



**Date: 2<sup>nd</sup> May 2024 at 5.00pm (meeting held in school)**

**Governors Present:**

Rachel Cornes (Staff Governor)  
Janet Diamond (Appointed Governor)  
Margaret Frost (Parent Governor)  
Paul Phipps (Parent Governor)  
Mark Stowe (Chair)  
Sally Whitehead (Headteacher)

**In attendance:**

Allan Howells (Director of Quality, The Learning Partnership)  
Sarah Lomax (The Learning Partnership)

**Clerk:** Sheila Crosbie (Entrust)

**Apologies:**

Kim French (Staff Governor)  
Kate Windle (Appointed Governor)  
Sheila Manzano (Appointed Governor)

**The following documentation had been uploaded onto GovernorHub prior to the meeting:**

- Minutes of the LGB held 15.01.24. Agenda items 2-16.
- Headteachers Report Summer 1 2024
- WPS AED Policy and Procedures (for information only)
- WPS Communication Policy (for information only)
- CCTV Policy (for information only)

**Governance and Administration**

**1. Welcome, Apologies and Confirmation of Quoracy**

The Chair welcomed all present to the meeting. The meeting was confirmed as quorate.

Apologies for absence was received from Kim French, Kate Windle and Sheila Manzano

**Resolved**

**That the apology for absence is received and accepted from Kim French, Kate Windle and Sheila Manzano.**

It was noted that the term of office for Kim French and Rachel Cornes ended on 31<sup>st</sup> August 2024, but they would not be replaced as staff governors would not be Board members. Kim and Rachel would be able to attend at the invitation of the Headteacher and or Chair. More generally staff who wished to continue as a school governor were encouraged to apply to a different school in the Trust, where there were vacancies.

**2. Minutes of the Previous Meeting and Matters Arising**

The minutes of the meeting held on 15<sup>th</sup> January 2024 were agreed and signed as a true record.

Action Log from meeting held 15<sup>th</sup> January 2024

Agenda item	Action	By	Progress
1	Supply the Headteacher with a list of FAQ's on what is a governor to go out with the next school newsletter.	AH	Carry forward
7	Present a graph showing the direction behavioural issues were going within the school at the next Governor meeting.	Headteacher	Table included in HT report. Complete
10	Update the Headteacher on her willingness to carry out link monitoring.	SM	Complete
10	Approach MF to assist with some of JD's monitoring as Health & Safety/Premises is unlikely to be a focus for Ofsted.	Headteacher	Complete
10	Plan link monitoring visits and update the Headteacher.	ALL	Carry forward
12	Ensure the agenda template is amended to place Welfare agenda items before Strategic Direction & Progress Against Priorities.	Clerk	Complete
12	Read the safeguarding report before the next LGB meeting.	Clerk	Complete

**Welfare**

**3. Safeguarding**

The Headteacher referred to the PowerPoint presentation which had been circulated. The Wheelock "Values and Behaviours" were highlighted. These were available in every classroom and newsletter, and it was agreed that they were well known by pupils.

The numbers of children subject to various stages of safeguarding were reported on the PowerPoint slides. It was reported that there were also some children subject to private court proceedings. Early help was declined, but it still took staff time to respond to court requests for information. It was also reported that other agencies were increasingly reluctant to take the lead on safeguarding cases.

Governors asked why this was the case and were informed that this was due to lack of capacity in social care.

**Governor challenge: Does the school have capacity to lead on safeguarding cases, or could the Trust offer some support?**

The Headteacher stated that safeguarding was prioritised and capacity identified and made available. The Headteacher could call on support from the Trust if there was an urgent need of a specialist requirement. Families prefer to talk to familiar staff in school and it was useful for the school to be aware of issues.

It was noted that the Trust supports a fulltime learning mentor and had also developed an identification pathway. Trends would be monitored, and additional resources may be needed if numbers increased.

#### **4. Student welfare and wellbeing.**

Several initiatives to support wellbeing were in place. The child was involved in being part of the solution. Attention was drawn to Article 12 of the UN Convention which gave every child the right to have their voice heard. This was enacted through the School Council. OFSTED had acknowledged this as an area of strength.

