

Meeting of Wheelock Primary School
Local Governing Board (LGB)
Date: Tuesday 21st January 2025 at 4pm

Governors in Attendance:	Margaret Frost	(MF)	Chair of LGB
	Annie Proudlove	(AP)	Co-opted Governor
	Janet Diamond	(JD)	Co-opted Governor (joined the meeting online)
Others in attendance:	Sally Whitehead	(SW)	Headteacher
	Rachel Cornes	(RC)	School Business Manager
	Allan Howells	(AH)	Director of Quality, TLP
	Sarah Lomas	(SL)	Clerk

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting commenced at 4:07pm.

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	<p>Welcome, Quoracy and Apologies</p> <p>Governors were welcomed to the meeting.</p> <p>The meeting was quorate.</p> <p>Apologies were received and accepted from the following governors:</p> <ul style="list-style-type: none"> • KW • MS <p>AP was welcomed to the meeting as a newly appointed co-opted governor and introductions were made.</p>	
2.	<p>Minutes of the last meeting and Matters Arising</p> <p>a) The minutes from the previous LGB meeting on 01.10.24 were confirmed as a true and accurate record of proceedings. Governors approved the minutes.</p> <p>ACTION: Upload a copy of the approved minutes to Governor Hub and mark as signed.</p> <p>b) The action log from the previous meeting was reviewed and the following items were noted:</p> <p>Item 5 Link Visits – It was confirmed that a review of link roles was required to ensure a suitable level of engagement between governors and the school. It was explained that in other schools an approach to focus link roles on the strategic priorities within the school development plan alongside statutory link roles has been successfully adopted. This ensures that governor oversight is focussed on school improvement. The statutory roles include safeguarding, SEND and Early Years. The school confirmed that an Early</p>	Clerk

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	<p>Years visit was required as there is a significant focus on this area in terms of improvement.</p> <p>See Item 9 below for further discussions regarding link roles.</p>	
3.	<p>Membership update</p> <p>a) Governors noted the recent resignations of PP and SM from the Board. ACTION: Write to PP and SM to thank them for their service. Current vacancies on the Board are as follows:</p> <ul style="list-style-type: none"> • 4 x appointed governors <p>The school confirmed that the Headteacher had met with a potential candidate, Paul Nevitt who has previously held a role as Chair of governors. ACTION: Follow up with PN regarding governor role.</p> <p>Governors noted that the Trust is continuing to utilise the recruitment services of Governors for Schools and an advert for WPS is live.</p>	<p>AH</p> <p>AH</p>
	Strategic Direction and Progress Against Priorities	
4.	<p>a) An update was provided on the School Improvement Plan (SIP) by the Headteacher as follows: Governors noted that the 12 priorities are linked to the four key Ofsted areas for school improvement.</p> <p>Quality of Education</p> <p><u>Reading</u></p> <p>CPD has taken place for all staff and a current focus remains on reading fluency which will be the subject of this week's staff meeting. This training will be delivered by a member of teaching staff who has undertaken specialist training with the Literacy Hub. The work on fluency will enable staff to identify pupils for intervention who have not had consistent input from Read, Write, Inc. phonics and are missing key fluency skills. There is also a focus on comprehension as part of the fluency work along with joint lesson observations from the reading lead and Headteacher to ensure consistency in teaching.</p> <p><u>Writing</u></p> <p>A review of the writing provision within school is underway and CPD has been provided for all staff. There are end-stage objectives which have been set across the Trust along with internal and Trust-wide moderation. CPD on writing moderation has been delivered in-house to all teaching staff.</p> <p>Q: How have staff found the experience of Trust-wide working? A: Staff have found this experience very valuable. There is an element of anxiety initially in showing books externally, but the feedback and knowledge gained on different working practices has been very useful. It is important to note that different approaches within schools can generate different results and this should be borne in mind when</p>	

