

Minutes of Meeting of Wheelock Primary School Local Governing Board (LGB) Date: 24 June 2025

Governors in Attendance: M Frost (Chair), J Diamond, S Dutton, M Stowe (for items 1-10 & 12), K Windle

Others in attendance: S Whitehead (Headteacher), A Howells (Clerk), R Cornes, L Cronin

Apologies: P Nevitt, A Proudlove

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting commenced at 16:10

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	Welcome, Quoracy, Apologies and Declarations Quoracy was confirmed. Apologies were received from P Nevitt, A Proudlove. L Cronin was welcomed as an observer. No additional Declarations were offered.	
2.	Minutes of the last meeting and Matters Arising Minutes from the last LGB meeting held on 7 th May 2025 were approved as an accurate record. Governors noted that AI had been used to support the production of the minutes. The action log from the previous meeting was reviewed and updated <ul style="list-style-type: none"> Action 111: completed. SW and MF have met and have some ideas for future improvement. The Headteacher had included on governorhub the Director of Primary's Record of Visit (ROV) which outlined the findings from the recent school improvement visit. The chair noted that the Director of Primary delivered a useful data analysis presentation/workshop at the TLP conference. During the conference the chair asked if this could be delivered to Wheelock governors and was told that this was an option. Action 116: Staff and pupil survey action plans shared and uploaded. Action 212: Maths – the impact of CPD would be reported at a future meeting (autumn term) Discussion was held on the pros and cons of Power Maths and White Rose. It was noted that Power Maths is supplemented by White Rose. The Head teacher noted that Power Maths have responded to feedback from schools and made adjustments accordingly. Governors asked whether all the resources available within Power Maths were being used and whether contact has been made with the Maths Hub. The Headteacher confirmed that the school was maximising (although not using all) of the resources and had also engaged the Maths Hub. <ul style="list-style-type: none"> Actions 213 & 214: Attendance strategy – awaiting Trust-wide guidance which will include making available template documentation. It was noted that the Head is sponsor to the TLP School Improvement Network for Attendance. Governors queried and discussed the impact of parents taking children out of school for holidays. It was noted that communication should continue to support the shift in culture with	

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	<p>parents to avoid absence during term-time. The Head highlighted that a significant issue was that some parents were taking multiple holidays.</p> <p>Governors queried the impact of timing of key communications related to the importance of school attendance, noting that research evidenced that most holidays are booked during January/February. Hence strategic communications could be sent just before this period to target those considering booking term-time holidays. The Head noted that this would be feedback to the TLP Attendance Network.</p> <p>It was noted that new government guidance regarding first, second and third “events” would possibly improve attendance rates.</p> <ul style="list-style-type: none"> • Action 215 & 216: included on the agenda. • Relationships Policy has been uploaded to the website • Leadership visibility – SLT presence at gates noted; update pending on Hi-Vis jackets. 	
	WELFARE	
3.	<p>Safeguarding</p> <p>An update on the current safeguarding caseload and safeguarding activities was included in the Headteacher’s Report. The headteacher provided a verbal update on the changes to the data within the report which impacted three children.</p> <p>The Family Hub, which evolved from SureStart centres, was highlighted for its role in supporting the school. The Family Hub has been actively involved in training for Year 6 and parents. Governors enquired whether many parents attended the service during the last half term. The Head confirmed that it was being used and then emphasised the importance of the Family Hub's support, noting that other schools might not be utilizing it as effectively.</p>	
4.	<p>Welfare and Wellbeing – Students</p> <p>Governors received and noted the summary report contained within the headteacher’s report. The results from the student well-being survey (conducted in October 2024) were discussed. The Headteacher noted that some issues raised in the survey were related to external factors such as the war in Ukraine and COVID-19.</p> <p>The Chair agreed to meet with the Headteacher go through the specific responses, and would report back to the LGB by exception, if there were any systemic issues. [Action HT/Chair]</p> <p>The school's mental health provision, including the Treetops and ELSA curriculum and nurture groups, was praised. The Head emphasized the importance of external validation and support from agencies like CAMHS and the Cheshire East Autism Team. The Head noted regular praise received for the from external parties, including CAMHS and My Happy Mind as well as the TLP Director of Primary’s report regarding the school’s wellbeing strategies.</p>	Action Chair /HT
5.	<p>Welfare and Wellbeing – Staff</p> <p>Governors received and noted the summary report contained within the headteachers report. The staff well-being survey results were reviewed. Issues such as resource availability and staff communication practices were discussed. Governors noted that the survey was trust-led survey, and therefore didn’t allow for more local factors to be identified or addressed. Governors recognised the value of a more localised survey and suggested that the Head may wish to consider undertaking a local staff survey during the autumn term.</p> <p>The Head highlighted the challenge of balancing resource allocation and the need for staff to be more accountable and savvy with resources. The importance of psychological safety and open communication was emphasized. Governors noted that, when provided the opportunity to do so, staff had not raised any material or significant concerns around resources during the link visits.</p>	

