

Minutes of Meeting of Wheelock Primary School Local Governing Board (LGB) Date: 20th January 2026

Governors in Attendance: Maggie Frost (Chair) (MF)
Liam Cronin (LC)
Shaun Dutton (SD)
Jan Diamond (JD)
Kate Windle (KW)
Mark Stowe (MS)

Others in attendance: Sally Whitehead (Headteacher) (SW)
Rachel Cornes (RC)
Laura Hough (LH) for RRS presentation only

Apologies: Annie Proudlove (AP)
Allan Howells (TLP Trust)

Clerk: Sharon Dutton

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting commenced at 16:08

ITEM NO.		ACTION
	Governance and Administration	
1.	Welcome, Quoracy, Apologies and Declarations Quoracy was confirmed. Apologies were received from AP. No additional declarations were offered. The LGB welcomed LC as a confirmed Governor as his DBS had been approved. Prior to the meeting Laura Hough gave a presentation to governors on the status of the UNICEF Rights Respecting School initiative. A copy of this presentation has been uploaded onto GovernorHub. Accreditation is happening in May and the school is working toward a Gold standard. Having finished her presentation LH left the meeting at 16:24.	
2.	Minutes of the last meeting and Matters Arising Minutes from the last LGB meeting held on 23rd September 2025 were approved as an accurate record. The action log from the previous meeting was reviewed and updated. Action 58/232: Student Wellbeing Survey. Meeting with Chair scheduled for 01.10.25. MF and SW confirmed they had met. It was noted that a number of children had stated they did not feel safe in school. However, it was acknowledged that many factors could have influenced this answer and that the survey was now a year old. Another survey was therefore undertaken in December 2026 and governors agreed not to comment further until results of this survey were seen. ACTION: Clerk to include new survey results to May's LGB meeting agenda. Action 233: Completed Action 61: SW explained that the attendance policy was based on a template issued by the Trust. Action completed.	

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3.	Membership Update a) It was confirmed that MS's term of office has expired and he has not sought renewal. The school and the LGB expressed their thanks to him for his significant commitment and time spent at the school and MF presented him with a thankyou gift. b) Governors were reminded that the position of Vice Chair remains open and expressions of interest are welcomed. The Clerk confirmed that there are currently three vacancies on the LGB for 1 Parent and 2 Appointed Governors.	
	Strategic Direction and Progress Against Priorities	
4.	School Improvement Plan (SIP) and Self Evaluation (SEF) The Headteacher shared the SIP as part of the Headteachers report, slides 4 -12. The headteacher observed that the old Ofsted headings are still in use for the time being. In summary: Quality of Education • Raise standards in mathematics by improving mastery teaching, ensuring teachers adapt lessons through accurate use of assessment for learning (AfL) and provide greater depth opportunities where appropriate. • Improve children's arithmetic skills and their ability to manipulate numbers by embedding consistent mastery approaches across KS1 and KS2, supported by monitoring systems and targeted programmes • Raise standards of writing across the school by ensuring high-quality teaching and accurate assessment of writing using Literacy Counts Writing and Ready Steady Write, supported by consistent internal and external moderation practices. • Improve children's spelling across the school by strengthening implementation of the Read Write Inc. Spelling scheme and increasing pupil engagement with spelling across the curriculum. The Headteacher observed the following: • Spelling continues to be an area of challenge. • Phonics and Early Years leads are currently on maternity leave. • Emphasis remains on disadvantaged pupils. Governors queried what areas remained a concern to the headteacher. Writing remains an area for development and the Headteacher offered to invite the writing lead to present at the next LGB ACTION: Writing lead presentation to be included in May's meeting agenda. Slides 17 to 37 of the headteacher's report provided statistics for Pupil Performance current attainment for all key groups through all primary years in Reading, Writing and Maths. Behaviour and Attitudes • Improve rates of attendance across the school to 97%, raising the profile of the importance of regular attendance with children and parents. The Headteacher commented that whilst attendance was at a good level, there remain small pockets of pupils requiring attention.	

