



**Governing Body of the Winchcombe School  
Minutes of the Governing Board  
Monday 29<sup>th</sup> September 2025 at 5.00pm**

**Present:** Liam Anderson (LA) (Vice Chair) co-opted governor; Matt Percy (MP) (Head teacher); Dani Clay (DC) elected staff governor; Gary Smith (GS) parent governor; Abi Preston-Rees (APR) parent governor; Kathryn Bowers (KB) (co-opted governor).

**Apologies:**

**Absent:**

**In attendance:** Harriet Skinner (HS), Clerk & FO, Lynda Jones (LJ) (School Business Manager) (SBM) Elode Scarlett (ES) (Deputy Head teacher); Sarah Whatmore (SW); Harry James (HJ)

**Key:** Strategic direction/Challenge or Question/Answer/Action/Extract

**1.Introductions and Apologies**

*The meeting was quorate*

SW attending as an observer as term of office lapsed and waiting for Local Authority (LA) to confirm reappointment.

**2.Declaration of any other business**

**(i) Ofsted (LA)**

**3.Declaration of interests**

None

**4.Election of Chair and Vice Chair**

LA volunteered to stand as CoG with a term of office of one year. This was agreed unanimously. Nominations were sought for Vice Chair. KB came forward and this was agreed by the GB, also for one year term of office. **Clerk to update website, Governor Hub, Register of authorising officers - clerk**

**5. Minutes of the meeting of 14 July 2025**

It was agreed that the minutes were a true record of the meeting and were signed by LA. **Clerk to upload minutes to the school website: ASAP**

**6. Matters arising (see actions log below)**

None

**7. Governor Hub – Compliance**

The clerk reported that all confirmations have been updated with the exception of SW's - to be completed when reappointed LA governor.

**LA queried the requirement for governors to attend safeguarding training. SW advised that it was good practice and agreed to supply links to NGA safeguarding training. Governors who do not have universal safeguarding should follow the online session and update their training record on Governor Hub. Those who have attended training as part of their day job should update their training records as well – by end of term – 24.10.25 SW and all governors.**

### **8. Appointment of co-opted governor – Harry James (HJ)**

HJ's application was considered, a vote was taken and HJ was appointed to the GB.

Update Governor Hub, website, governor email – clerk

DBS – LJ

### **9. HT Performance management panel/ Finance Committee**

LA, KB and GS to form HT PM panel together with WBS School Improvement Advisor (SIA).

HJ to join Finance Committee.

Update Governor Hub, website, check HT PM training for GS – Clerk ASAP

### **10. Governor roles**

LA was keen to allocate link governor roles for greater oversight:

SEND - Abi

PP – KB

Data – HJ

Attendance – KB

T&L/curriculum - LA

Safeguarding – SW

H&S - GS

Early Years Foundation stage (EYFS) – SW

Link governors to arrange visits, clerk to advise key contacts.

Update Website, Governor Hub – clerk by 24.10.25

### **11. Headteacher report/School Improvement Plan (SIP)**

Questions were raised by LA in advance of the meeting; MP's responses are in blue.

Thank you to everyone who has put this information together for governors. The detailed HT report in particular is much clearer for governors to get a good overview of key areas to help keep everyone informed and have a clear understanding of where we are at.

#### **Curriculum review 2024-2025 document**

Good to see that 'The Winchcombe Way' guide has been launched with all staff and that staff have been given time to look over this on INSET. This should help to drive consistency with pedagogy and expectations and help to create a shared language and model of T&L (Teaching and Learning) that all staff understand and make it easier and more consistent for monitoring and evaluation.

- What M&E/QA (monitoring and evaluation) (quality assurance) will be happening this term to ensure that this starts well and is being embedded? Who will be leading this M&E/QA? First 4 weeks as per M&E schedule set on routines, SLT outside supporting end of breaks and lunches wherever possible. MP lunch duty, Leadership team covering red cards. Next 4 weeks to focus on feedback through class drop-ins. Target setting, EYFS baseline, PPG strategy review, EAL strategy review, PMR, Baseline analysis, SAPs, Phase leaders' tasks, SIP Review, TA performance management, Data drop, data analysis, subject curriculum feedback from focus subjects (writing, history, science, art), Phonics drop ins and audit review.

