked colleagues for their involvement and hoped that results from the survey could be an agenda item for the last FGB of the year. Concluding this item, IW added that the school had lost Janet Wilde (play therapist) but that two prospective therapists had been interviewed with two further interviews to take place. The work with Fegans, funded by the LCLP, had also come to an end but she hoped that more funding might become available as the scheme had proved to be so beneficial.</p>	
8	<p><b>Safeguarding Update</b></p> <p>TJ asked about the recent addendum on Safeguarding and Covid. IW reported that it would be published on the school website and remain part of the Safeguarding policy for this academic year or until County instruct otherwise.</p> <p>HTurner confirmed that she had met with RH to discuss Safeguarding. A report had been circulated to governors ahead of the meeting. There were still some pupils really struggling with returning to a routine although there had been fewer issues than reported at the previous FGB.</p> <p>RH said that CPOMs had been invaluable in helping families, making referrals and supporting staff and governors in their Safeguarding roles.</p> <p>HTurner reported that there had been an issue in years 5 and 6 with a certain gaming programme. A lot of pupils had been playing an unsuitable game for their age group out of school. This had been having an adverse effect on and spilling over into school life. IW said she would write to families about this.</p> <p>TJ concluded this item by commenting on how interaction with other agencies had been very encouraging. He thanked staff for the work in Safeguarding WR pupils.</p>	
9	See Item 4	<b>TJ</b>
10	<p><b>Governance &amp; Staffing Issues</b></p> <p>TJ reported that:</p> <ul style="list-style-type: none"> <li>• EM had stepped down from the SG due to work pressures. She had been invaluable member of both the FGB and Strategy Group. The FGB hoped very much that she would remain part of the FGB.</li> <li>• For entirely understandable reasons, RG was unable to accept the offer of taking EM's place on the Strategy Group. TJ invited anyone else who might be interested in joining the SG, to let him know.</li> <li>• There were vacancies for two co-opted governors and a parent governor. A recruitment process to fill these roles was underway.</li> </ul> <p>Action – keep tally of where roles have been advertised</p> <p>HA had made contact through her networks in regard to placing an ad at Sussex University.</p> <p>TJ reported that he had booked himself onto a chairs networking session with ESCC to which vice chairs &amp; aspiring chairs were also very welcome.</p>	<b>NG</b>
11	<p><b>Car Park Update</b></p> <p>IW reported that the County solicitor dealing with contract questions would be in touch by the end of the week. TJ welcomed the good news and hoped that there might be a summer solution on the car park issue. He also thanked IW and RW for persevering with this.</p>	<b>RW</b>
12	<p><b>Policy Approval: RSE Policy</b></p> <p>TJ invited IW and KB to explain the statutory context of the RSE policy.</p>	<b>TJ</b>

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	<p>KB said that the main changes in the policy were because RSE would become statutory from September. The school could not allow families/pupils to opt out of certain parts of the curriculum</p> <p>IW explained that the RSE policy had also been reviewed in terms of the new curriculum expectations for Term 6. The school had changed some wording to take into account HA's very useful note about not accepting abuse or exploitation. TJ asked governors if they approved of the policy. Having all agreed, the policy was formally approved.</p> <p><b>Action – share updated policy tracker with IW &amp; TJ</b></p>	<b>NG</b>
	<p><b>AOB</b></p> <p>TJ mentioned that at the next meeting of the LCLP topics would include:</p> <ul style="list-style-type: none"> <li>• the format of the LCLP and their Articles of Association</li> <li>• questions regarding pupil numbers in Lewes schools</li> <li>• the future of the Fegans and any other joint activity that the LCLP would want to support amongst Lewes schools</li> </ul> <p>He concluded the meeting by once again thanking colleagues for their time and dedication. There was a lot happening with much progress and much governor activity for which WR was much indebted.</p>	

**Papers to accompany this meeting:** Agenda; Attendance Register; Minutes of last FGB meeting dated 15<sup>th</sup> March 2021; Budget Planner 2021/22; 2073 Year End Certificate 2020/21; WR School Budget Note May 2021; SFVS Note; Head Teacher's Report; Term 5 Data; H&S Note; Risk Assessment; SIP; May 2021 Report to Governors Inclusion WR; Safeguarding Report; RSE Policy;

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