**Present**

CHAIR: Eric De Regnaucourt, (EdR)

Headteachers: Paul Lufkin (PL), Rosie Williamson, (RW)

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| Natasha Gourlay (NG)Georgia Harris (GH)Emeka Okorocha, (EO) | Meghan Peaty (MP)Raj Sood (RS)Chris Tregilgas (CT) |

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

Lisa Kingsbury (LK) (\*)

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.*

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 schools in advance.

Apologies were received and consented to from Katy Gandon (KG).

Governors were apprised of the resignation of Jess Talbot as a co-opted governor and it was **RESOLVED** to thank her for her service. It was further RESOLVED that Meghan Peatey (MP) be appointed as a co-opted governor from the date of this 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 it was confirmed that all annual declarations had been returned.

Governors were introduced to Georgia Harris (GH) as the newly elected staff governor. GH is the Y3 class teacher at Wimbledon Park. All present introduced themselves.

Governors **RESOLVED** to defer the approval of the minutes of the full governing body held on 20 September.

Governors reflected on the current position with parent governors and noted that the updated federation regulations allow schools to only have two parent governors for a federation governing body. Parents can be nominated from either school and cannot be pre-allocated to one school or another. The cessation of the current parent election process was noted as a consequence, although those currently nominated from each school are to be assessed on a skills basis to fill any co-opted vacancies and the process for thjs is underway. It was noted that there is a need for more governors in order to be able to undertake any necessary due diligence over joining a trust. A panel of governors was appointed to review the skills required

**ACTION: EdR, KG, RS, EO and CT.**

The potential for a future reconfiguration of the governing body was raised and it was agreed that a core number around sixteen would be required in the event of any defederation prior to joining a trust in order that each school might have a critical mass as well as to deal with any issues around potential restructurings and other issues.

1. **SCHOOL REPORTS**

**West Wimbledon**

RW reported on the end of year outcomes at the school and the following key points were highlighted;

* Attendance has fallen marginally since the previous academic year although it remains above the national average. Concern remains over persistent absence, particularly amongst pupil premium children and a small group of families linked to adult mental health issues and term time holidays. The attendance policy has been reviewed as a result of changes to DFE expectations and will be brought to governors for ratification.
* Parents, including in the nursery, have received an annual report on their children giving SATS scores or phonics outcomes as appropriate as well as comparative information. Small steps of achievement are monitored and celebrated in Treetops using a different assessment system called B Squared – see <https://www.bsquared.co.uk/> - which enables children to be monitored against their own baseline.
* Data assessments are reported including and excluding Treetops children. If Treetops children are excluded from the data, the school has 72% achieving a good level of development which is around 7% above the national average, representing a considerable achievement for the first one form entry.
* The school is to focus on children that didn't achieve the good level of development and there has been a close transition between the reception and the new Year One teacher.
* The phonics outcomes have been really strong. 36.61 out of 40 is a very high average score and phonics is strong across Key Stage 1 including in Treetops.
* The Year 2 SATS outcomes are pleasing given the complicated cohort, journey through the pandemic and change of class teacher and represent a number of success stories. Reading, writing and maths are all slightly higher than the national average. When Treetops children are included, they are close to or slightly under the national average, even given a national fall in standards since 2019. Greater depth figures are either in line with or greater than the national average. The group where there is the most significant difference in Year 2 is the pupil premium and SEND children and the pupil premium strategy outlines mechanisms to narrow gaps which had widened through the pandemic.
* 70 per cent of pupils in Year 4 achieved a score of 22 or more in the multiplication checks. In terms of Year 6, the proportion of children achieving at age related expectations in grammar, punctuation and spelling, reading and maths is in line with the national average, although writing has significantly brought down the combined scores. Assessment in writing is complicated and issues remain nationally on assessing and monitoring greater depth. The school is working with other settings on moderation in writing and has noted significant gaps in pupil premium and gender in the cohort.

