**Present**

CHAIR: Eric De Regnaucourt, (EdR)

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

|  |  |
| --- | --- |
| Steve Coventry (SC)Natasha Gourlay (NG)[[1]](#footnote-1)Georgia Harris (GH)David Pack (DP)Meghan Peatey (MP) | Martin Pfutzner (MP)Raj Sood (RS)[[2]](#footnote-2)Chris Tregilgas (CT)Milly Williams (MW) |

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

Steve Cleary, Clerk (SAC)

Lisa Kingsbury (LK) (\*)

*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 9.30am and was deemed to be quorate.

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

Milly Williams was welcomed to the meeting as a prospective co-opted governor and all present introduced themselves. It was **RESOLVED** to appoint MW as a co-opted governor for a four year period.

Apologies were received and consented to from Katy Gandon (KG), Emeka Okorocha, (EO)

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.

Governors **RESOLVED** to approve the minutes of the full governing body held on 11 January 2023 and publish on the website.

The Chair raised the potential for policies and documents to have digital signatures and it was **RESOLVED** that this approach would be used where possible through such systems as DocuSign.

1. **PUPIL AND COMMUNITY**

**West Wimbledon**

RW reported on a range of pupil and community related issues as follows:

* The admissions and school roll data verify that the move to one-form entry was the correct decision. For the first time since 2021, there is a percentage rise in the total number of places being filled at WWPS. Numbers in the mainstream Reception and Year 1 classes are consistently full or near to full, although there is a decline in the percentage of filled KS2 places. (school leavers and joiners).
* On a positive note, Nursery numbers are at their highest since 2020 and the nursery is 96% full.
* We are hoping to fill all 30 places in Reception in September and the school is optimistic about the future.
* Year 2 appears to be one form, although it is in reality two form and running at a loss, as statutory numbers mean that the school cannot go above 30. In response, the school is to combine the two classes into one year three class from September 2023.
* The school is witnessing a decline over time in KS2 places.

Pupil figures currently stand as follows:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total pupils**  | **Treetop****Pupils** | **Female** | **Male** | **PP** | **FSM** | **SEN** | **EHCP** | **EAL** |
| Nursery | 33 | 0 | *58%* | *42%* | *36%* | *36%* | *12%* | *0%* | *51%* |
| Reception | 31 | 3 | 67% | 33% | 19% | 19% | 13% | 10% | 26% |
| Year 1 | *34* | *4* | *41%* | *59%* | *21%* | *24%* | *24%* | *12%* | *26%* |
| Year 2 | *37* | *5* | *49%* | *51%* | *35%* | *35%* | *19%* | *14%* | *43%* |
| Year 3 | *43* | *3* | *44%* | *56%* | *35%* | *35%* | *26%* | *7%* | *30%* |
| Year 4 | *52* | *4* | *54%* | *46%* | *35%* | *35%* | *31%* | *8%* | *40%* |
| Year 5 | *49* | *5* | *43%* | *57%* | *41%* | *41%* | *31%* | *14%* | *47%* |
| Year 6 | *46* | *3* | *54%* | *46%* | *26%* | *24%* | *26%* | *15%* | *35%* |
| **School** | ***325*** | ***27*** | ***50.5%*** | ***49.5%*** | ***32%*** | ***32%*** | ***29%*** | ***10%*** | ***40%*** |

There is a higher proportion of girls in our Reception class, compared to the rest of the school, and values in most of the context groups are the lowest across the school. There has been a recent increase in the number of new children with EAL[[3]](#footnote-3) who have joined the school community and it is now our largest contextual group. A long-established part-time teacher has taken on the role of reviewing and refining the whole-school EAL approaches used and to ensure that resources are available for teachers to support pupils, although it is found that once children are grounded in school, they accelerate quickly. A detailed action plan has been developed to address issues.

There are 32 places available in the current Treetops although only 28 are filled. EHCPs are more difficult to obtain, schools are holding onto their complex needs for longer and there are blockages in relation to educational psychology and CAMHS provision.