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	<p>comparing results across the schools. Staff have been boosted by the judgements received during the moderation process which has provided reassurance to the work underway within school. The school is aware of the improvements required in writing following the SATs results in 2024 and the evidence of the positive impact of the actions taken serve to support the decisions taken to improve the area of writing.</p> <p><u>Spelling</u> Read, Write, Inc. remains in place as the phonics scheme within school and the spelling package for this scheme has been introduced within Key Stage 2. This is being utilised where gaps have been identified in pupils who did not receive a consistent approach to phonics in earlier year groups.</p> <p><u>Metacognition</u> This area centres around building children's learning power and developing skills in the areas of resilience, reciprocity and resourcefulness. It is essential that pupils learn to navigate difficulties as this is when key learning takes place. Staff model strategies to pupils to help them develop a toolkit of independent skills. Whilst this is smaller project than the curriculum improvements, there is significant potential impact from the development of this area. Staff CPD will take place next week.</p> <p>Governor Comment: This will link in with PSHE and will be raised for discussion during the forthcoming link monitoring visit.</p> <p>Q: Does the school plan to introduce this concept to parents? A: Yes. Once both teaching and support staff are confident in this area, the topic will be communicated to parents along with an information pack.</p> <p>Q: In terms of practicality and planning for this work, how does this fit in with subject planning and staff workload? A: The PSHE and school mental health leads are producing an overview for the school. Lessons available as part of the Jigsaw scheme of work have been replaced by those available as part of the My Happy Mind scheme which are significantly improved and provide comprehensive resources saving staff time. The strategies and vocabulary can then be introduced as part of the My Happy Mind lessons.</p> <p>Governors agreed that the proposed strategy was a sensible approach to minimise the workload for staff.</p> <p>The school confirmed that there was also an app available to support parents which would be circulated for information.</p> <p>Behaviour and Attitudes</p>	

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	<p>Governors noted that this area also includes the behaviour policy and attendance work. A twilight session has been planned for staff to brief them on changes. Attendance has increased since the circulation of the Headteacher's report which is positive. The attendance rate during the autumn term was low due to significant number of winter illnesses along with term time holidays taken before Christmas. The overall school attendance remains low compared to historic rates but is above national at 95.7% year to date compared to the national rate of 94.5%.</p> <p>In terms of the focus on attendance, this remains on SEND and persistently absent pupils but there has been an increased focus on all pupils to improve the overall rates of attendance.</p> <p>Personal Development</p> <p>The school are working towards the Unicef Rights Respecting gold award with a target date for application by the end of the academic year. This award will include meeting targets for sustainability and work is ongoing to match the school curriculum to the award article requirements.</p> <p>Sustainability actions are being drafted in collaboration with staff and pupils. Governors were informed that the building work within school has now been completed and plans are being developed to improve the outdoor space with planting in the story telling garden for example.</p> <p>Leadership and Management</p> <p>The role of phase leaders has been reviewed across school including a review of the role description which has changed over time as the school has grown. Mentoring and lesson observations also continue to take place along with pupil progress meetings held jointly with the senior leadership team.</p> <p>Q: Does the school liaise with HR within the Trust as part of job description reviews? A: No, because all schools have different leadership structures and therefore there is no direct comparison. Phase leaders in other schools may have more or less responsibility depending on the size of the school for example.</p> <p>Governors highlighted the importance of process in reviewing job descriptions which can require union involvement and the potential impact on remuneration. The school clarified that the review process comprised working with staff to ensure they understood their job roles providing advice on practical elements of the role. This work was prompted by the low KS2 maths results in 2024 which evidenced that some elements of the phase leader roles were not being met.</p> <p>Early Years</p>	

