



**Governing Body of the Winchcombe School
Minutes of the Governing Board
Monday 23 September 2024 at 5.00pm**

Present: Richard Blofeld (RB) (Chair) co-opted governor; Liam Anderson (LA) (Vice Chair) co-opted governor; Matt Percy (MP) (Head teacher) Hannah Peto (HP) co-opted governor; Dani Clay (DC) elected staff governor; Gary Smith (GS) parent governor; Abi Preston-Rees (APR) parent governor; Sarah Whatmore (SW) LA governor; Kathryn Bowers (KB) (co-opted governor)

Apologies: None

Absent:

In attendance: Sheilagh Peacock (SP), School Business Manager (SBM); Harriet Skinner (HS), Clerk, Elode Scarlett (ES) Deputy Head teacher

Key: [Strategic direction](#)/[Challenge or Question](#)/[Answer](#)/[Action](#)/[Extract](#)

1. Apologies & Introductions

The meeting was quorate

2. Declaration of any other business

(i) Complaints (RB)

3. Declaration of interests

None

4. Minutes of the meeting of 15th July 2024

It was agreed that the minutes were a true record of the meeting and were signed by RB.

Clerk to upload minutes to the school website: ASAP

5. Matters arising

(i) Attendance (deferred to next meeting of the FGB)

ACTION: investigate number of PP children with low attendance and the effect on data – MP/ES by next FGB meeting 25/11/24

(ii) Allergen Policy – GS happy with draft. **SP/clerk to circulate to staff ASAP.**

6. Code of conduct, register of business interests, training records, Keeping Children safe in education / Governor Hub

The clerk thank governors for completing compliance/ training record on their Governor Hub profile.

7. Governor Roles/HT PM Panel

The following roles were allocated:

Pupil Premium (PP) governor – RB

Health and Safety (H&S) – GS

Special Educational Needs (SEN) – APR

Safeguarding – SW

Finance- LA

Development – clerk

Governors concurred that as the school is over-subscribed marketing was not a priority. It was felt that e- safety came under safeguarding responsibility and governors would take collective accountability for curriculum and data.

The HT performance management (PM) panel will consist of RB, LA and KB plus school improvement advisor (SIA) – the same as last year for another cycle of PM. The current panel have completed HT PM training.

Update Governor Hub and website – clerk ASAP

8. Head teacher report

MP talked through his report. Governors noted slight change to the school day to accommodate 32.5 weekly hours and teaching assistant contracts.

LA asked about the weekly staff meetings – what is the focus/has school strategy (SIP) been shared with staff? MP advised that key elements of the SIP were shared at the INSET day on 3.9.24. LA enquired about the impact of after school clubs and if are they mostly parent led.

DC (club co Ordinator) explained the club offer as a combination of staff and parent led activities. LA queried the teacher appraisal process and if the current policy was robust in terms of target setting. MP cautioned that the policy is under review and ES pointed out that a bespoke Winchcombe policy is not viable as Appraisal Policy must be approved by teaching unions, therefore the school was tied to model policy from HR.

The discussion moved onto high needs pupils in Foundation and providing 1:1 support for Education, health and care plan (EHCP). MP cautioned that at least 6 TAs are needed for the current cohort with further support needed at lunchtime. If successful in recruiting the school will be in a deficit budget at year end. RB asked if MP felt the school could operate safely with the current staffing levels. MP, ES and DC explained the challenges and agreed that staff shortages could potentially present a danger to children in school. GS highlighted a concern about the welfare of school staff. KB felt the school do not have a choice – safety was paramount. The GB felt that these are testing times and ethically the school must make operating safely first priority. Many scenarios were discussed, and morally governors supported MP. Budget implications regarding additional recruitment, advertising, staff costs, redeployment within the school to be examined by Finance Committee (FC). Meeting of 14th October 2024 and report back to FGB – 25th November 2024 (FC)

SP drew attention to the difficulty in recruiting experienced/ qualified TAs and LTCs. SW and APR suggested exploring the possibility of apprenticeships, SP agreed to contact Newbury College. APR offered to volunteer in Foundation and report to back to the GB.

Lastly, RB and LA wanted a more substantive HT report, clerk/MP to look at template for future meetings and attainment targets to be tabled at meeting of 25.11.24.