Pupil premium children and SEND remain the biggest groups that is focused on.

Serious behaviour incidents are in line with the number reported last academic year and there is a positive approach at WWPS balancing the needs of the pupil who instigated the incident alongside ensuring the other children are feeling safe. The 48 reports are representative of 24 pupils. Reports are used to look for patterns, track any concerns related to bullying and to ensure that the school is applying the behaviour policy accurately and fairly. Two pupils have been referred for support through the Virtual Behaviour service including a reduced timetable and EHCP application. A significant number of the behaviour concerns are within the Year 3. The children in this year group have had a fairly unsettled route to KS2, with some unavoidable changes to their teacher, gaps of knowledge due to the pandemic and a high proportion of children with attendance and/or safeguarding concerns. The SENCO, alongside HT and DHT work closely with the class teacher, families and professionals to address concerns, provide Early help strategies in order to address the issues. Learning behaviour is strong although there have been three suspensions in the year to date centred upon poor choices and risky behaviour. Serious behaviour issues are logged on SIMS, reported to parents and tracked. The systems used have been tested as a result of a parental complaint[[4]](#footnote-4) and found to be sound and effective.

The overall attendance figure at 93.4% is slightly under the end of February 2023 national average and well below the levels seen prior to Covid. The new EWO is regularly supporting meetings with parents. Unauthorised and persistent absences are better than the national average, although it is worth noting that up to a quarter of children are persistently absent as defined[[5]](#footnote-5). The main issues affecting attendance levels centre on families booking and going on extended family trips/holidays during term time, higher levels of child Covid in the autumn term, and an increase in childhood illnesses following the periods of isolation and non-contact during Covid. The EWO is confident that the school is effectively addressing attendance issues and the school is also working with families where children are heading towards persistent absence through parenting contracts. SEND pupil attendance is above the national average and the school continues to closely track the attendance of all vulnerable pupils. Governors commented that it would be useful to be given regular updates on the national average for attendance across both schools and in response to a governor question (**Q**) over the education being received by children who are persistently absent, RW replied that work is not given to children who are absent from school.

The school is serving around 185 meals a day which equates to a take-up of 83.35% of our Reception to Year 6 pupils. Within this overall take up of meals, the take up of different pupil groups is as follows;

Take up of FSM by eligible pupils- 91%

Take up of UIFSM in Rec-Y2 – 72%

Take up in year Y3-6 – 80.7%

The format of moving the Friday INSET days to Monday has worked well and enabled more part-time staff to attend training. It is intended to keep to that format next year. Given the context of expanding base, new staff and additional training needs in de-escalation, safer handling, autism approach techniques and safeguarding, the school is currently negotiating with the local authority to increase the number of ARP training days in September, to ensure all new and existing staff have enough time to complete all relevant training, induction and planning and set up time. Governors **RESOLVED** to approve the following terms dates for West Wimbledon:

**Autumn term 2023**

First day: Monday 4 September 2023

INSET DAYS Monday 4th September, Tuesday 5th September

Last day Thursday 21 December 2023

Half term: Monday 23 October to Friday 27 October 2023

INSET DAY Monday 30th October

Total 74 days

**Spring Term 2024**

First day: Monday 8 January 2024

INSET DAY Monday 8th January

Last day: Thursday 28 March 2024

Half term: Monday 12 February to Friday 16 February 2024

Total 54 days

**Summer Term 2024**

First day: Monday 15 April 2024

INSET DAY Monday 8th July

Last day: Wednesday 24 July 2024

Half term: Monday 27 May to Friday 31 May 2024

Total 67 days

Pupil surveys are currently in progress and are expected to close by the end of March. Parent surveys following the Ofsted format as well as a staff survey are to be launched in April and reported in due course.

**Wimbledon Park**

The school roll has stabilised this year having had three years of a falling roll and overall student numbers are 8 higher than this time last year and the school is 94% full overall, although only 88% full in years 4/5/6 (but slightly up from 86% at this point last year.) It is anticipated that 90 places will be filled again in Reception (with a waiting list) this September as 331 applications have been received for reception places (slightly down on 345 last year) of which 118 are first choice applications and 60 are second choice.