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	Personal Development • Embed the UN Human Rights of the child securely within the approach to teaching and learning across the school by achieving UNICEF's GOLD Rights Respecting School's Award • Raise awareness and embed climate action across the school community by establishing a staff–pupil Climate Action Team and implementing the school's Climate Action Plan with a focus on food waste reduction, energy efficiency, biodiversity, and water conservation. Leadership and Management • Embed Adaptive Teaching Strategies into all lessons every day for all teachers and monitor its effectiveness through establishing a distributed leadership structure for SEND across EYFS, KS1, and KS2. • Ensure a smooth transition of leadership in phonics, maintain fidelity to Read Write Inc. (RWI) and sustaining outcomes in early reading while the new phonics lead establishes themselves following a structured handover. • Raise the attainment, broaden access to enrichment, and provide targeted support to pupil premium and disadvantaged pupils across the school from EYFS to Year 6. EYFS • Improve early writing standards in Reception by embedding the Drawing Club strategy, fostering children's imagination, vocabulary development, and confidence in mark-making and early composition.	
	Quality of Education	
5.	Admissions and Pupil Numbers <i>Slides 13 to 14 of the Headteachers report</i> There are 394 children on roll. • 2 children have left the school (1 to specialist provision and 1 to home educate but returned after 6 weeks) • 12 children have joined the school (in addition to 59 reception starters) Governors enquired after the status of the 12 midyear joiners who had arrived for a variety of reasons and were spread across all year groups. The headteacher observed that requests for September 2026 intake were low probably due to a low birth rate for the relevant year and not a trend. This would be detrimental to the school budget and would be felt in September 2027. She observed that the recently held open day had not been as successful as hoped possibly due to the state of the premises at the time and staff constraints. Governors asked if low numbers might lead to mixed classes but this was dismissed by the headteacher as other classes were already almost full. They also asked if the school would consider going over PAN to alleviate the budget issue but the headteacher informed them that whilst this was a consideration it would have a long-term negative impact. The headteacher explained to the Governors the existence of the school's Inspection Data Summary Report (IDSR) which had been shared on GovernorHub. This is the DfE's report which Ofsted will look at prior to an inspection. Governors were assured that the Trust's Director of Primary Education was focusing on areas of concern in the report during her SIV's (School Improvement Visits) and outlined in the ROV's uploaded onto GovernorHub. In particular she highlighted the data around Attainment Measures.	

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6.	Curriculum Update <i>Slide 15 of the Headteachers report</i> Governors asked how the locality of the school influences the curriculum content. The headteacher informed governors that Education Inclusion Partnerships meet regularly in Sandach to discuss this with the involvement of members of the local community and consequently history and geography leads include local information in their schemes of work.	
7.	Pupil Performance <i>Slides 16 to 37 of the Headteachers report</i> Governors enquired if parent readers were still coming into the school and were advised that this was being facilitated through a local charity. A discussion ensued around the data presented for pupil performance (Slides 17 – 37 of the headteachers report) and governors were encouraged that pupils with learning issues were making progress and changes being made where progress was faltering. The headteacher clarified that the grey areas in the data represented pupils joining the school late in the year or school avoidance. Governors asked how figures were arrived at and were informed that a range of activities were taken into consideration and assessed by staff in conjunction with pupil progress meetings. NFER (National Foundation for Educational Research) were used to create insights which showed regressions and improvements. The headteacher confirmed that it was important for cohort size and staff judgement to be considered when interpreting the data. Governors asked the headteacher if there were any areas of concern and were informed that Year 1 and Year 4 attainment data needed scrutiny. Conversely, progress in Year 6 has been extremely encouraging in Writing and Reading.	
8.	Link Governor Monitoring <i>Slide 38 of the Headteachers report</i> LC had uploaded his Maths report from a link visit carried out in November 2025. In summary: • The Maths Lead has a strong understanding of the subject across the school and a clear plan for improvement. Maths fluency sessions are well embedded and are boosting confidence, oracy, and understanding, particularly in KS1, LKS2, and increasingly in Years 4–5. Historic MTC results have been strong. • KS2 SATs maths results dipped due to weaker arithmetic fluency and the legacy of mixed-age classes. Plans are being developed to improve arithmetic through tailored weekly practice, though tracking methods need refining to avoid adding workload. • Use of Power Maths remains an area to strengthen, as some staff still rely too heavily on slides. Previous concerns about challenge and pacing have improved, with good pacing seen across classes and clear challenge visible in Year 2. • Inclusion practices are strong, with effective breakout support and reintegration. Pupil voice showed that children enjoy maths, feel confident, and understand strategies for tackling difficulties. Points for the Governing Board to discuss: • Should pupil voice be broadened to all year groups? The headteacher confirmed that the pupil voice within the maths hub had been transformative and governors were assured that these principles were being applied across	