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	STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES	
6.	<p>School Improvement Plan (SIP)</p> <p>The draft School Improvement Priorities were included in the Headteacher's report. The SIP would be finalised during the summer and take into account pupil performance outcomes from the recent assessments. Key priorities for the next academic year were discussed, including:</p> <ul style="list-style-type: none"> • Maths Mastery and Arithmetic: Focus on improving arithmetic skills, particularly in Year 6. • Spelling: Continued emphasis on spelling, especially for older students. • Attendance: Addressing attendance issues, particularly among Pupil Premium students. • Greater Depth in Reading, Writing, and Maths: Enhancing the curriculum to support greater depth learning. • Wider Community Engagement: Strengthening links with the community and promoting the Rights Respecting Schools agenda. • SEND and Pupil Premium: Ensuring effective support for SEND and Pupil Premium students. It was noted that nationally, SEND provision will require consideration as requirements increase but financial support decreases. • School Environment Post-Building Works: Improving the school environment following building works. <p>The Headteacher noted that the school had been externally moderated during the SATS assessments this year. Anecdotal feedback was that the national SATs papers were demanding this year, particularly with respect to mathematics.</p> <p>Governors requested that the Headteacher considers how to quantify progress is made against the SIP so that this can be reported at future meetings. The Head noted that the Record of School Improvement Visits (ROVs) undertaken by the Trust education team would be shared with governors and this would demonstrate the progress being made. [Action HT]</p> <p>The head noted that she requested an additional ROV last year to support year 6 work.</p>	Action HT
7.	<p>Pupil Premium</p> <p>The Pupil Premium report was noted. Although the current report was descriptive, an impact statement would be incorporated into it in due course prior to the formal publication of the Report in the autumn term. The Head emphasized the importance of addressing attendance issues among Pupil Premium students. The need for effective data analysis to track the impact of Pupil Premium funding was highlighted. Thought needs to go into how to segregate impact from PP support from the impact of support elsewhere e.g. where Pupil Premium individuals may also receive SEND support.</p>	
8.	<p>Pupil Numbers</p> <p>The latest data on pupil numbers was presented. The school has 57 confirmed pupils for the next academic year, with three places still available to reach PAN. The Head noted that pupil numbers are generally low across Cheshire East, but the school's numbers are relatively strong. Governors asked whether all schools in the areas were at or near PAN. Many</p>	

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	schools were full, hence why the school was asked to increase PAN and move towards a two-form intake.	
9.	<p>Attendance</p> <p>The latest attendance data was reviewed. The school's attendance continues to track above national and local authority averages. Governors drilled into the data and noted that 18 pupils had had improved attendance rates. The impact of four pupils on the overall rates were noted, and the removal of the data for these pupils would deliver a significant positive impact on overall rates. Governors queried whether poor attendance was linked to pupil premium pupils (PP) and whether there was trust-wide comparative data available. Specific strategies to address attendance issues were discussed, including the introduction of a "disappointing start" letter for absences in the first few weeks of term. The Head emphasized the importance of addressing both holiday absences and inconsistent attendance patterns, both of which were significant factors, rather than PP. Comparative data with other trust school would not be meaningful without context, and this was often linked to individual pupil/family circumstances. Governors were informed that the approach taken by the school had been praised by the Local Authority's Education Welfare Officer.</p>	
10.	<p>Behaviour Management</p> <p>The latest data on rewards and behaviour, including suspensions and exclusions, was included in the HT report. One bullying incident had progressed to stage two. The Head explained the process for handling bullying incidents and the use of stage 1 and stage 2 forms. Pupils were better informed and understood the "STOP" strategy (several times on purpose) for defining bullying.</p> <p>There had been no suspensions or exclusions.</p>	
11.	<p>Progress and Attainment</p> <p>The latest data on progress and attainment, including statutory data for phonics, multiplication tables, and early years, was shared. The statutory data was provisional and still subject to external confirmation at this time.</p> <p>The data for phonics was suggesting that 97% had achieved the required outcomes, and the 100% of the Yr2 pupil that had not secured a phonics pass in Yr1 had passed the retake.</p> <p>The provisional data appeared to be indicating that the school was above national averages within the EFYS stage, with around 83% demonstrating a good level of development (GLD). If progress was to continue at this rate then this would provide secure KS2 SATs results in 4 years.</p>	
12.	<p>Link Governor Monitoring</p> <p>Reports from link governor visits were discussed. The importance of these visits in monitoring school priorities was emphasized. The Head noted that link governor reports should align with the School Improvement Plan.</p> <p>Safeguarding Report:</p> <p>The report highlighted ongoing training for all staff and the completion of the 175 audit, a statutory document that schools must complete annually. The audit confirmed that all safeguarding measures were in place and up to date. A slight change was noted: EYFS staff now require training every two years instead of every three years. This update will be included in the September training session.</p> <p>PSHE Report:</p>	