Nursery will be operating a morning only session at full capacity (following the decision to limit admissions to only 52 places for one session this year). It is anticipated that the operating in a similar way in 2023-24, although this decision will not be taken until nursery place demand is known after offer day on May 12 2023.

The school context as of March 2023 is indicated below:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Students** | **Female** | **Male** | **PP** | **FSM** | **SEN** | **EHCP** | **EAL** |
| Nursery | 52 | 53% | 47% | 4% | 2% | 4% | 0 | 20% |
| Reception | 90 | 52% | 48% | 4% | 2% | 4% | 0 | 27% |
| Year 1 | 90 | 59% | 41% | 6% | 6% | 4% | 2 | 22% |
| Year 2 | 90 | 44% | 56% | 11% | 11% | 10% | 3 | 30% |
| Year 3 | 83 | 37% | 63% | 10% | 8% | 8% | 2 | 23% |
| Year 4 | 79 | 51% | 49% | 10% | 8% | 10% | 1 | 33% |
| Year 5 | 86 | 40% | 60% | 13% | 12% | 13% | 4 | 33% |
| Year 6 | 73 | 48% | 52% | 5% | 5% | 11% | 1 | 29% |
| **School** | **643** | **48%** | **52%** | **8%** | **7%** | **8%** | **13** | **27%** |

The proportion of children eligible for Pupil Premium is 8%, which is in itself relatively low, but is up from below 5%, just two years ago.

Behaviour has been tightened up following a few incidents in autumn one and there has been additional time spent from the assistant heads and phase leaders in conversations with parents around behaviour. The school has implemented a reflection system in lunchtime, particularly linked to Key Stage 2 and classroom behaviour. Assistant Headteachers collate feedback from class teachers on pupil issues each week, which are discussed by the SLT. Meal supervision has been enhanced and the school supports children who might find it difficult being outside at lunchtime. As a result, behaviour is more settled. As a result of recent behaviour incidents, the school is holding conversations around how reception and year one can be made more inclusive.

Attendance is improved in the year to date when compared to last year, although not yet back at the levels seen in 2019 and before. In particular, the number of persistently absent children remains high. Half termly meetings with the education welfare officer are held to review these children and actions agreed to support improvements in attendance. These include meetings with families, requests for additional medical evidence, and initial monitoring letters/emails from the EWO.

The school is consistently serving close to 400 meals per day and take up of school meals across the entire school is 66% in 2022-23 so far (although this will drop a little in the summer months when children are able to eat outside). Within this overall take up of meals, the take up of different pupil groups is as follows:

Take up of FSM by eligible pupils 63%

Take up of UIFSM in Rec-Y2 89%

Take up in year Y3-6 46%

The lunchtime culture around the school hall is believed to impact at times on behaviour and is being reviewed since it is believed that allocating time to eat as a social event is important in itself.

Term dates were approved by governors as follows[[6]](#footnote-6):

Autumn Term 2023

• First day: Monday 4th September 2023

• INSET Monday and Tuesday 4th and 5th September 2023

• Half term: Monday 23rd October to Friday 27th October 2023

• INSET Monday 30th October 2023

• Last day: Thursday 21 December 2023

Total 74 days

Spring Term 2024

• First day: Monday 8th January 2024

• INSET Monday 8th January 2024

• Half term: Monday 12th February to Friday 16th February 2024

• Last day: Thursday 28th March 2024

Total 54 days

Summer Term 2024

• First day: Monday 15th April 2024

• Half term: Monday 27th May to Friday 31st May 2024

• INSET Monday 15th July 2024

• Last day: Wednesday 24th July 2024

Total 67 days

The pupil survey was carried out in March 2023 across years 3, 4, 5 and 6 (consistently with last year). Overall the survey outcomes are very positive and in line of ahead of last year. A separate paper with the year group and question level results has been shared with governors. Particular points/strengths that have are noteworthy include the following:

• Pupils enjoyment, safety and happiness at school remain high.

