**Present**

CHAIR: Eric De Regnaucourt, (EdR)

Executive Headteacher: Paul Lufkin (PL)

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| Lauren Clogg (LC)  Sam Dear (SD)  Katy Gandon (KG)  Gemma Isaac, (GI). | Kate Johnston (KJ)  Raj Sood (RS)  Jess Talbot (JT)  Rosie Williamson, (RW) |

**In attendance (\* denotes Associate Member)**

Jo Reynolds, (JR) (\*)

Lisa Kingsbury (LK) (\*)

Emma Walshe (EW) (\*)

Steve Cleary, Clerk (SAC)

*The features of effective governance from the competency framework: -*

*Strategic Leadership, Accountability, People, Structures, Compliance, Evaluation*

*All original papers are available on the LGFL MyUSO drive.*

The meeting was preceded by a presentation from LC and RW on safeguarding withing the school which outlined the range of services provided as well as data and outcomes. Key points are highlighted in section 5 of the minutes on safeguarding and inclusion.

1. **GOVERNANCE**

The meeting began at 7pm and was deemed to be quorate.

Governors confirmed that they had received and read papers received from the Executive Headteacher in advance.

Apologies were received and consented to from Emeka Okorocha, (EO), Chris Tregilgas (CT), Isabel Instone (II) and Heather Ponsford (HP).

Jess Talbot (JT), who has a background in education, was introduced to those present as a prospective co-opted governor and it was **RESOLVED** to appoint her to this position with effect from the date of this meeting for a four year period.

Governors **RESOLVED** to elect Eric de Regnaucourt as Chair for the 2021-22 academic year and further **RESOLVED** to defer the appointment of the Vice-Chair to the next meeting.

In accordance with the Education (School Government) Regulations, governors were invited to declare any interest they might have in respect of any item to be considered at the meeting. No declarations were made and governors confirmed that they would complete the annual declarations which had been sent by the school.

The Chair reported on the resignation of Jo Reynolds (JR) and Emma Walshe as governors and it was **RESOLVED** to appoint them as Associate Members for the 2021-22 academic year. Governors noted the existence of vacancies for two co-opted governors and were advised that candidates had been identified externally and for a member of West Wimbledon staff. Given difficulties in finding suitable governors over time, the Clerk commented that governors might consider the prospect of reconstitution at some stage in the future.

Governors reflected on committee arrangements and **RESOLVED** to keep membership, chairs, terms of reference and link governor roles the same as in the previous year subject to the following amendments:

* JT to join the Standards, Teaching and Learning committee;
* RS to become Financial Control link governor;
* JT to become link governor for pupil outcomes;
* EdR to share link governor for data protection with EO;[[1]](#footnote-1)
* To seek further members for the Pupil and Community committee;
* Whilst staff being should be dealt with under the HR committee as part of the school’s duty of care to its employees, it should also form part of the discussion for the pupil and community committee in respect of its impact upon the community and culture of the school;
* The LAC/PLAC role to be split from safeguarding and given to LK;
* Committee chairing arrangements to be set by the relevant committee;
* The Foundation specialist and wider curriculum link governor roles would be held open and would be part of the standards, teaching and learning committee.

KG reported on governor training undertaken and commented that there is a need give consideration to the induction process to be followed by new governors. EdR reported that he had signed up for Chair’s training and members of the standards, teaching and learning committee were encouraged to attend training on the curriculum.

Governors **RESOLVED** to adopt the minutes of the governing body meeting held on 6 July without amendment.

JR reported that there had been no correspondence to the Chair.

Governors **RESOLVED** that committee meetings would be held on a virtual basis and that recordings of the meetings be permitted for the use of the Clerk.

1. **STANDARDS, TEACHING AND LEARNING**

Governors noted the receipt of a letter from Ofsted regarding a section 8 monitoring visit undertaken to West Wimbledon on 15 July – see <https://files.ofsted.gov.uk/v1/file/50169877> - which had concluded that leaders and those responsible for governance are taking effective action in order for the school to become a good school. Further action has been identified around ensuring that what children learn in the early years feeds into their learning in Year 1, particularly in subjects such as science, history and geography. Governors were advised that Ofsted is currently pursuing a theme around the early years linkage as choices around curriculum and delivery impact on the foundations for future learning, although this is not necessarily a particular issue for the school.