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	other learning groups and was particularly useful in uncovering and dealing with maths anxiety. Do staff feel confident in maths delivery—should staff voice be gathered? The headteacher confirmed that anonymised feedback from staff teaching maths had already been gathered.	
9.	Pupil Premium <i>Slide 39 of the Headteachers report</i> The headteacher confirmed that the pupil premium impact report had been uploaded onto GovernorHub. In summary: PP numbers and funding decreased. Wellbeing support (Treetops, My Happy Mind, counselling) widely used. 50% received wellbeing interventions; around one-third received academic interventions. Attendance for PP pupils remains below desired levels but slightly improved this year. Phonics outcomes strong; targeted support provided. Key priorities: improve reading, writing, maths attainment; strengthen wellbeing, attendance, curriculum access (incl. SEND), wider opportunities, and parental engagement. Action: KW to present a Pupil Premium link visit report for the summer term.	
	Personal Development	
10.	Attendance Slides 40 and 41 of the Headteachers report showed that the whole school attendance average had improved from the last meeting to above that of the local authority and the national average. In summary: Attendance: 96.9%: recent illness has impacted figures Persistent Absence: 8.72%: school rated <i>Green</i> by Cheshire East. Key causes: illness and September holidays. Support in place: SEND/medical plans, Early Help Assessment (EHA), nurture breakfast, rapid follow-up. Monitoring tools: live Attendance Tracker; late codes reviewed. External oversight: termly Education Welfare Officer (EWO) visits. Engagement: reminders, newsletters, awards, statutory work with CE Attendance Team, Child Missing in Education (CME) forms.	
11.	Rewards and Behaviour Slide 42 of the headteacher's report reported the following: Since September there have been 5 incidents of suspension for 2 children totalling 5 days 3 x ½ day 1 x 1 day 1 x 2 day The headteacher confirmed that all suspensions involved the same two pupils who have unmet needs which the school is unable to assist with further.	
	Welfare	
12.	Safeguarding a) Slide 43 – 44 of the headteachers report outlined the safeguarding numbers as at the end of the autumn term:	

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	• 1x Child in Need • 8 families (11 children) – Early Help led by school • 2 families – Family Support Workers • 2 families (3 children) – assessment in progress Governors learned that SCiES (Safeguarding children in educational settings) which advises the Local Authority has praised the school due to its impressive early help diagnosis. b) JD had conducted a Safeguarding audit on 19.11.25. In summary: The visit confirmed that children know how to report concerns and that recent pupil surveys will inform further actions. Staff understand safeguarding procedures and use CPOMS effectively. Key training has been completed and is centrally tracked. Policies have been updated for KCSIE 2025 (Keeping Children Safe in Education), and induction/pre-appointment checks are managed through CPOMS Staff Safe. No issues were identified with the physical environment. Online safety is well supported through curriculum, themed days, and external input. Staff discuss child-on-child safeguarding regularly. SCiES review included discussion with JD in her role as link governor. School to review actions from the upcoming (now completed) SCiES audit: • Use and keep updated the SCiES 2025/26 Model Policy. • <i>Ensure compliance with KCSIE reporting procedures and include clear LADO information.</i> • Ensure required policies are on the school website, including Looked After Children. • Remind staff to check visitor ID • Remind staff to follow mobile phone restrictions • Review teacher access to CPOMS and strengthen confidentiality/sharing systems. • Maintain accurate records of child locations and ensure safeguarding checks for alternative providers. • Complete Operation Encompass and consider Team Teach training. • Strengthen online safety content: include 4Cs, cyberbullying, and prejudice-based bullying. • <i>Begin policy with a clear KCSIE-aligned safeguarding statement.</i> • Update terminology and links (e.g., Online Safety, Family Hubs). • Replace the 2024 Stay Safe poster with 2025 version. • Review lunchtime supervision, addressing gaps inside and outdoors. • Improve CPOMS/VCL organisation (coding, pinned summaries). • Analyse the impact of children attending groups • Raise awareness of local safeguarding priorities, including filtering/monitoring guidance for governors • Liaise with LA/Police on crossing patrols, parking enforcement, and promote safe parking/road safety. It was noted that where actions above are in Italics, these should also be actioned by the Trust. Also noted that actions were guidelines and not statutory. Governors commented on the successful triangulation between the LGB, the school and the Trust in this area.	
13.	Welfare & Wellbeing – Students <i>Slides 45 to 46 of the Headteachers report</i>	