• Pupils feel more challenged and encouraged to work hard

• Teachers listening to pupil contributions

• Adults in school being king and friendly

• Trusted adults in school

• Mental health and emotional health support have significantly progressed. Looking after their emotional and mental health (linked to the work on emotion coaching and zones of regulation)

• Taking part in extracurricular activities (now higher than pre-covid)

• Year 6 not being markedly less happy than other year groups

Areas that will be followed up by class teachers as part of PSHE and pupil voice sessions include:

• Behaviour in lessons (slightly lower agreement this year)

• Where there are small pupil groups who are not happy and safe

• Where there are small pupil groups where bullying hasn’t been dealt with effectively

• Where there are small pupil groups who do not have a trusted adult

The staff survey was completed in February and March 2023 by 50 out of 74 staff members (68%), with good representation from all staff groups. A separate paper with the question level results has been shared with governors for this meeting. The survey is being digested and reviewed by the Senior leadership team and will be communicated back to staff through consultative workshops to acknowledge strengths which centre on staff feeling supported around pupil behaviour and teamwork. Staff enjoy working at the school. Areas for further development focus on:

o Communications

o Workload and well being

o Professional development and performance management

Governors commended the school on the staff survey results given the context of recent months. The following governor questions were raised:

* *Why is pupil dissatisfaction higher in year five and year six?* This has perennially been the case, although the overall level this year is less when compared to previous time periods. Children are often more relationally aware and there is more of a focus on moving on elsewhere. Typically, the spring term of year six exhibits the poorest behaviour and most complicated period of time to manage.
* *What is being done to address the 30 per cent of so who did not respond to the staff survey?* A response rate of nearly 70 per cent is significantly higher than other staff surveys have been in prior years. Comprehensive feedback is received within the first 20 responses and it is considered by the school that the comments given are representative across all staff groups such that there is confidence that potential lessons are based upon realities within the school. In addition, feedback meetings are likely to be able to ascertain further insight.
* *What happened to the well being committee, and what are the chances of it being resurrected?* The committee ended because the people who are running it felt like they didn't have the time to be able to do that effectively. It was almost a victim of the inevitable time pressure that everybody feels under in school. There are staff who would still identify as being part of the committee, but careful thought is required over how we might be reconstituted should this be desired.
1. **COMPLIANCE**

**Policies**

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

* WPF Support Staff Capability, Complaints Procedure, Appropriate Policy
* WWPS Equalities Information and Objectives, Accessibility Plan, Late Collection Policy, PSHE (with RHE) Policy
* WPPS Equalities Information and Objectives, Accessibility Plan, CPD Policy, Policy for child not collected from school[[7]](#footnote-7)
1. **RESOURCES**

RW reported on West Wimbledon as follows:

* The SFVS has been reviewed, using benchmarking information alongside the DFE self-assessment dashboard and the financial bench marking for the 2021-2022 financial year. It is important to bear in mind, that the school is only one of six with an ARP in Merton which is why in some areas, it appears to be spending proportionally more than schools of a similar size, particularly in income per child, teaching costs per child and education support costs per child. There has been an increase in supply costs as well as a high proportion of UPS teachers which also contributes to the high teaching costs per pupil.
* The business case and move to one form entry will go someway to addressing the high teaching and support staff costs.
* WWPS premises costs are the highest out of all the comparable schools, although this is partly as a result of the costs of making the caretaker’s house safe and its full renovation after many years.
* Costs to the PPA service for our French, music and PE lessons, contribute towards the high curriculum costs but reduce the overall teaching costs, where the school is not employing additional staff to provide the PPA which they facilitate.
* In contrast, efforts to pull back in other areas are noticeable, such as the energy costs per pupil and the resource costs per pupils.
* The school is in the process of reviewing the 3year budget which is going to reflect the impact of the unfunded pay rises alongside the business case cost cutting efforts. Unfunded pay rises are putting a great deal of strain on the budget.