A discussion took place about how coaching feedback is documented. ES asserted that there were barriers to taking notes of conversations due to staff shortages and that evidence of the outcomes of coaching would be seen through good practice in class. LA suggested a pro forma for recording conversations. GS felt that if Senior Leadership Team (SLT) are having 'in the moment' conversations, formal recording is not be needed.

- The planned phase meetings to go through The Winchcombe Way document – what will this look like? Is this discussion/planning or CPD/training approach? How frequent will

these be across the year? I assume all staff CPD will also focus on this too? Might be useful to look at CPD plan in more detail.

- Fortnightly phase meetings, discussion in phases focusing on phase specific challenges. Link to Walkthrus, support from SLT. Phase Leader (PL) focus on Winchcombe Way, CPD, common understanding and standards (Book looks), fortnightly SLT meetings to feedback. CPD all mapped out on SIP.
- Whole school CPD Term 1: RE – new agreed syllabus, Grammar & Spelling scheme introduced and staff trained. Adaptations in line with SIP, PPG & EAL updates, continuation of adaptive teaching SEN, moderation, fine tuning of Winchcombe Moments in the Winchcombe Way. Pupil progress meetings.

LA asked if visits from the Local Authority (LA) are continuing throughout the academic year and if this was good value for money. MP reported that the visits had value and the LA had already been into school this term.

The discussion moved onto staff well-being and HJ asked if there were external resources available to support staff. LJ advised that the school's HR provider has a confidential service for staff. HJ signposted a national charity called Education Support which provides counselling and financial support to teachers.

#### **HT report**

Good to see improvements in attendance for summer term compared to the previous academic year – particularly PA, even though slight increase in unauthorised. What key strategies as a whole school/at classroom level are in place going forward to keep momentum going of making sure parents get their children into school and support being in every day? How does the school as a whole create a culture of making children feel like they belong and encourage them to be in everyday? Pastoral support on gate, in class, key SLT figures identified, attendance RAG rating on HT Roundup, Attendance review meetings this week, letters sent to parents to keep children on track.

Increase in EHCP and SEN support of note as recognise this continues to be a significant challenge with being able to meet need with staffing required. What can governors do to support the school with this in terms of children coming in and capacity for us to support need? We are trying to push back on EHCPs but if directed have to take them. Longer term view needs to be considered by SLT.

No pupil progress meetings in summer term – when will first happen this term to target early those children who need support/intervention when not on track? PLs have had time out to look at data, about to switch data suites, current one does not provide data needed anymore. Cost implications and timing, amount of time to look at data is significant and we are struggling to cover already. January PPM after 1<sup>st</sup> Data drop (R, W, M, Speaking), monitoring in PL meetings is ongoing. All staff given targets which were set by previous teacher, reviewed at ½ term. Bsquared tracks SEN children, need to align with new data suite. Ring fenced HLTA for phonics and maths interventions, there is no further capacity other than

What were the key themes – strengths and areas for development from M&E in summer term? Has this informed CPD/SIP this term and where? SIP has been carefully considered to build on strengths (WW reinforcement), areas for development include writing, PPG (across all areas) all of this planned for in the SIP.

Partnerships and collaboration is strong as always and continues to offer our pupils a vast array of opportunities for personal development – this is a real strength of the school, including leadership opportunities for children with house captains etc.

For PP attendance – what are the stats for this? SIP has been carefully considered to build on strengths (WW reinforcement), areas for development include writing, ppg (across all areas) all of this planned for in the SIP.

Some detail on this would be useful as it has been referenced a few times that this is a barrier. Action plan for PP attendance? Letters, meetings with EWSS, Link Gov. This also seems to be the same for SEND – barriers for attendance? Going back to earlier comment – how does the school build inclusion and belonging for these groups to encourage them to want to be in school? LA went onto to comment on PP participation in breakfast clubs, house captains, school council etc. MP advised that free spaces are available at breakfast club for vulnerable children and he would look at school council.

HJ raised some questions about the HT report with regard to missing data: (LA and national averages), data on bullying and racist incidents. MP advised that these sections will be populated as the academic year progresses. Under the staff section, HJ queried the discussions around staff redundancies. MP gave a brief overview of the possibility of a deficit budget due to staffing costs, which will be followed up by the Finance Committee.