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	In the Autumn term the children accessed a wide range of emotional support, the numbers below showing how many children had access to the provisions this term. • Treetops: 75 • Art Therapy Group: 6 • Swans counselling (Funded by FOWS): 20 • ELSA: 15 Slide 46 of the headteachers report outlined the school's wellbeing provision ensuring pupils have access to consistent emotional support and a nurturing environment that promotes positive mental health.	
14.	Welfare & Wellbeing – Staff <i>Slide 47 of the Headteachers report</i> The staff questionnaire has been completed and the following areas were highlighted: • Visibility – staff would like to see the profile of the headteacher increased • Transparency – PPA and WFH policies written • Budget – training requests clarified • Communication – moving from Basecamp to TEAMS.	
Local Matters & Stakeholders Engagement		
15.	Policies <i>Slide 48 of the Headteachers report</i> All policies listed on the meeting agenda were reviewed by the Governors and, barring a few typos, were approved. These have been uploaded to the January meeting folder on GovernorHub.	
16.	Governor Training Update The clerk confirmed that at present all training is up to date. Additional governor training attended to date: • Data analysis - delivered by the Director of Primary. MF, SD & LC attended and found this very useful. • Ofsted update webinar attended via GovernorHub/The Key on 27.11.25.	
17.	Stakeholder Engagement – Parents/Carers <i>Slide 50 the headteachers report</i> listed the following activities: • Information Evenings - Residentials • Christmas Family Craft • Football tournaments • Gardening volunteers • Reading volunteers	
18.	Stakeholder Engagement – Wider Community <i>Slide 51 of the Headteachers report</i> listed the following activities: • Local MP visiting • Wheelock Green Team (Climate Action) • Local councillor	

ITEM NO.		ACTION
	Cheshire East sustainability involvement Governors noted that agenda items 17 and 18 cover the Ofsted checklist question “.....leaders, including governors, forge constructive relationships beyond the school, so that they can successfully engage and work in partnership with parents and the local community”. The headteacher suggested that governors could consider additional appropriate engagement e.g. climate action day, rights respecting school days, help with gardening etc.	
19.	Communication to the Trust a) Matters to feedback to the ESP committee: - Dates of meetings. Whilst these are aligned to data drops they are not evenly spread which makes content management difficult - What is the school and the Trust’s position on Arts and Sports within the Trust schools’ curriculum? b) Feedback – Chairs Forum 06.11.25 MF uploaded her notes from this event on GovernorHub. In summary: Mission, Vision & Values - Trust reviewed and updated mission (“Transforming communities through education”), vision, and values. - Focus on inclusion, opportunity, ambition; strong alignment with new Ofsted framework. - Priority areas include curriculum based on locality, early careers education, community voice and civic partnerships, and cross-trust collaboration - Governors to explore alignment with TLP vision and actions. Ofsted Update - Proposed in-person discussion at February Chairs’ Forum. - Governors expressed concerns about preparedness; Trust assured support and mock inspections for schools in the window. - Training and documentation alignment ongoing; governor training to be included at next conference. Finance Update - Trust recovering from recent financial challenges; reserves increasing with a £1M target - Moving from bottom-line budgeting to efficiency-focused approach. - Plans to share more financial information with LGBs; centralisation of finance support continues. Chairs’ Items - Trust developing a comprehensive AI policy for Spring 2026. Action plan includes supporting teaching, reducing workload, promoting equity, and managing data risks. - Safeguarding concerns noted; AI to be included in safeguarding/online safety policies. - Lockdown & Security Procedures - Trust preparing for compliance with Martyn’s Law (Terrorism Act 2025) with April 2027 deadline. Areas for improvement: evacuation/invacuation protocols, communication frameworks, parent management, scenario training for heads. LGB Support for Ofsted - Mock inspections planned; continued support promised. Ofsted focus for next Chairs’ meeting. AOB	

ITEM NO.		ACTION
	- Multi-factor authentication on GovernorHub to be rolled out for all LGBs. - Acknowledgement of governor support in exclusions at Sir William Stanier.	
20.	Communication from the Trust a) Governors received the Trust's update paper. b) The following TLP appointments were noted: - Trustees: Margaret Cheshire and Sean Houston - Members: Sharon Dempsey welcomed. Noted that TLP Member, Vic Croxson would step down WEF 31 Jan 26. c) Governance Conference 2026 Scheduled for 25 April 2026; workshop-based format with possible external speaker on Ofsted.	
4.	AOB There was no AOB.	
	Meeting Dates for 2025-26: 16:00 Tuesday 19 May 2026 16:00 Tuesday 07 July 2026	

The meeting closed at 18:03

ACTION LOG FOR MEETING 20.01.26

REF	ACTION	BY WHOM	BY WHEN
2	Include new survey results to May's LGB meeting agenda.	Clerk	19.05.26
4	Writing lead presentation to be included in May's meeting agenda.	Clerk	19.05.26
9	Present a Pupil Premium link visit report for the summer term.	KW	19.05.26