The school is looking to save around £250,000 in the current year within the context of a falling roll, restructuring and £100,000 of unfunded pay rises. Cashflow remains an ongoing issue. The local authority might be sought to give assistance in terms of upfront payments to ameliorate these issues given the parallel issue of reserves running low.

The following governor questions were asked:

* *Why is there no data on the teacher contact ratio?* This is a complicated calculation which looks at the balance between those who are in class versus those who are out of class and leadership. This can be supplied to governors.
* *What if Merton don't provide assistance?* Assistance would be preferable to a loan. Facilities could be set up although there will be other factors involved particularly since the school is looking to open a class in January for Treetops and this will require prior funding to balance the books in order that the borough’s needs might be met.

PL reported on Wimbledon Park as follows:

* The key area of concern from the SFVS is the rise in the average teacher cost as a result of mobility and changes to the federation pay policy over the course of the last couple of years. As average costs drift up, the only control mechanisms are to reduce the amount of leadership and non contact time as well as support which underpins workload and wellbeing. Grant income (i.e. excluding school-generated income) per pupil is the lowest of all Merton schools. Costs benchmark in line or lower than average in virtually all categories, and among the lowest in non-staff cost areas.
* The only cost category well above average is “other costs” which included £120,000 (or more than half of the per pupil amount) of revenue transfer to capital to fund building maintenance and improvement works.
* The SFVS questions and checklist indicate no issue or action areas.
* A copy of the recently completed school fund audit was circulated as a separate governor paper. The audit give the school funds financial procedures and accounts a clean bill of health.

Governors **RESOLVED** to adopt the SFVS documents for each school and transmit these to the local authority as required.

1. **STRATEGIC PARTNERSHIP UPDATE**

The Chair reported that the school has communicated its decision on joining Wandle Learning Trust from the last meeting and this had been accepted by them. In terms of the future of the federation, indications had been received that two governors are prepared to place a motion requesting defederation and that a meeting would be required within three weeks of the letter being received in order to decide on further steps. Discussions have been held and it has been determined that any defederation process should not interrupt or conflict with the headteacher recruitment at West Wimbledon which is scheduled for completion by the end of April 2023. The local authority has indicated the process following a decision to defederate in terms of consultation and the constituting of temporary governing boards for each school from the date of the decision.

Governors **RESOLVED** to approve the following process:

* Appointment of headteacher at West Wimbledon
* Notification of motion to defederate received by governors
* Notification of intended defederation and 14 days consultation with parents, local authority, DFE and other stakeholders
* Final decision at meeting on 11 July

and to convey this to the local authority governance team to enable their planning to be undertaken.

1. **CLOSING BUSINESS**

|  |
| --- |
| **Action Points arising from 2022-23 meetings:** |
| ***No.*** | ***Action*** | ***By*** | ***When*** | ***Status*** | ***Note*** |
| 1 | Speak to Merton regarding the process that needs to be followed for appointment of substantive Headteacher at West Wimbledon.  | Chair | - | COMPLETE |  |

1. **DATE OF NEXT MEETING**

23rd May at 6:30pm Budget/Finance Meeting (at West Wimbledon Primary School with hybrid option)

11 July – 10am – Curriculum focus with presentation by the Head of the Base.

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

All previous actions were noted as being complete.

The meeting closed at 11.20am.

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

Chair of Governors

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

1. Zoom [↑](#footnote-ref-1)
2. Zoom [↑](#footnote-ref-2)
3. There is no country specific group within EAL. [↑](#footnote-ref-3)
4. Since resolved. [↑](#footnote-ref-4)
5. Ie: less than 90 per cent in attendance. [↑](#footnote-ref-5)
6. The main shift is to put Inset days on Mondays that had previously been on Fridays to match in with most staff working patterns. [↑](#footnote-ref-6)
7. In all circumstances of an exceptional arrangement being put in place that will be agreed with the Headteacher, deputy head teacher or DSL. [↑](#footnote-ref-7)