5 members of staff were Emotional Literacy Support Assistant (ELSA) trained to deliver 1: 1 sessions. A minimum of 6 sessions were offered and could be extended if required. Treetops was offered on a group basis and was more accessible. The model was being adopted and rolled out across the Trust.

#### **Governor challenge: Is the support sustainable?**

It was pointed out that some children who used Treetops did not need to go on to ELSA so helped to reduce the need.

#### **5. Staff wellbeing.**

The Headteacher drew attention to the wellbeing area in the staffroom and the secret buddy system.

#### **Governor challenge: Had staff morale improved?**

The Headteacher felt that morale was not bad but recognised that teaching was challenging and that necessary requirement to hold teachers to account for their performance could add to stress.

#### **Governor question: Do the Trust undertake a stress survey?**

The Trust works with the school to undertake staff wellbeing surveys and activities on a periodic basis. Schools then develop local action plans to respond to the wellbeing survey outcomes.

AH also explained that the Trust offer support for all staff through Education Mutual for 24hour GP access. Counselling support was available and the Trust was developing a Wellbeing Charter.

### **Strategic Direction and Progress Against Priorities**

#### **6. School Improvement Plan (SIP)**

##### **a) Update on 23-24 priorities.**

The current priorities were summarised as curriculum, phonics and writing. Writing was still an area of concern so would continue as a priority along with maths and parental engagement. The Education Endowment Foundation framework was used to measure the child's progress and the cost benefit.

#### **Governor challenge: are parents engaged in supporting the programme?**

It was reported that a parents' evening focussing on reading was planned.

##### **b) Post-Ofsted priorities**

An OFSTED inspection had taken place on 23<sup>rd</sup> and 24<sup>th</sup> January 2024, in which the school secured an overall judgement of "Good". Staff were thanked and congratulated.

Action had already been taken to address the findings and areas for improvement, some of which were focussing on modern foreign languages and religious education (RE). It was explained that the Cheshire East RE syllabus had to be followed, but this was not user friendly to deliver in a progressive way. The "Jigsaw" scheme had been trialled in Year 3 and would be used across the school from September.

**Governor question: Should this be done at Trust level?**

It was pointed out that the Trust did not dictate how individual schools followed the curriculum and prescribe a uniform set of lesson plans. Each school had its own demographic and identity, although sharing learning and ideas across schools was encouraged.

**Governor question: Does the curriculum allow for diversity?**

The Headteacher responded that all world religions were covered, focussing on the “top 5” and humanitarianism was included. Pupils learned more as they progressed through school, beginning in Year 1 with Christianity and one other world religion.

**Education**

**7. Staffing /class plans for September 24**

It was reported that two extra teachers could be included within a balanced budget. Recruitment was taking place for several posts. The Headteacher was confident that posts could be filled and a strong team established.

**8. Admissions and pupil numbers**

There were 7 new starters, including 5 children with high level special educational needs. (SEN)

It was reported that some of the children should be in special school, but there were no places available. AH stressed the need to work with the Local Authority and for schools to be more innovative. Different schools could develop different specialist facilities and the Trust was looking into doing this in some of its schools. The Headteacher commented that being taught alongside special needs pupils made the children more inclusive and was good preparation for life.

The number of children with and Education Health and Care Plan (EHCP) had increased from 4 to 17.

**Governor question: Was the increase because the school offered early help to apply for an EHCP?**

It was reported that the parents of SEN children had formed their own WhatsApp group to share information. Some discontent had been expressed regarding access to after school care and residential trips. The Headteacher explained that EHCP funding could not be used for this purpose. Parents felt they were being refused, but the school could not fund the additional support required. The Headteacher would continue to communicate and manage the parental expectations.

**9. Attendance**

The latest figure was 95.1%. This was lower than the previous year but was still better than the national average. It was noted that the figures reflected that some families took unauthorised term-time holidays. Persistent absence was 11% compared with a national average of 17%.

