



**Governing Body of the Winchcombe School
Minutes of the Governing Board
Monday 2nd March 2026 at 5.00pm**

Present: Liam Anderson (LA) (Chair) co-opted governor; Harry James (vice chair) (HJ); Matt Percy (MP) (Head teacher); Dani Clay (DC) elected staff governor; Georgina Furr (GF) elected parent governor; Rob Clay (RC) elected parent governor; Andy Smithyman (AS) co-opted governor; Gary Smith (GS) co-opted governor, Abi Preston-Rees (APR) co-opted governor; Sarah Whatmore (SW) Local Authority appointed governor;

Apologies: Laurence Andrews (L Andrews) co-opted governor;

Absent:

In attendance: Harriet Skinner (HS), Clerk & FO; Elode Scarlett (ES) (Deputy Head teacher); Clair Lloyd-Butler (CLB) SBM

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

1. Apologies L Andrews

The meeting was quorate

2. Declaration of any other business

- I.** Wellbeing (AS)
- II.** Clerk recruitment (LA)

3. Declaration of interests

None

4. Minutes of the meeting of 26th January 2026

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

5. Matters arising (see actions log from minutes of meeting dated 26.01.26 updated)

	Actions from meeting of 26.01.26	By whom	By when	Completed
1	Upload 24.11.25 minutes to the school website	Clerk	31/01/26	28/01/26
2	SEF	MP	02/03/26	02/03/26
3	H&S walkaround	GS/SBM	02/03/26	By 27/03.26
4	Safeguarding/SCR inspection	SW	02/03/26	10/02/26 (Ofsted inspection)
5	Headline data report (can be inc. in HT report)	MP	02/03/26	02/03/26
6	SIP – circulate to all staff	MP	13/2/26	29/01/26

7	Behaviour Policy – working party	MP	01/05/26	On going- 31.5.26
8	Staff survey report to governors (inc. in HT report?)	MP	02/03/26	02/03/26
9	Attendance (inc. in HT report)	MP	02/03/26	02/03/26
10	Staff capacity/well-being	AS	ongoing	
11	Link Gov roles – upload to Governor Hub	Clerk	27/01/26	27/01/26
12	Arrange school visits, LA & MP to put together governor monitoring schedule to plan visits across the year.	ALL LA/MP	Ongoing 02/03/26	02/03/26
13	RIP- submit to WBC	LA/HJ	30/01/26	30/01/26
14	Submit SFVS to WBC	Clerk	30/01/26	28/01/26

6. Ofsted update

The Ofsted inspection of 10th-11th February 2026 was discussed; awaiting draft report.

7. School Improvement Plan (SIP)

Governors understood that there were no updates due to Ofsted visit.

GF wondered why SIP was on the agenda of every meeting. HJ would like to see a headline SIP for governors. GS concurred that governors did not need to see granular detail of SIP at an operational level but was mindful of duplication and adding to SLT workload.

LA asked how SIP is reviewed by SLT and GS queried the frequency of data analysis.

HJ offered to undertake a review of governance and has arranged to meet with ES to understand school data and when it becomes available. ES pointed out that the timeline for data drops is in The Winchcombe Way document (available to view on Governor hub). As part of governance review HJ to circulate questionnaire to the GB.

GF asked about timescale of review of governance and HJ committed to delivery by end of term 27th March 2026.

8. Rapid Improvement Plan (RIP)

RIP review meeting scheduled for 17th March 2026.

LA conceded that there was no significant progress as plan has been in place for a matter of weeks. Safeguarding strand is completed.

9. Governor Visits – Teaching & Learning (LA), Wellbeing (Yr 6 Read along project)

AS reported a delightful visit to Winchcombe Place care home with a group of year 6 pupils which demonstrated the values and ethos of The Winchcombe School, expanded on in his visit report. LA summarised the actions from his report, drawing attention to continuing professional development (CPD) for support staff, particularly in phonics.

10. Governors Monitoring Schedule MP felt that governor visits to school were key to understanding context and detail. LA signposted governors to Governor Visit report proforma and National Governance Association (NGA) 'questions for governors' on Governor Hub. SW Pointed out that her link role for EYFS & Phonics should be separated as phonic is taught up to year 4. SW agreed to monitor phonics for EYFS and KS1. CLB pointed out SCR check should be once a long term. Lastly, LA suggested joint visits for new governors.

11. Head teacher's report

LA circulated questions in advance of the meeting, MP responses in blue.

Number on roll (Nor) – drop of 12 – reason for this mobility? 12 new in, 5 left (1x EHE, 1 x India, 3 x local)

FS1 & Y6 where drops have been? FS1 lower intake

SEN support – big increase – 56 up to 70. What are the main SEN needs that have led to these increases? What capacity/support is needed – is this quality first teaching/classroom level – ordinarily available provision – or do these require 1:1/more intensive support?

Increase in social, emotional needs including EBSA (range of reasons e.g. family circumstance, ASD, ADHD)

Increase in EHCP complexity and reduction of support staff in class has led to a decrease of interventions, gap teaching, pre teaching throughout the day so progress of SENs group has slowed.

