



**Wraysbury Primary School
No Limits to Learning!**

**Minutes
Full Governing Board Meeting
Tuesday 26th September 2023
6:30pm Start**

Wraysbury Primary School

In Attendance

Jayne Kennedy	Chair	JK	
Alison Fox	Head	AF	
Ben Bristow	Vice Chair	BB	
Roly Latif		RL	
Myles Gresswell		MG	
David Hicks		DH	
Ruth Fogg		RF	

In attendance

Jo Harris	Clerk	JH	
-----------	-------	----	--

Item		Action
1.	Welcome – JK opened the meeting at 6:34, welcomed everyone to the first FGB of the year	
2.	Apologies: None – all present Unfortunately, the new Parent Governors appointed in July are waiting DBS clearance so are unable to attend meetings yet. Since the last meeting, Meghna Khokha has resigned from her role as Governor, David Cannon had resigned as expected, and as Emma Aujla has resigned from the school, she is no longer eligible to be Staff Governor.	
3	Declarations of Interest – None, although RL is now a local councillor AOB – PE & Sport Funding report	
4	Minutes of the meeting – Agreed and signed accordingly Actions Update – Starting with the oldest 1 st December 2022 <ul style="list-style-type: none"> • 10 – Done 18 th May 2023 <ul style="list-style-type: none"> • 5.2 – Done • 5.3 – Done • 5.4 – Relates to Governor CPD. These records are available from Elaine Norstrom (RBWM) and it is suggested that MG reports to FGB at the January, May and July Meetings on what has been completed. RF enquired how many training sessions are expected? 3 is the expectation of things relevant to the role if available. Discussion followed regarding alternative CPD modules available from other online platforms. Suggestions of looking at Governors for Schools websites and NGA (National Governor Association). Most online training modules present an online certificate once completed which could be forwarded to JH to keep on record as training completed. JK will share details of other services she is aware of. AF recommended Thrive for training on Mental Health / Well Being. Informative resources and only 45 minutes long. MG said that some of the Governors for Schools incur a cost, although there are some free ones. Please give feedback to the board if anyone accesses these. Although the current requirement is for Governors to undertake 3 training sessions per year, the new Governors are aware that the expectation for them is to complete more than that. <ul style="list-style-type: none"> • 6 – Done 13 th July 2023 <ul style="list-style-type: none"> • 5.1 Not done • 6.1 Now delegated to Resources committee (removed) 	