**10. Behaviour**

There had been a reduction in the number of incidents, but this may be due to sickness absence. There had not been a significant decrease since March.

**Governor question: Could data be benchmarked?**

This was not possible at present but would be available within the Trust in future.

### **11. Curriculum - Progress**

Progress was good except for writing for Year 3. Governors were pleased to see progress through the years and noted there were pupils with better than expected progress indicated by the blue line on the slides.

### **12. Curriculum- Attainment**

The higher percentage of reds for Year 2 was noted.

It was felt that assessment was not fully accurate until the end of the year as some elements may not have been taught. The Headteacher commented that teachers needed to be held accountable for their teaching and needed to understand the “flight path” to get a child where they needed to be.

### **13. Curriculum-Link Governors**

The proposed schedule of link governors was noted.

MF agreed to support SM with RE, PSHE, RSE, RRSAs and No Outsiders.

AH clarified that Safeguarding, Early Years and Curriculum required link governors, but other areas depended on the capacity of governors and school priorities. Health and Safety was not within the remit of the LGB. An interest and “fresh eyes” were helpful, but there was no need for written reports.

The role of the link governor was to support and hold to account.

It was suggested that curriculum leads could be invited to make a presentation to governors. This helped staff development and may make a link governor unnecessary. This model worked well in other schools.

### **14. Progress on building works.**

The planned extension had been rejected due to objections by Sports England about the loss of grassed area. The only alternative identified was to use the trim trail. The outcome of the planning application would be known on 9<sup>th</sup> May.

The work to move the trim trail and to maintain the warranty would cost £13k. If the plan was approved, the work would commence over the summer holidays and be finished around November / December.

The hall would be used as additional classroom space for the first term.

The priority was to add 4 extra classrooms. The development of a nursery was a future plan.

It was noted that some trees would have to be removed. It was hoped to replace them with a polytunnel where children could grow plants. The children would be involved in planning what they would like.

## **Local Matters and Stakeholder Engagement**

### **15. Stakeholder Engagement – Parents and Carers**

It was reported that a volunteer who was autistic was working with some children. This had been helpful.

Parents had requested more SEN and subject specific information sessions, but there was a cost if external speakers were used. It was suggested that Cheshire Autism Practical Support (CHAPS) may be able to help.

The school 50<sup>th</sup> anniversary would be celebrated with a 70's themed fancy dress event.

Staff were being encouraged to attend the FOWS Wheelock Festival.

**16. Stakeholder engagement – Wider Community.**

The events that the school had participated in were noted. In addition, there had been HINDU days involvement with the local Methodist church and the town council.

**17. Communication to Trust Board.**

Nothing to report.

**18. Communication from Trust Board.**

AH advised that there would be a Trust wide Governors conference offering workshops, training and a chance to meet other governors. The provisional date was 13<sup>th</sup> July from 9.00am-1.00pm.

Governors were asked to complete a skills audit which would be issued soon.

**19. Any other business**

- CCTV Policy

**Governor question: Is the use of USBs compliant?**

Assurance was given that use is compliant and covered by the Data Protection policy.

- Communication Policy

**Governor question: How often is the web site updated?**

Assurance was given that this was done at least termly.

It was suggested that a question for feedback on the effectiveness of communications could be added.

**19 Date and Time of Next Meeting**

A LGB meeting was scheduled for 10<sup>th</sup> June, but it was felt that this was too soon and should be deferred. It was agreed that a meeting would be arranged in mid-July. AH and SW to schedule.

Governors were asked to advise what days and times would be convenient for 24/25 meetings. The aim was to move away from times which extended the working day.

There was no Part 2 business to discuss.

The meeting closed at 6.50pm.

Minutes approved: .....

Date:.....

## Action Log

<b>Agenda item</b>	<b>Action</b>	<b>By</b>	<b>When</b>
2	Supply the Headteacher with a list of FAQs on “what is a governor “ to go out with the next school newsletter.	AH	After meeting. Next newsletter.
2	Link governor visits to be scheduled	Headteacher	After meeting
19	LGB Summer 2 to be scheduled in mid-July.	Headteacher / AH	After meeting