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	<p>A significant amount of staff training is taking place in this area. The school also recognise that whole staff meetings are not always relevant to Early Years (EY) and therefore, where this is the case, a separate meeting is held for EY to focus on specific areas such as the introduction of the concepts within EY. Boys writing has also been a significant focus and there is an increased level of writing opportunities available to boys including writing outdoors. There is also a significant amount of work ongoing around common play behaviours with a display evidencing this work.</p>	
	EDUCATION	
5.	<p>Pupil Numbers</p> <p>Governors noted that pupil numbers are increasing overall with 369 pupils currently on roll. Two pupils have recently left to access the named provision on their EHCPs which whilst showing small reduction in numbers, this demonstrates that the school have been successful in securing the right provision for pupils needs.</p> <p>Regular enquiries are received for places and are managed on a case-by-case basis. The needs of years groups varies, with Year 3 currently having a high level of SEND pupils. Governors were informed that this is a national issue for the current Year 3 which may be Covid related as there were no early assessments available during this time which may have delayed diagnosis in some cases.</p> <p>The number of pupils in Reception has remained consistent. This year group was a low birth rate year and is not full at present.</p> <p>Q: Is the school aware of what the former council offices in Sandbach will be used for and whether this will be utilised for SEND education?</p> <p>A: There have been suggestions that the offices may be converted to a specialist provision setting but there has been no formal announcement on this yet, so it remains unknown.</p> <p>Governors commented that should this be the case; this may impact pupil numbers going forward. The school confirmed that the Local Authority understand that the need within the authority is much greater than the capacity available.</p>	
6.	<p>Attendance</p> <p>Attendance this term is currently at 95.5% compared to the national rate of 95%. 29% of pupil have 99.9% attendance.</p> <p>The school highlighted persistently absent pupils and explained that these absences are generally classed as emotional school-based avoidance or serious illness.</p> <p>Governors challenged that the data illustrates a trend of higher absence levels on Fridays. The school confirmed that where trends are identified, meetings are held with parents to discuss absence and offer support to improve this.</p>	

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	<p>Q: Where pupils are experiencing serious illness, can the school confirm that these pupils are supported with educational packages?</p> <p>A: Families are supported by the school in such cases but there are issues in engaging the LA to source provision in instances where a pupil has both a serious illness and SEND for example.</p>	
7.	<p>Rewards and Behaviour</p> <p>Governors were referred to the CPOMS data presented which illustrates a wide range of incidents, ranging from minor to more serious. The incidents evidence a wide spectrum of behaviours. Governors challenged that there is an element of subjectiveness in terms of what is determined as a serious incident.</p> <p>The school confirmed that in compiling data there remains an area for clarification in terms of what data governors require. Governors confirmed that it is important for the Board to be aware of any patterns in certain types of behaviour such as bullying, racial or homophobic incidents and what the school then does to manage and enable pupils to reflect so that all parties feel supported during the management of any incidents. It was confirmed that the most useful information from CPOMS for governors is the identification of the types of incidents and the numbers in each category.</p> <p>The school explained how categories of behaviour are managed. Where an incident of bullying is alleged, this is investigated using a Stage 1 form compiled by the Trust. The school then considers the information gathered and concludes whether the reported incidents are classed as bullying. Any incidents of alleged bullying are taken very seriously by the school.</p> <p>Suspensions and exclusions were raised for discussion and the school confirmed that a suspension of 5 days had been issued this term.</p> <p>It was also noted that there are some pupils who have a high level of behaviour incidents based on their SEND needs and if this data was extracted, the level of incidents would be significantly reduced. In some cases the school are working with the LA regarding pupils where the school is not able to meet need.</p> <p>It was agreed that a meeting to discuss the capabilities of CPOMS would be useful in order to ascertain to the most appropriate and useful data for governors to ensure oversight of behaviour.</p> <p>ACTION: Schedule a meeting to review the capabilities of CPOMS and reporting options.</p> <p>Governors emphasised the importance of trends and that the Board should have oversight of these. Additionally, separate data is required on the number of suspensions and exclusions with key data on groups identified such as gender, SEND, PP etc.</p> <p>ACTION: Include data on the number of suspensions and exclusions issued with information provided on key groups.</p>	<p>SW/MF</p> <p>SW</p>

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	<p>Governors emphasised that it is imperative that the Board is provided with assurance that the school understands the behaviour needs and are managing these effectively. Governors can then understand from this data if interventions and actions taken are having a positive impact.</p>	
8.	<p>Progress and Attainment Update</p> <p>The school explained the data presented within the Headteacher's report and confirmed that different year groups undertake different assessments.</p> <p>Year 2-6 use NFER testing which are nationally standardised tests. Year 6 also use past SATs papers. Due to the range of tests undertaken across the school it is difficult to provide clear comparisons.</p> <p>It was noted that there are currently two Year 6 pupils already achieving greater depth in writing and the current maths levels for children demonstrate an improvement on last years' position.</p> <p>The school are working to continue to narrow the gap between non-pupil premium (PP) and PP pupils in terms of attainment which remains a challenge for all schools.</p> <p>Governors queried the presentation of data and whether the figures represented pupil numbers or percentages. The school confirmed that the data represents percentages of cohorts.</p> <p>Q: In terms of SEND and PP, is this data that the SEND link governor would review? A: Yes, the data could be tracked across the school and link visits could review interventions and facilities along with training for staff.</p> <p>Governors noted the importance of the link governor role in viewing evidence to be able to provide assurance or raise issues in all link areas. It was agreed that a reduction in the number of link roles will allow for additional focus.</p> <p>In terms of progress, the school confirmed that there is no longer a national standard benchmark for EY and KS1 and results are not reported on nationally. The school continue to undertake assessments in these year groups internally.</p> <p>The potential reporting options for data were explored. The school can apply a range of filters for different groups which then allows further investigation in any areas of concern where progress has not been maintained or accelerated.</p> <p>Q: Have conversations taken place with other primary Headteachers in the Trust about what data to include for review?</p>	