	<ul style="list-style-type: none"> 8.1 See discussion regarding Governor training above 8.2 This will start from September will be presented by AF at curriculum committee meeting. Add to agenda of 1st Curriculum committee meeting. 8.3 Done 	
5	<p>Approval and completion of:</p> <ul style="list-style-type: none"> Code of Conduct – Governors agreed this would remain unchanged. Signed by JK but JH to check whether necessary for all Governors to sign individually Declaration of Interests - All Governors signed the form and returned to JH for filing Terms of Reference – This has been updated to include new Governors. JK asked committees to look through it, but all Governors should read the document and understand what powers are held. Governor Responsibilities 2023-2024. - RF is currently an associate Governor, but has been doing the role for a number of years now, so it was agreed that she should be co-opted to become a full Governor. There is currently a vacancy for an LA Governor and JK will write to an interested party who currently works for NHS. There is now a vacancy for staff Governor – JK to write to staff inviting them to apply. Parent Governor, Claire Robertson will take on the role of Clerk to the Resources Committee, and subject Governor for Maths. JK will also approach her regarding being Pupil Premium Governor. Julie Price, also Parent Governor, will become Chair of Curriculum committee and subject Governor for EYFS. DH will become GDPR Governor in addition to his subject roles. For this he is required to report any GDPR breaches to the FGB, and attend a meeting with our GDPR company, Turn It On. JK will take on the school travel plan. BB's roles will remain unchanged. RL is Inclusion Lead and joins the pay panel and Headteachers appraisal team. Following her Co-opting, RF, is taking on the role of Safeguarding Governor, including the responsibility for LAC (looked after children) within the school. She will also offer support to the Headteacher as part of the appraisal process. There is a vacancy for another Co-opted Governor, and AF will contact a possible candidate. There are some subjects, as yet, unallocated. JK suggested waiting until new Governors are appointed / all vacancies are filled before doing this. Governors are allocated to various panels but can switch to cover if necessary. KCSiE (Keeping Children Safe in Education) All Governors are to read this document and confirm to JH that this has been done. Prevent Training – MG explained that everyone needs to have knowledge of this as it has legal meaning as prevention of radicalisation. He has a link to an online course (45-50minutes) which can be shared with Governors if required. This is part of safeguarding responsibilities and is referred to in the Governor handbook. Instrument of Governance – JK to circulate. It explains the make-up of the Governing Body 	
	<p>Governor Priorities and SDP</p> <p>A draft version of the SDP is available on Teams. JK deferred to AF to lead this section of the meeting. The SDP is the overarching plan dictating the year at school. Behind it sits more detailed plans of specific areas including SEN, behaviour, curriculum attendance and CPD.</p> <p>Subject leaders also have plans which may be included in the SDP, but with 3 areas for working on to take the school forward.</p> <p>The SDP this year is primarily based on the Ofsted report. Richard Ferris, National Leader of Education will give the school 10 consultative days, and some of his ideas will form action plans behind the SDP. From their meetings so far with the Headteacher, he has suggested some new ideas, and improved on some already included.</p> <p>There are some figures to be included in the SDP relating to leavers at the end of the last academic year. 17 children left Year 4, with 14 going to middle school and 3 moving out of the area. 14 more pupils had left other year groups. None had cited the Ofsted report or dissatisfaction with the school. Some had left the country or moved into the private sector. Unfortunately, many of the 31 leavers were children working at or exceeding expectations. Looking at the Year 4 leavers in particular, BB raised the question of whether it is reflective in some way that the 1/3 of the year group who had left are of a higher ability. MG expressed the view that possibly the delivery of the curriculum at middle school could be an attraction which encouraged leavers. He felt that WPS's assets need to be promoted, and was also looking at ways of improving 'kerb appeal' of the school. RL wondered why changes would encourage Year 4 pupils to stay for upper juniors. He felt that Middle schools are more attractive. The views expressed by the parents were verbal as questionnaires had not been sent to leavers. He also asked if numbers were similar to last year. AF confirmed that they were, but we had seen more families moving out of the area.</p> <p>12 new children had enrolled this term. Reception numbers have increased with 56 children joining the school compared with 45 last year. The birth rate for this cohort is also very low, so the high enrolment was optimistic for the future, although the overall reduced numbers are still a concern. Based on statistics from Ben Wright at RBWM, Sept 24 should be similar, and Sept 25 possibly requiring a bulge class in Reception in the area as COVID lockdown babies reach school age. WPS will be considered as an option.</p> <p>DH would like to see data for leavers for the last 5 years. It was pointed out that at that time the Middle schools were smaller and children from Wraysbury were unlikely to be offered Middle school places. As they have expanded, more places were available to local children. In fact, one local middle school cites WPS as a 'feeder school' on their website, which we would like removed. The last three years have seen children leave</p>	

	<p>at the end of year 4. RL is concerned that parents aren't receiving the education they want for their children at the school and at the end of year 4 families choose to go to middle school but AF felt that moving to middle school gives parents the option of single sex secondary education which might be appealing. RBWM are said to be looking at changing the three-tier system. MG said we can predict some of the future year 4 leavers by considering the siblings of those who have left before. The main question is how we can retain pupils. The resources committee can address making sure the school looks good, and curriculum can make sure the curriculum meets the needs. RF suggested identifying pros and cons of moving schools to the parents. By highlighting the benefits of Years 5 and 6, and explaining all options of secondary education including Grammar schools, parents could make a more informed choice. The SDP will focus on ways of stopping the leavers in light of St Peter's forecasting 100 spaces making it even more accessible to WPS families. The list of children leaving in Year 4 in July 2024 will be available in May. Between now and March when offered places are accepted, we need to change parents' minds.</p> <p>One area Resources committee can help is to ensure the new member of the office team has expertise in social media and marketing experience. DH asked how the demographic of pupils has changed. SEN numbers have risen, with 80 children now on the SEN register, FSM has increased to 66 with Pupil Premium entitlement at 72. The number of children from Traveller families has fallen from 68 to 59. (based on information disclosed at time of admission.)</p> <p>The Staffing and Leadership area of the SDP highlights staff changes.</p> <p>We are in year 3 of a 3-year plan, so some objectives need rewording to remove reference to COVID, eg meeting the needs of all children, not just after COVID.</p> <p>There should be one set of objectives, possibly using the wording from Ofsted particularly as 'sequencing' was not mentioned in the original SDP. Behaviour is not specified in the action plan which should be reviewed. Consistency is important, with new strategies being implemented from Monday 2nd October 2023.</p> <p>SEF and SDP were given to OFSTED to show the objectives of the school. Ofsted challenged on sequencing. The action plan to raise achievements can be met by showing the understanding of the need for sequencing. BB noted that high level objectives are driven by action plans and monitoring. JK has been looking at English to see that what is in the action plan is what is being taught in school. Governors need to go through action plans to see how they fit into objectives.</p> <p>Objectives 2 & 3 need updating. Behaviour and attitudes after returning to school will now be replaced using Ofsted comments regarding consistency. Expectations and standards are constant across the school, with CPD around SEN. AF to make necessary changes.</p> <p>Objective 4 - clear direction and 1 team. This should have the phrase 'evaluate staff structure' removed and replaced with embed and review</p> <p>Objective 5 - to increase engagement.</p> <p>RL asked if the SDP was for the year? If so, there is a lot to do and is it achievable? AF said yes, with delegation. It is only 2 years before Ofsted return so it will be challenging for Staff but it is achievable for them. The SLT are held more to account on day to day occurrences and have a rapid response plan.</p> <p>JK asked that Governors read the SDP and any action plans shared with them and email any comments/ questions to ensure understanding of what's included and what we are trying to achieve</p> <p>For inclusion at the next meeting: SDP example of positive behaviour and conduct, with numbers of instances. Also, numbers relating to attendance and punctuality.</p> <p>Committees are to monitor progress and achievement of objectives on the SDP</p> <p>Any additional comments on Governor priorities and SDP by email for further discussion</p>	
7	<p>Head Teacher's Report. As it was the first meeting of the year, this was given verbally.</p> <p><u>Staffing</u> Staffing changes for 23/24 (including implementing the agreed change to the staffing structure, the Assistant Head Teacher replacing the Inclusion TLR post, Year 6 having only one Class Teacher due to lower numbers of children) – new assistant head, 2 experienced teachers, 2 ECT (early career teachers) and 1 graduate trainee. Also 3 new TAs. All have received induction and safeguarding training. A TA had resigned at the start of September, and a member of the office team had left to join the NHS. The advert for a replacement is out at the moment with the emphasis on someone with social media / marketing experience. Both leavers had an exit interview with JK. The SBM has informed the school that they will leave by Christmas and an advert is out. The additional CAFSW (child and families support worker) has not yet started, and the one already in post is currently off sick which has increased the challenges in the office.</p> <p><u>Leadership</u></p>	