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	<p>MF and SD met with Laura Hough, the lead for PSHE. They discussed the new PSHE curriculum and the need for Laura to have time to review and adapt it. Laura confirmed she would discuss any changes with the Head. The importance of collaboration within the Trust was emphasized, and the idea of virtual meetings between teachers from different schools was suggested. The need for governors to introduce themselves to teachers was also discussed, with plans for informal sessions in September. (See action noted in “Skills audit” below)</p> <p>Sustainability Report:</p> <p>SD noted the TLP plans discussed at the conference and discussed the WPS sustainability policy and action plan. The plan had been delayed due to ongoing building works, but a new plan is ready to go for September. The plan includes a working group made up of staff and students passionate about sustainability. The group will drive the initiative forward, with the Head providing support as needed.</p> <p>Reading, Writing, and Maths Reports:</p> <p>KW reported on her visits related to reading, writing, and maths. She noted the passion and dedication of the staff, particularly in reading. KW will complete her final report after meeting with Rachel Davies, who has recently taken on the writing lead.</p> <p>Pupil Premium Report:</p> <p>AP's report on Pupil Premium was discussed. The report highlighted the need for effective data analysis to track the impact of Pupil Premium funding. The Head emphasized the importance of addressing attendance issues among Pupil Premium students.</p> <p>Early Years Report:</p> <p>MS will complete the early years visit by the end of the term. The importance of this visit was emphasized due to significant changes in early years provision.</p>	
	LOCAL MATTERS & STAKEHOLDER ENGAGEMENT	
13.	<p>Skills Audit</p> <p>The recent skills audit was summarised. Training needs arising from the audit were discussed. The Head emphasized the importance of understanding school priorities, curriculum, and stakeholder engagement. Governors highlighted the desire to have an opportunity to meet school staff and the headteacher would arrange this for Wednesday 24th September 4-5pm, to follow the staff meeting in the autumn term. [Action HT]</p>	Action HT
14.	<p>Stakeholder Engagement – Parents / Carers</p> <p>The Headteachers report included a summary of engagement events that were planned or would take place. Governors were reminded that the school summer fayre would be held on Thursday 10th July (15:00-18:00) to which governors were invited.</p>	
15.	<p>Stakeholder Engagement – Wider Community</p> <p>The Headteachers report included a summary of engagement events that had taken place. The HT noted that discussions were ongoing with the local counsellor and community to secure a “walking bus” for children to attend school.</p>	
16.	<p>Communication – to Trust</p> <p>TLP conference was attended by MF, KW and SD who all contributed to discussions held. Items noted from the conference included</p> <ul style="list-style-type: none"> plans in place to improve and formalise governor chair arrangements in order to improve sharing of information. consideration to use of GovernorHub to provide quick updates to LGBs in between meetings. Much discussion held around community review 	

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	<p>TLP said they would look at providing guidance on</p> <ul style="list-style-type: none"> • Expectations of schools regarding community engagement • Expectations of governors regarding community engagement (and strategy vs operational) • Mapping who stakeholders are and how reaching them (including hard to reach stakeholders). 	
17.	<p>Communication – from Trust</p> <p>TLP Governance conference was held on Saturday 14 June 2025. It was a successful event. Presentations and materials used on the day have already been uploaded onto Governorhub. A briefing note on the conference will be made available in due course. [Action AH]</p>	<p>Action Dir Quality</p>
18.	<p>AOB</p> <p>The chair suggested that another agenda item could be added “Stakeholder – other TLP schools”, which could allow discussion on updates related to TLP focus group / improvement networks. The Chair would discuss this with the clerk and Headteacher when the agenda was set.</p> <p>The Chair noted that the HT is the sponsor to the TLP Attendance Group school improvement network . In addition to allowing the school to share best practice across the trust, it also provided insight from other schools that could be to develop the school’s approach further.</p>	<p>Action Chair</p>
	<p>Meeting Dates for 2025-26</p> <p>16:00 Tuesday 23 Sept 2025 16:00 Tuesday 20 Jan 2026 16:00 Tuesday 19 May 2026 16:00 Tuesday 07 July 2026</p>	

The meeting closed at 18:12

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