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	<p>A: Conversations have not yet taken place.</p> <p>Governors emphasised the importance of assurance that the school is tracking progress data and require information on what the predictions and outcomes are term by term with data on specific groups. No information should be given on individual pupils unless anonymised and where it skews data significantly.</p> <p>The school expressed that the only accurate progress measure that could be in place would be for Year 6 but there is no national standard for this in primary schools.</p> <p>ACTION: Raise the issue of data recording and reporting at the Trust primary Headteacher’s meeting.</p> <p>It was confirmed that there is a significant amount of work underway within the Trust relating to data capture and the value and use of this.</p> <p>Governors commented that the oversight of trends was also important, and the data presented in the current report is useful and prompts key questions.</p>	SW														
9.	<p>Link Governor Monitoring</p> <p>Governors considered a review of roles given the changes in membership and the decision to reduce the number of link roles in line with the strategic priorities.</p> <p>The following link roles were confirmed:</p> <table><tr><th>Link Role</th><th>Governor</th></tr><tr><td>SEND and Pupil Premium</td><td>AP</td></tr><tr><td>Safeguarding</td><td>JD</td></tr><tr><td>Early Year</td><td>MS</td></tr><tr><td>PSHE and Rights Respecting Schools</td><td>MF</td></tr><tr><td>Strategic Priority Areas (reading, writing, maths)</td><td>TBC</td></tr><tr><td>Personal Development (to include sustainability, mental health and Unicef work)</td><td>TBC</td></tr></table> <p>MF previously covered health and safety but discussions in previous meetings confirmed that health and safety is monitored by the Trust and no longer the responsibility of the LGB.</p> <p>The focus of quality of education was discussed and it was agreed that this role would be discussed with KW outside of the meeting.</p> <p>ACTION: Contact KW regarding link role.</p> <p>Governors discussed the importance of sustainability and the work the school are undertaking in this area along with the work around mental health and the Unicef award. It</p>	Link Role	Governor	SEND and Pupil Premium	AP	Safeguarding	JD	Early Year	MS	PSHE and Rights Respecting Schools	MF	Strategic Priority Areas (reading, writing, maths)	TBC	Personal Development (to include sustainability, mental health and Unicef work)	TBC	SW/MF
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	<p>was agreed that these areas could be combined into one area on personal development which could be taken on by a new governor. This would be confirmed at the next meeting.</p> <p>The actions required regarding link visits during the spring term were discussed. It was confirmed that an EY visit had not yet taken place this year and this was a priority given the improvement work taking place. For SEND and PP, staff contacts were shared with AP (Siobhan Watts, Assistant Principal and Rachel Lewis, SENCO). Initial contact should be made with a view to arranging an introductory meeting. It was confirmed that PP has previously met with both staff on the same day, and this could be an option for AP.</p> <p>ACTION: Governors to organise link visits as required.</p>	All govs.
10.	<p>Pupil Premium</p> <p>a) The school confirmed that the Pupil Premium Strategy Statement had been published on the school website in line with the 31.12.24 deadline.</p> <p>b) Governors reviewed the data provided and noted that there was not a significant difference between the performance of PP and non-PP pupils, but that work is continuing to close this gap.</p>	
	WELFARE	
11.	<p>Safeguarding Update</p> <p>Governors reviewed the current safeguarding data. There are 9 families in receipt of Early Help. Governors were informed that there has been an increase in the threshold for when social care is actioned which means there is not necessarily a decrease in numbers but a delay in the time taken for families to access help.</p> <p>Q: With regard to previously looked after children, does the reduction in funding for adopted pupils affect how the school can meet need?</p> <p>A: No. It may be that previous funding enabled the purchase of a personal laptop and the reduction in funding may mean that the device cannot be replaced but the provision within school is not affected. The school are required to meet with the LA to agree how funding will be spent to meet looked after children's needs.</p> <p>The school confirmed that the spend on PP is not accounted for by individual child but on the basis of the overall spend for the PP group. Adopted pupils receive additional funding on top of PP funding.</p>	
12.	<p>Welfare and Wellbeing – Students</p> <p>Governors noted the pupil survey results, and the school confirmed that an action plan has been compiled based on the results.</p> <p>The vast majority of pupils feel safe in school which is positive. The school emphasised the importance of the context behind pupil responses and the school are working with individual pupils as required. It was noted that four pupils answered that they did not know where to go if they have a problem. The school confirmed a significant amount of work has been</p>	