### **Whole school data**

'No assessment' sections – what does this mean? Why are there a large amount in multiple year groups who did not do these? PP/EAL of note. Data doesn't take into account leavers/starters, New to school, out of year group, (Bsquared will solve this and on SIP as action),

Current Year 6 (based on last year's Y5 data) – large amount of PP who are 'significantly below' with writing – what actions are in place to get them on track? This represents 8 children: 6 SEN (3 LAC, 2 SAL, 1 medical -77% 24-25 50% 25-26) None are 'above' in RWM – how can we stretch these pupils further? PPG, Non-PPG, SEND – exploring 2 leads – 1 PPG/SEN, 1 PPG/Non-SEN. Data to be drilled into, Bsquared for all PPG children a possibility but there is a cost implication. This will show progress. No current capacity beyond Phonics in EYFS interventions & Maths in Y6 (HLTA ringfenced) so will be targeted questioning/support adaptive teaching (SS CPD planned for second ½ term).

A significant amount more of boys compared to girls 'significantly below' in reading and writing – reason for this? Actions for closing this gap? Andy Smithyman, author working with school, hoping to do a boys group, careful selection of texts designed to engage boys to transfer to writing.

LA asked for a breakdown of YR reading, writing and maths compared with LA and national averages:

	Winchcombe	West Berkshire	National
Reading	72.1%	73%	75%
Writing	56%	67%	72%
Maths	78.8%	70%	74%

Governors were pleased to note the achievement in Maths and LA asked if this success could be developed elsewhere. MP advised that writing is a known problem and is integral to the SIP. MP

opined that often children simply do not have the life experience to write about, so the school attempts to provide opportunities (visit to Shaw House, local river) for recount.

### **Subject leads' report**

Thank you to subject leads to providing this information to governors – it's lovely to hear about what is going on in each subject and the work that has gone into developing the curriculum and wider experiences for pupils.

The SIP key focus on writing – how is this weaved into subjects across the curriculum?

Opportunities for extended writing across all subjects, e.g. Geography – Y6 non-chrono report, History - recount

How are PP/SEND considered in curriculum planning across all subjects? Would be good to have some brief detail on how this is built into curriculum planning in individual subject areas. On PMR as a target this year, adaptative teaching key focus, CPD in Writing planned for this term linked to SIP.

### **SIP**

Some clear and ambitious aims and focuses for the year and good to see that planned reviews periodically each term throughout the year are planned in.

Would be good to see costings included in full document – this would be helpful for governors to consider where things are having the most impact and where it might be worthwhile investing more money into resources to support the school in achieving its vision and aims and improving outcomes for all children.

How does this marry up with M&E? Who will be overseeing each area?

- Building automaticity – Leadership and subject leads (Oracy, phonics, writing, grammar, maths)
- Best outcomes – Leadership (Winchcombe way, CPD (SLT), Subject leads monitor sticky knowledge.
- Improving curriculum for all – Everyone
- Culture and Wellbeing -SLT-DSLs, all staff

When these are RAG rated each term, this would be useful to share with governors so that we can keep updated on progress across the year. Yes, this is planned for and costs will be added although much of the associated expenditure is part of the WBC package.

### **12. Governor monitoring visit – Pupil Voice Year 5**

LA shared highlights of his visit last term and praised the children articulatory. Points to note:

- Pupils felt more Lunchtime Controllers (LTCs) were needed
- Staff felt their voice should be heard too.

### **13. Finance Update**

P5 Budget monitoring reports shared with governors in advance of the meeting. These are pilot reports using SBS system. P6 will be more detailed and will be reviewed by schools' accountancy. HS drew attention to £50k in year deficit on Fund 01.

WBC Financial Audit took place on 23<sup>rd</sup> and 24<sup>th</sup> September, the final report will be available in 4-6 weeks but the feedback was very positive. Financial management and processes in school are sound. Concerns around leadership and governance – FC to meet more frequently and all challenges to SLT to be recorded in GB meetings. LA urged SLT and governors to begin planning for 2026/27 budget plan, considering different staffing scenarios.