LK reported that despite the extent of disruption throughout the last year, Wimbledon Park has still undertaken a significant amount of professional development as well as attained the primary science quality mark and Gold Award for the Anti Bullying Alliance. The school has continued to focus on the wider curriculum, building the pedagogy and reflecting on lesson delivery. The school has a new computing lead and an Inset on addressing gaps in teachers’ subject knowledge is planned in October.

1. **RESOURCES**

**Staffing**

GI reported that the HR committee had met on 16 September and discussed staffing updates, appraisals and performance management outcomes and approved the pay and appraisal policies for recommendation to the full governing body. Staffing structures remain the same as in the summer apart from two late resignations at West Wimbledon[[2]](#footnote-2). An offer of 1.5% for support staff pay was rejected by the unions in May and a final offer of 1.75% in July 2021 has been rejected. A ballot for strike action is underway and any pay (assumed around 2%) will be backdated to April. The committee has approved appraisal outcomes for teachers and pay will be adjusted accordingly.

The net effect of the staff changes and turnover at West Wimbledon is that staffing costs are forecast to be below budget this year. The new leadership team structure is settling well with the additional capacity helping to induct staff and settle classes rapidly this term.

Governors were appraised of changes to the after school club provision at Wimbledon Park which is to apply a profit sharing approach rather than the more prohibitive one time costs involved in a TUPE transfer. The school is looking to employ an additional member of support staff given the needs of a number of children. Whilst all posts are filled in Wimbledon Park, there is some very significant need within the new joiners in Y1 and the school is likely to need to redeploy staff to cover this need. A number of Nursery and reception children also have previously unidentified need which requires intervention.

GI reported that governors had reviewed the exit interview process and fed back information from staff to the senior leadership team.

* *What is the difference between a deputy head and assistant head?* An assistant head is typically divisional with a particular area of the school such as a phase or the Base, although more limited in terms of function and with line management responsibility in a more defined, smaller area. The deputy is operating across the school and can deputise in the absence of the Headteacher.

**Premises**

A wide range of works has been completed at West Wimbledon and the refreshed flooring has had a positive impact on the environment in the school. An opportunity to declutter is being undertaken.

Summer works at Wimbledon Park were undertaken on renewing the toilet facilities, as well as the treatment of damp in eight rooms and redecorations. Work on damp in the nursery has been reassessed and a proposal will be put forward to Merton for financial support. There has been significant delay in respect of work on the roof although scaffolding is now erected and contractors are still suggesting that we will be completed in November.

1. **SCHOOL REPORTS TO GOVERNORS**

**Pupil numbers**

Pupil numbers at West Wimbledon have continued to fall in the school year on year, although this has been arrested by the decision to take only one reception class, which is now full with a waiting list. One particular issue is that whilst there has been a similar number of leavers, the level of casual admissions or out of year admissions is much lower this year. It does not appear that this will change for the foreseeable future. Nursery place demand remains weak and it is unknown how this will feed into reception place demand next year. Place numbers remain affected by a perception that some other local or independent schools are “better”, particularly in the lower year groups. As numbers fall, there is a further potential to reconfigure classes to enable the transition to one form entry.

Wimbledon Park is currently 90 per cent full and has witnessed a fall in numbers chiefly as a result of a general move away from London.

**Pupil outcomes**

Governors were appraised of a number of issues regarding pupil outcomes at West Wimbledon as follows:

* The % of children achieving the good level of development was 56% in 2021. This compares with a GLD of 75% and national average of 72% in 2019 (the last available statutory assessment year), a very significant fall. The key impact here was on disadvantaged children, where outcomes are weak, particularly in speaking and comprehension, emphasising the importance of early language interventions.
* 79% of year 1 children reached the pass threshold in the phonics check assessment at the end of the summer term, significantly down from 90% achieved in the 2019 statutory assessment. It is worth noting that 5 of the 9 children not reaching the pass mark have significant SEND (of which four have EHCP applications planned).
* Only 40% of disadvantaged children in the cohort (4 out of 10) achieved the pass threshold (down from 88% in 2019).
* Overall 67% of children across the school achieved age expectations in all three key subjects, and 22% achieved greater depth. Outcomes in maths and reading were strongest, although outcomes for the youngest children in year 1 are the weakest, reflecting both the proportionate impact of school interruption on youngest children as well as staffing challenges last year.
* Girls outperform boys in all subjects, particularly in writing, although there is little gender gap in maths.
* There is a very marked divide between pupil premium and non-pupil premium children and outcomes for children with SEN are very much lower than outcomes for children with no SEN. Gaps are closing in terms of pupil premium children as well as between schools, albeit with a significantly higher proportion of pupil premium children at West Wimbledon;
* Whilst greater depth has strengthened to some extent, conversely gaps have widened in some areas, so disadvantaged children are performing slightly less well than they did two years ago;
* Whilst overall outcomes in reading and maths are ahead of 2019, particularly at the greater depth level, and outcomes in writing are broadly in line with where they were 2 years ago, outcomes for disadvantaged children have weakened overall.
* Although there is still a big peer gap currently, outcomes for children with SEND are stronger in 2021 than in 2019.
* Whist reading and maths seemed to have suffered limited loss overall, writing has been harder to maintain through disrupted learning and will need particular focus this year
* Disrupted learning has been a greater proportion of education for younger children and so the relative learning loss has been greatest for these children (last year reception and year 1). These children have the longest in school to recover these losses but additional focus and support is needed to narrow these gaps as quickly as possible.

Governors suggested that given the Ofsted focus on the transition from reception to year one, further data on EAL vs non-EAL children would be helpful.

LC reported that staff at Wimbledon Park are pleased with the end of year outcomes, particularly in early years, although the proportion of children at greater depth is to be a focus during the forthcoming year as well as the transition between early years and Y1 and writing. In terms of Y1 phonics, whilst 81% of children reached the pass threshold in the check assessment at the end of the summer term, this was significantly down from 96% achieved in the 2019 statutory assessment, although of those who do not reach the threshold, 7 children were within two marks. On a key indicatorof the three key subjects combined (reading, writing and maths), 83% of children across the school achieved age related expectations in all three subjects with 32% achieving at greater depth in each of these. Outcomes were stronger than anticipated across all subject areas, although there is a significant gap in performance between boys and girls in English, particularly in writing, although there is little gender gap in maths. A gap remains in performance between pupil premium and non-pupil premium children, particularly at higher levels and outcomes for children with SEND are significantly lower than outcomes for children with no SEND.

Governors raised the following questions:

* *Given that the youngest in the school would have been most affected by being away, how is their experience going to be dealt with in practice?* The curriculum has been stripped back and gaps identified such as sounds that might have been missed in phonics. The evidence so far is that children have retained quite a lot of information which needs to be built upon. For instance, one of the drivers for changing the reading programme and going back to basics was to make sure that phonics knowledge was embedded. Adjustments are also been made in terms of timetabling to provide a separate focus on practising number fluency at West Wimbledon.
* *Has there been any social or behavioural differences in particular year groups?* Not at Wimbledon Park, as there had been summer provision and bubbles did not have to be closed since March. At West Wimbledon, the key issue has been with Y1 children who have come from reception although developmentally they feel like being further back. One particular benefit at West Wimbledon is that there are smaller classes although any gaps have been around attainment rather than behaviour per se. As a result, the focus of intervention has been upon behaviour for learning.

1. **SAFEGUARDING AND INCLUSION**

Governors received a draft Safeguarding and Child Protection policy and having noted that the NSPCC guidance was followed, it was **RESOLVED** to adopt this, subject to EW examining it further and undertaking minor edits around consent and secondary school references.

LC and RW led a presentation for governors on safeguarding in the federation and the following key points were noted:

* The Merton Family wellbeing service has been effective in assisting the schools and the early help service has been improving in recent years. The use of the services has enabled the school to avoid raising children to a high level of need;
* Online safety is becoming an increasing issue across the country even in primary schools and staff need to be aware of signs and triggers, particularly when children are not always familiar with the use of privacy settings and predators are able to portray themselves as children;
* Staff at Wimbledon Park are looking for further training on peer sexual abuse which is becoming more prevalent in schools;
* Some referrals have been made at WWPS to the school nursing team over body image disorders;
* Children across the schools have access to various helplines and staff are promoting these to families where appropriate;
* Staff and volunteers are well trained in the need for maintain a high safeguarding culture and receive ongoing information and briefings on a range of issues. Teachers are often seeking further information on how to deal with issues in order to develop their skills, particularly around relationships with families;
* There is a wealth of statutory and non-statutory guidance which is available to the school and informs policies;
* Children receive instruction on healthy relationships and what to do if they do not feel safe;
* There is an emphasis on positive relations and emotional well-being;
* The Merton safeguarding partnership works across different agencies runs training connected to local issues and awareness;
* The schools have noticed an increase in emotional abuse and neglect, although these can be some of the hardest cases to investigate and tackle, particularly where as in case of West Wimbledon, children might be autistic as well and less able to communicate;
* Governors receive regular reports on safeguarding at their meetings as well as undertake visits which include discussions on this aspect. They are familiar with the difference between safeguarding and child protection as well as the particular aspects of curriculum delivery during online learning and receive regular reports around the safeguarding audit process and findings;
* A safeguarding audit is due later in the autumn term and both schools are compliant in respect of this aspect of the life of the federation.

Governors confirmed that they had read and understood part one of the Keeping Children Safe in Education document and associated school policies.

RW reported that West Wimbledon has a new designated Safeguarding Lead and appropriate handover is being undertaken. All staff attended our annual Safeguarding training on our first training day and a catch-up session has been arranged for the four members of staff who were not able to attend. In addition, safeguarding training has been held for teaching assistants.

1. **COMPLIANCE**

Governors **RESOLVED** to assent to the adoption of the following federation policies with minor amendments (noted on file):

Teachers Appraisal – 2021/22

Teachers Pay 2021/22[[3]](#footnote-3)

Safeguarding and Child Protection[[4]](#footnote-4)

PL reported that the complaints policy had been updated to cover the whole federation.

1. **ANY OTHER BUSINESS**

No further business was recorded.

1. **DATE OF NEXT MEETING**

***Meetings are scheduled to last for a maximum of 2 hours.***

Meeting dates for 2021/22 were confirmed as follows (to be confirmed at the FGB on 21 September).

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| **Date** | **Meeting + content** | **Time** | **Location** |
| Wed 3rd November 2021 | Standards, Teaching and Learning committee | 8:00am | Virtual |
| Wed 10th November 2021 | School Business committee | 8:00am | Virtual |
| Wed 17th November 2021 | Pupils and Community Committee | 8:00am | Virtual |
| Tue 7th Dec 2021 | **Full governing body meeting** (committee business, performance management, school development plan, standards, target setting, policy approvals, schools’ report, MEP reports) | 7:00 pm | WWPS |
| Wed 9th Feb 2022 | Standards, Teaching and Learning committee | 8:00am | Virtual |
| Wed 9th Mar 2022 | School Business committee | 8:00am | Virtual |
| Wed 16th Mar 2022 | Pupils and Community Committee | 8:00am | Virtual |
| Tue 29th Mar 2022 | **Full governing body meeting** (committee business, policy approvals, schools’ report, MEP reports) | 7:00 pm | WPPS |
| Fri 29th Apr 2022 | HR committee (Pay affordability scenarios, staffing strategy and structure) | 8:00am | Virtual |
| Tue 10th May 2022 | School Business committee – Budget special (End of year monitoring/outcome, 12 months budget and 3 year forecast) – open invite to all governors | 7:00 pm | Virtual |
| Wed 18th May 2022 | Standards, Teaching and Learning committee | 8:00am | Virtual |
| Wed 15th  Jun 2022 | Pupils and Community Committee | 8:00am | Virtual |
| Fri 17th Jun 2022 | HR Committee (staffing updates, exit interviews, staff survey, staff well being) | 8:00am | Virtual |
| Tue 5th July 2022 | **Full governing body meeting** (committee business, school development plan, policy approvals, schools’ report, next terms chair/vice chair, membership of committees and link governors) | 7:00 pm | WPPS |

All previous actions were noted as being complete.

The meeting closed at 9.10pm.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Subject to confirmation [↑](#footnote-ref-1)
2. Covered by internal redeployment [↑](#footnote-ref-2)
3. Adopted pending revision on terminology. [↑](#footnote-ref-3)
4. Based on the Merton model policy. Adopted subject to changed terminology around consent and age appropriate language. [↑](#footnote-ref-4)