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	<p>undertaken in this area and that the display for contacts has been moved into the hall to increase visibility but that the overall results were positive.</p> <p>There are areas that need to be investigated further such as three children stating that the school does not act on incidents of bullying. The context of results was highlighted again in that falling out with friends or one-off incidents can be thought of as bullying by pupils when they may not be. Work will continue with pupils to inform and educate on what bullying is, how to recognise it and what the school do.</p>	
13.	<p>Welfare and Wellbeing – Staff</p> <p>a) The actions based on the recent staff survey results circulated prior to the meeting were discussed. The survey was undertaken at the start of the spring term. Communication has been raised as either insufficient or excessive so consideration will be given to how this will be managed going forward. The school is unable to implement regular after school staff meetings due to the financial implications in remuneration for support staff as the hours would be outside contracts.</p> <p>Support staff have received a recent pay increase which may improve morale but there are national issues with remuneration for support staff. The school continue to work hard to maintain and raise morale to ensure staff feel valued in their roles.</p> <p>Governors requested that the action plans for the pupil and staff surveys be shared with governors for information.</p> <p>ACTION: Share the action plans from the pupil and staff surveys.</p>	SW
	LOCAL MATTERS & STAKEHOLDER ENGAGEMENT	
14.	<p>Local Policy Approval</p> <p>Governors acknowledged receipt of the following Trust policies:</p> <p>a) Equality and Information Objectives Policy</p> <p>b) Serial and Unreasonable Complaints Policy</p> <p>There were no comments or queries raised on the policies listed above.</p>	
15.	<p>Governor Training Update</p> <p>a) A reminder was issued to governors to ensure completion of the mandatory training on Prevent and Safeguarding and to update training records on Governor Hub.</p> <p>ACTION: Complete mandatory training on Prevent and Safeguarding where required.</p>	All gobs as req.
16.	<p>Stakeholder Engagement – Parents / Carers</p> <p>There were no items relating to parental engagement raised for discussion at this meeting.</p>	
17.	<p>Stakeholder Engagement – Wider Community</p> <p>The Board was informed of a new initiative recruiting volunteer school readers which was being utilised within school to support pupils reading skills and development.</p> <p>ACTION: Share details of the school readers initiative with the LGB.</p>	SW
18.	Communication – to Trust	

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	Governors were informed that MF had attended the recent termly Chair's Forum meeting which was beneficial in terms of networking with Chairs at other schools and receiving information on current issues.	
19.	<p>Communication – from Trust</p> <p>a) Governors were reminded to complete the Equality and Diversity Survey recently issued by the Trust. ACTION: Complete the Equality and Diversity survey via the link on Governor Hub.</p> <p>b) Governors noted the date for the annual Trust Governance Conference on Saturday 14th June 2025 with a venue to be confirmed in due course.</p>	All govs.
20.	<p>AOB</p> <p>The school building works were raised for discussion. It was confirmed that the four newly constructed classrooms are now in use and the Trust has been in contact regarding the phase 2 works. Phase 2 involves internal modifications to the existing building to create new classrooms for the before and after school club. A site meeting with the architects has been scheduled to review the proposed works. Following these works, phase 3 will involve an extension to the school hall.</p>	

The meeting closed at 6:12pm.