RW shared the school development plan (copy on file) and commented that the plan falls into three different key action areas around a continuation of consistency in teaching and assessment approaches[[1]](#footnote-1), consolidation and refinement of the curriculum[[2]](#footnote-2), and finally a leadership model of coaching and support for middle leaders to ensure they are empowered to make strategic and independent decisions and developing peer collaboration opportunities within the school. The expansion of Treetops and development of links with the Wandle Learning Trust and local schools are a key aspect of the plan and a series of strategic meetings are planned on these issues including an SLT Day in mid-November to give greater clarity over prioritisation of the focus areas in the school development plan and the expansion of Treetops in particular. In response to a governor question (**Q**) on support for the SLT day, RW suggested that it would be beneficial to have some governor input on staff and pupil voice and CT offered to attend on 21 November. **ACTION: CT**

The pupil premium strategy was circulated (copy on file) and key challenges were noted around wider attainment learning gaps, school attendance, support for social, emotional and mental health concerns and current financial challenges, which are a problem for a lot of pupil premium families. The main activity to address the issues is the use and development of high-quality teaching. Whilst behaviour for learning is really strong, high-quality teaching is the most significant driver. As part of its approach, the school is investing in improved texts and titles to be made available for pupil premium children to take home and give an equal opportunity to access rich texts as well as investing in whole school pastoral training and emotional coaching for all staff. Governors noted that the expenditure on pupil premium children is marginally greater than the income although this is usual and any additional need is covered by general school income as a cross subsidy. Many children with pupil premium also have high levels of SEND for which separate funding is often available.

The following governor questions were asked:

* *Has the school pinpointed why writing was low?* Issues focus on the ability of children to write fluently and with accuracy. Children are more focused, although there is a need to increase the children's independence in writing in a fluent and accurate way. This is being addressed through teacher training, and through looking at the scheme used to enable children to use visuals to help their understanding of different elements of what a sentence says. A writing in depth monitoring week is to be held in November and the school development plan has a specific section on writing although the writing that in being seen in the current Year 6 is strong.
* *How is the emotional training to be delivered?* This will be through a staff inset day. The session will explore how children's emotions impact on their access to school. Areas such as attachment will be examined and it is really important that all staff complete this training so that there is a common approach.
* *How is the sports provision provided?* The school uses a PPA cover company that come in to provide specialist sports coaches that come in. Merton plans are used as the school prefers the local syllabus and how the local authority are using it.

**Wimbledon Park**

PL reported that following the recent Ofsted inspection, the school is focusing on a number of key areas. The school has a significantly reduced support staffing capacity alongside an increasing number of children with complex needs. There is a strong focus on trying to make sure that a high level of adaptability and flexibility is provided for settled class management in the context of a reduced capacity. It has been noticed that Year 1 to Year 3 have the greatest number of gaps and the widest attainment spans. In response, the school is renewing its focus on early speech and language development and early reading. Timetables have been reconfigured to give children the class based reading instruction necessary to close gaps. As a result of six new teachers joining the school, coaching and support is being provided to enable consistency in approach to teaching and learning.

There are no significant concerns over attendance in the first half of the autumn term and the school has a watchlist of children where absence levels are rising.

The good level of development at 87% is a strong signal that the reception cohort is normal post Covid, although the average phonics score of 33.7 is nearly five points down on 2019 levels, and the outcome of 86% is some 10 percentage points down with the most significant gap being between SEND and non-SEND children, although the figure is still above a falling national average. Whereas the curriculum has probably never been more at its strongest the span of attainment is greater than has perhaps been known in the past 10 or 12 years as a result of the pandemic. In Key Stage 2, gaps have been closed more rapidly since the children had firmer foundations in early reading and language. Outcomes in Year 6 remain strong across subjects.

Governors were encouraged to read the pupil premium strategy statement and school development plan, which focus on early reading, staff teaching and learning and staff/leadership professional development. The pupil premium statement continues its focus on nurture, children's mental and emotional health support, as well as one to one and intervention support. In respect of the sports premium, there is a high level of investment to ensure that provision is well supported across the needs of the children and a holistic approach to activities, although there have been challenges in terms of the availability of pools for swimming provision.

* *How does the school assess the quality of the sports provision?* The Headteacher and Deputy Headteacher are responsible for curriculum and provision in all aspects. Sport is the only significant contract for curricular provision and there is a specific monitoring of those children who don't self regulate. Monitoring is undertaken of sports lessons and a view formed of the quality. Lesson observations and monitoring has been undertaken in PE and feedback given over elements to the team. It is the general view that whilst curriculum intent is good, implementation needs to be sharpened up.

Governors noted that both schools have recently been validated for their provision in a wide range of subjects as part of Ofsted inspections. The report for Wimbledon Park is expected to be published shortly. It was recognised that in order that governors could monitor provision in other subjects other than maths and English, it will be beneficial to develop link roles as part of the new model of governance being used.