<p><b>14. Child Protection and Safeguarding Policy</b>  HJ drew attention to the allegations against staff flow chart and it was agreed to amend wording to differentiate between CoG and HT.  The Child Protection and Safeguarding Policy was approved subject to this amendment. approved. <b>Clerk to update website/Policy file ASAP.</b></p>
<p><b>15. Safeguarding report</b>  There were no safeguarding concerns to report.</p>
<p><b>16. Health &amp; Safety report</b>  There were no H&amp;S incidents to report.  LJ and GS have met to consider H&amp;S checklist and LJ has highlighted areas to focus on.  LJ to join MP and senior caretaker on weekly walk about, LJ to take notes.</p>
<p><b>17. AOB</b>  <b>(i) Ofsted</b>  LA felt it important that Governors read new Ofsted toolkit – Governance section.  MP reported that final version is due to be published on 10.11.25. <b>Clerk to add to FGB agenda 24.11.25.</b></p>
<p><b>18. Date &amp; time of next meeting</b>  Monday 20<sup>th</sup> October at 5.00pm – Finance Committee  Monday 24<sup>th</sup> November at 5.00pm – FGB  <i>The meeting closed at 6:45 pm</i></p>

	<b>Supporting documents</b>	<b>Agenda item</b>
<b>1.</b>	Agenda for this meeting	<b>1.</b>
<b>2.</b>	Minutes of the meeting of 14.7.2025	<b>5.,6</b>
<b>3.</b>	Harry James CV	<b>8.</b>
<b>4.</b>	HT report Summer 2025 Curriculum Review 2024-25 SIP 25-26 Subject Leads reports Subject Monitoring and Evaluation summary 2024-25 Summer 2025 summative whole school data	<b>11.</b>
<b>5.</b>	Year 5 Pupil voice	<b>12.</b>
<b>6.</b>	Budget monitoring reports P5	<b>13.</b>
<b>7.</b>	Child Protection and Safeguarding Policy	<b>15.</b>

<b>Agenda item</b>	<b>Actions from meeting of 14<sup>th</sup> July 2025</b>	<b>Completed</b>
<b>4.</b>	Clerk to upload minutes to the school website	<b>YES</b>
<b>6.</b>	Full analysis of data in HT report - MP	<b>YES</b>
<b>6.</b>	LA to meet with SLT to consider data/SIP	<b>ongoing</b>
<b>8</b>	P6 Budget monitoring reports to governors – tabled for FC meeting of 20.10.25 - HS	<b>YES</b>
<b>10.</b>	H&S walk around – LJ & GS	<b>YES</b>
<b>11.</b>	Redundancy Policy – upload to staff shared – clerk	<b>YES</b>
<b>12.</b>	Equality Policy - upload to staff shared – clerk	<b>YES</b>

	<b>Actions from meeting of 29.9.25</b>	<b>By whom</b>	<b>By when</b>	<b>Completed</b>
<b>1</b>	Election of chair and vice chair, update Governor Hub, Website, RAO	HS	ASAP	30/09/2025
<b>2</b>	Upload minutes of the FGB meeting of 14/7/2025 to the school website	HS	ASAP	30/09/2025
<b>3</b>	Supply links to NGA safeguarding training.	SW	ASAP	30/09/2025
<b>4</b>	Governors who do not have universal safeguarding should follow the online session and update their training record on Governor Hub. Those who have attended training as part of their day job should update their training records as well	ALL	24.10.25	YES
<b>5</b>	Appointment of co-opted governor: update Governor Hub, website, governor email – clerk DBS – LJ	HS, LJ	ASAP	30/9/2025
<b>6</b>	HT PM panel Update Governor Hub, website, check HT PM training for GS	HS	ASAP	01/10/2025
<b>7</b>	Link governor roles: update Website, Governor Hub, advise contacts  Arrange link Governors visits	HS  ALL	ASAP  24/10/2025	30/09/2025  APR 10/10/2025
<b>8</b>	Child Protection & safeguarding Policy – update website and policy folder	HS	ASAP	30/09/2025
<b>9</b>	Ofsted = add to FGB agenda  Overview of new Ofsted toolkit	HS  MP	17/11/2025  24/11/2025	11/11/2025