SEN pupils are finding learning harder due to reduction of small group teaching so are more dysregulated

Capacity of SENCo = NOT enough hours in the day, now working from home one day a week and time sheeting to try to keep up with the paperwork)

More EHCP applications (school requests but also parental requests sent directly to LA)

More Referrals to outside agencies needed

More SEN alert forms coming in for teachers (these need observations, assessments packs)

More CAMHS referral requests from parents

Constant pupil support needed EBSA, behaviour, dysregulation

SW asked if MP envisaged any changes from the SEN white paper and that parents should understand that and EHCP does not necessarily mean 1:1 support. MP agreed and said other options were used in different schools.

Persistent absence up on last year – what's our strategy here? Why is it not working – what are the barriers? PP PA? Are monthly meetings for PP PA happening as mentioned in PPG strategy? What impact are we seeing from this?

Pastoral/SLT discussions on gate, phone and collecting from homes. Impact: 19 improvements from 84 children so far. HT on RISE attendance conf 6 hours

GS asked how pupils are collected. MP advised by personal vehicle with business insurance.

Phonics INSET training – how will this be followed up and ongoing training and support – is this built in as a focus for CPD sessions across the rest of this academic year and into next?

TA support 9/16th March. Phonics audit by National organisation will give support and CPD ideas. Further observations by phonics Lead.

Recruitment of higher-level teaching assistant (HLTA) has been paused as senior leadership team (SLT) consider alternative strategy for boosting phonics attainment.

Staff survey – not currently capturing many – why do we think not many are responding? Would be better to get a clear picture. If time barrier, could time be built into some directed time – e.g. at end of a CPD session or on an INSET day, for staff to complete?

HJ pointed out that 33/105 responses was very low. A discussion took place and governors felt there was little value in staff surveys.

What is Y6 combined currently looking like?

58% based on Jan data with 69% predicted for next year.

Y6 science looks particularly strong – why do pupils do better in this?

Removal of statutory assessments means we are doing best fit assessment/judgement as opposed to Reading Writing and Maths and Spelling Punctuation and Grammar.

Y5 data across all looks generally stronger than rest of school – particularly a larger amount of greater depth noticeably across all areas – why is this stronger for this cohort? Ability of cohort or stronger practice?

First year to have floppy phonics but still disparity between classes. One has much higher proportion of need and EHCPs 4 vs greater depth in the other class.

What are PP and SEND outcomes looking like for end of KS2? What do gaps look like for these groups?

PP only = 1/3 ARE

PP & SEN = 0/7 ARE

SEN only = 4/10 ARE

EHCP only 0/3 (SAL resource children)

Provision:

Small targeted maths groups

Small targeted writing groups

Adapted tasks

Pre-teaching

Gap teaching during afternoon/assembly

Gaps

Spelling

Sentence construction

Vocab

Knowledge of maths facts not secure

Knowledge of reasoning in maths not secure due to language understanding

The adaptive teaching/toolkit mentioned throughout – is this updated from what was in The Winchcombe Way or further embedding current strategies? What are the barriers currently for why adaptive teaching for SEND support is less consistent – what staff training needs are there here?

Capacity is the problem. Lots of the adaptive teaching relies heavily on adult resources e.g. smaller groups, practical resources etc. This can't happen due to the complex EHCP pupils each class has. Complex needs means that these are 1:1 which is limiting our small group work. Small group work with a teacher can't always happen as rest of class are not able to independently complete learning tasks sensibly – therefore teacher has to stop small group and gap teaching in order to crowd control.

SEN policy

It is appropriate to maybe have a section in there about how parents can raise concerns/requests with regards to SEND? What is the process for them to do/follow? Section 6 makes reference to class teacher and section 10 parents and families, but wonder whether so that it is clear for parents, something about how they go about raising any issues/concerns/requests?

Section 10 – involving parents in reviewing and planning provision – could there be a little more detail on what this looks like – how often? In what format? Updated, see agenda item 12.

12. Special educational needs (SEN) Policy

Approved.

13. First Aid Policy

Approved – subject to: **update logo, amend 4.2 school mobile phone to mobile phone, update link to EYFS statutory framework.**

14. Accessibility Plan

Approved.

15. AOB

- I.** Wellbeing (AS) – working party (AS, GS, GF) exploring ways to hear staff by spending time in school. AS to report back to governors at next meeting.
- II.** Clerk recruitment (LA) – one application received, interview to take place w/c 9/3.

16. Date & time of next meeting

Monday 27th April 2026 at 5.00pm – FGB

Monday 23rd March 2026 at 5.00pm – Finance Committee

The meeting closed at 6:45 pm

	Supporting documents	Agenda item
1.	Agenda for this meeting	1.
2.	Minutes of the meeting of 26.01.26	4.,5
3.	SIP	7.
4.	RIP	8.
5.	Governor visits reports – AS and LA	9.
6.	Governors' monitoring schedule	10.
7.	HT report	11.
8.	SEN Policy	12.
9.	First Aid Policy	13.
10.	Accessibility Plan	14.

	Actions from meeting of 26.01.26	By whom	By when	Completed
1	Upload 26.01.26 minutes to the school website	Clerk	ASAP	
2	H&S walkaround	GS/CLB	27/03/26	
3	Behaviour Policy – working party	MP	31/03/26	
4	Review of governance	HJ	27/03/26	
5	Governors' monitoring schedule-amend	LA	27/03/26	
6	SEN policy – upload to website and school policies folder	Clerk	ASAP	
7	First Aid Policy – amend and upload to website and school policies folder	Clerk	ASAP	

8	Accessibility Plan - upload to website and school policies folder	Clerk	ASAP	
9	Staff capacity/well-being	AS	ongoing	