1. **SAFEGUARDING**

Governor safeguarding training was delivered by MP and those present were apprised of the key changes and updates to the statutory Keeping Children Safe in Education[[3]](#footnote-3) document with a spotlight on areas that governors need to be familiar with. The structure and responsibilities around safeguarding in the school were outlined. The difference between safeguarding and child protection was outlined and governors reviewed the latest version of the KCSIE document including the annex. The importance of dealing with sexual violence and sexual harassment was stressed, as were the sections on human rights and equality as well as updates on online safety. The following key points were highlighted:

* Domestic abuse now figures as a part of the document and is named as a safeguarding issue due to its increased prevalence;
* The updated guidance has a new paragraph within it, setting out that children might not be ready or know how to tell someone that they are being abused so the school has to give them the best environment to make them feel safe and comfortable, that should they want to share something, they are able to do that.
* Governors and trustees should receive appropriate safeguarding and child protection training at induction and at regular intervals.
* Lack of safeguarding breaches the human rights of the child;
* Equalities and diversity considerations enhance the requirement to put in place additional supports for children with particular protected characteristics.
* There are systems in place through LGFL regarding online safety as well as appropriate monitoring and filtering on school devices. Part of online safety is upskilling parents to be better educated in this aspect of their children’s lives.
* KCSIE emphasises the importance of providing children with a safe space to speak out or share their concerns over sexuality and identity with a member of staff. The importance of safer recruitment procedures and due diligence is stressed.
* Low level concerns policies should contain a clear procedure for confidentiality and sharing and also apply to supply teachers and contractors. Any concern involving an adult in the school should be reported to either the DSL or the head teacher and recorded. Allegations made against staff that do not meet the threshold harms test are classified as a low level concern.

Governors were apprised of the safeguarding culture desired for the school and were referred to Annex B of the KCSIE document for further information on this. The importance of contextual safeguarding risks outside the home was stressed as a key area in terms of a child’s life outside of the school environment. Governors were informed on the categories of abuse and noted the common features of families where harm to a child has occurred such as parental mental ill health, domestic abuse and substance and alcohol misuse. It was noted that if one of those factors is present in a child's life, there is an increased likelihood of referrals to children's services. Conversations are to be recorded in the child's words rather than “adult speak”. Governors noted their role and approach to follow should any disclosure be made to them as well as the extent to which support is targeted by the local authority and school to different categories of children.

MP undertook to upload the presentation slides to the USO as well as circulate tests for the governors on their understanding. **ACTION: MP**

CT reported that he had undertook a safeguarding visit to Wimbledon Park and is planning to follow this up with a visit to West Wimbledon.

1. **COMPLIANCE**

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

* WWPS PE Grant Impact Report,
* WWPS Pupil Premium Strategy,
* WWPS School Development Plan,
* WWPS Teaching and Learning Framework
* WWPS Homework Policy
* WPPS PE Grant Impact Report,
* WPPS Pupil Premium Strategy,
* WPPS School Development Plan
1. **ANY OTHER BUSINESS**

No confidential business was recorded.

1. **DATE OF NEXT MEETING**

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

9.30am, 2 November, West Wimbledon / Zoom[[4]](#footnote-4)

All previous actions were noted as being complete. New actions were identified as follows:

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| **Action Points arising from 2022-23 meetings:** |
| ***No.*** | ***Action*** | ***By*** | ***When*** | ***Status*** | ***Note*** |
| 3 | Review skills audit against potential co-opted governors | EdR, KG, RS, EO and CT | - | NEW |  |
| 4 | Attend SLT Day | CT | 21 November 2022 | NEW |  |
| 5 | Upload safeguarding presentation slides to the USO as well as circulate tests for the governors on their understanding.  | MP | - | NEW |  |

The meeting closed at 9.42 pm.

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

Chair of Governors

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

1. particularly in Treetops, the refinement of the professional development structure and refining assessment approaches using core and wider curriculum. Progress for disadvantaged pupils remains a key driver in everything throughout the school development plan. [↑](#footnote-ref-1)
2. looking at progression sequencing through developments of reading and writing as well as embedding maths fluency across the curriculum. The plan includes a section on science, the continuation of early reading, teaching sequences in wider curriculum, development and a continuous focus on the early years curriculum and links between early years and key stage one, as well as a differentiated treetops curriculum. [↑](#footnote-ref-2)
3. Hereafter KCSIE [↑](#footnote-ref-3)
4. Governors noted prior apologies for GH, LK and MP [↑](#footnote-ref-4)