9. Headline Data 2023-24 & 10. School Improvement Plan (SIP)

Agenda items 9. AND 10. Combined.

Below is an extract of questions submitted by LA in advance of the meeting and MP's response, notes which MP and ES expanded on in the meeting:

Data

I think the main thing that would be useful to hear about in the meeting would be the factors behind the reasons for low progress/attainment and gaps between key groups from own internal analysis of the data, so governors understand the barriers. More importantly, then what is being done this year as new actions/strategy to make improvements and ensure gaps are closed for key groups and between the school's and local and national averages? The strategy document gives a good overview, but would be interested in some of the detail about how these actions will happen.

EYFS:

With data across the board below both local and national averages, the strategic priorities section for EYFS has little detail of strategy to make improvements with this data. From internal analysis, what are the factors as to why data is below? What changes have been made to interventions and tracking systems as mentioned in the strategy that are going to ensure better attainment and progress? Is there a more detailed plan/strategy that the EYFS team have that clearly communicates the plan going forwards to improve this area?

Last year's cohort was immensely challenging, 8% of the cohort 5 children with an EHCP. One was a 2:1 child. Significantly all EHCPs were boys, communication, Lit and reading was at a really low baseline. Overall, the whole cohort of boys was low, LT (previous EYFS lead) said it was the weakest starting point she had ever had.

Baseline completed – Level 1 phonics already started ahead of letters. Books sent home tonight, Reading Army engaged, poetry baskets a poem a week FS1/2), snack and chat – oracy drive. Drawing club has vocabulary to target contextual vocab – ties in with whole school drive. Recruitment needed for further interventions. Seedlings 2 adults, 3 1:1, Saplings 3 adults, 3 1:1. Recruiting but still need more -ideally 2 more.

This is a higher baseline than last year we think... data could be shared 25th November. New purchases include garden = enhanced play, calmer environment. Specialised phonics sensory approach for EHCP children

Average Primary: 14.1% of pupils have SEN support, and 3.0% have an EHC plan – whole school we are 7% EHCP (29 children), SEN Status 19%, SEN Support (81 Children 18% (80 children)

KS2:

Gaps remain with reading and writing and I can see from the strategic plan that these references raising attainment for writing; what's the plan for raising attainment in reading also? Again, could you give more detail on some of the strategy with this - what new actions are in place for this year to raise attainment?

A significant gap remains with disadvantaged pupils across the board and combined is significantly below national and local averages. There isn't any explicit mention of disadvantaged pupils in the strategy. How is this being made a priority in all aspects across the school? What are the barriers that are meaning this gap isn't closing? What new actions are in place/happening this year to ensure disadvantaged pupils achieve better? PPG role for Phase Leader tied to UPS – PL to work with teachers, pupil progress meetings and scored pupil voice to measure successes not just in academia. Pupil voice groups – PPG actually lowest group after EAL 25%, SEN status 19%, SEN needs 18%, PPG 16%, FSM 15% rising tide. EHCPs 7% 29 children.

From discussions on the school wide context last year, the new/current Year 6 this year are a very similar make-up as last year's cohort, in relation to PP/SEND etc... what else is being done this year differently to ensure a new strategy for improving outcomes with this cohort. Class mix, early residential to show successes, maths interventions, reading interventions, target setting linked to pupil progress meetings. EAL 30%, Medical 26%, PPG 23%, SEN Status 21%, FSM 21% SEN needs 20%

SIP

Quality of Education:

There are some good, ambitious ideas here. I note a lot of reference to reviewing/researching for this year's strategy, but in particular with immediate areas for improvement (i.e., vocab/key knowledge identified on unit plans), what actions will happen and be implemented this year, rather than just planning/reviewing?

A writing role for Phase Leader tied to UPS target. Vocabulary alongside Oracy but with tweak on words. However there has been no significant investment in writing over last few years, people have adopted/adapted training but no consistent approach. Pie Corbett – T4W (some sent on it, linked to oracy but is a 2-year project £8-9k), The Write Stuff (not right for our school) Read write inc. – couldn't get training and price (£3-4k not inc. books), Everybody writes. "Nothing works because we're trying to do it on the cheap." Will need to invest in plan and train whole school – cost implications and has to be right investment. How does that impact our curriculum which has been on a journey and is now nearly complete? CUSP, T4W, Writers for Life, Big writing adventures, The Write Stuff coupled with what the new government will want to do.

Continuing to empower oracy subject lead. Research informed

Where does the picture from the data tie into the strategy for QofE? How is the immediate need to raise attainment across the school and for key groups being addressed and acted on in this year's strategy? What changes have been made from the previous draft in light of the data to addressing arising areas for improvement?

Maths interventions already on in Y6, collaborative learning across Maths.

FS2 baselines completed – phonic intervention groups (Y1,2), reading army engaged

Q: What do we do for Y3 children who haven't passed screening twice?

Phonics training needed

Leadership & management:

High expectations through low threat challenge - could we have some further detail on this? What will this look like? What is the reason for this approach?

Ties in with our coaching, working alongside teachers - Asking questions. So, many teachers are reframing their planning for learning around big questions. Big questions are a tease, because the answer is not there immediately. Learners have got to do some deep work to get there, often by trial and error. They offer these to their classes and ask them to consider what might be going on here. What are some of the questions we might have about this, what will we need to do to find out the answers?

With regards to HT report, could we also get some data on attendance/exclusions/movement stats etc as we used to have as part of the HT report, as it has been a while since governors have seen any stats on this and would be good to have oversight of, as this will also help build a bigger picture linked to SIP/data etc.

I think we discussed last time about having stats for attendance at end of last academic year for this first meeting.

Attendance: Overall 94%
 Autumn – 94%,
 Spring – 93.3%,
 Summer 94%. Agreed, see action from agenda item 8.

An in-depth discussion took place about the responsive teaching model and retrieval of knowledge. ES asserted that to the narrow the gaps for PP/SEN/EAL high quality teaching is key. LA wanted to know when responsive teaching would show an impact, ES conceded that the process has been slow – but crucial that the ethos is deeply embedded; in addition, this has to be achieved during one session a week. LA asked if going forward, this would be given priority and if enough to close the gaps. ES acknowledged the challenge but felt that progress is being made. HP mentioned that Ofsted report recommended that leaders should have a clear view of how well pupils are achieving in all subjects.
 Lastly, RB requested that last year’s RAG rated statements on the SIP 23/24 could be added to the first column of the 24/25 SIP. MP also agreed to call it a School Improvement Plan rather than Strategic School Priorities to avoid confusion.

11. Safeguarding report and Child Protection Policy 2024-25
 There were no safeguarding concerns to report. Governors noted date for NSPCC safeguarding deadline moved to January 2025.
 The Child Protection Policy 2024 -25 based on WBC model was adopted and approved.
 Clerk to update website, staff shared, policy file and staff handbook – ASAP.

12. Supporting pupils with medical conditions policy
 Reviewed and approved.
 Clerk to update website, staff shared, policy file – ASAP.

13. Health & Safety Policy
 Reviewed and approved.
 Clerk to update website, staff shared, policy file staff handbook and H&S notice board – ASAP.

14. Behaviour Policy
 The clerk advised that this policy is owned by HT and ratified by GB. Deferred until the next meeting of the FGB.
 Review behaviour policy by 25.11.24 - SLT

15. AOB
(i) Complaints
 RB agreed to review complaints and persistent complaints procedure – to link policies and minimise repetition, adding a pro forma for process – by next meeting 25.11.24.

14.Date & time of next meeting
 Monday 25th November 2024 at 5.00pm

The meeting closed at 6.36 pm

	Supporting documents	Agenda item
1.	Agenda for this meeting	1.

2.	Minutes of the meeting of 15.07.24	4.,5
3.	Governor Roles and responsibility guidance	7.
4.	HT report to Govs 20.09.2024	8.
5.	Primary data sheet (provisional July 2024) Attainment & progress summary summer 2024	9.
6.	SIP: School Strategic Priorities 2024-27	10.
7.	Child Protection and safeguarding policy 2024	11.
8.	Supporting Pupils with medical conditions policy	12.
9.	Health and Safety policy	13.
10.	Behaviour policy	14.