AF has started working with Richard Ferris from Great Holland School. She has 10 days of support. She is finding very good with sense and recognition in what he says. He visited the school and came up with some actions. He felt SLT / Phase Leaders need to take more accountability, and more responsibilities for subject leads. Regarding CPD, he found the learning walks impressive but saw things that needed to be tightened. He felt SLT need to carry out additional staff training. He liked the 'non-negotiables' for behaviour in the classroom. He had shared his behaviour policy which contains very similar principles to the current one but has expanded more on some points. He supported the Zones of Regulation for children with SEMH, and expressed surprise that English and Maths leads had not explored the DfE Hub. AF had visited Great Holland School today and met with their Assistant Head who takes responsibility for SEMH, and the Deputy Head who is in charge of CPD. They have a very detailed plan outlining everyone's progression. Whilst there, they had also discussed data tracking.

SEND Review

This had been delayed to include the new Assistant Head with responsibility for SEND. Helen Huntley and Kelly Nash had visited. They had picked out 3 main things on the SEN plan:

- Understanding & changing culture, researching needs and challenge dissenters
- Deployment of TA strength
- Communications & procedures to support teachers, TAs and children including IEPs and SEND Governors on training.

Helen and Kelly were impressed and pleased with what they saw. They will return to monitor.

The new assistant Head is working on implementation of the points above and has found some gaps that need filling. A new cause for concern form has been implemented and the IEP format has changed. The school now has an IWIF (Integrated Working and Inclusion Folder) for each child with SEND that details everything each child with SEND needs, and also a Room Data sheet to highlight all children's needs. Something similar was used 3-4 years ago but had not been continued post pandemic. There had been a planning meeting with the Ed Psych to identify which children would be worked with. The number of children with EHCPs will increase to 13, with each plan needing to complete a 20-week process.

Walk Throughs

This is a system of coaching designed to improve teaching quality. AF & MG had attended a course and will be working with staff to ensure that the impact of teaching is high for all children.

Pupil Progress Meetings

The SLT have met with teachers to discuss attainment and progress for their pupils this year. Previously, 6 steps of progress had been expected for each child, however this year expectations will be raised that some children will make more than 6 steps progress. Teachers will be encouraged to raise expectations of the level of progress which in turn should have a positive impact on attainment. The SLT will support teachers in delivering the higher levels of progress throughout the year with coaching and CPD. This will be explored more in the Curriculum committee meeting.

Staff are to be encouraged to complete NPQ (National Professional Qualification) in leadership or similar. AF is applying for one on Leading Behaviour and Culture.

Outcomes from the Behaviour Audit

A new strategy is in place this year AF & MG will not be called into classrooms to manage behaviour. Staff will receive regular CPD and training on top of what has already been delivered to enable them to deal with classroom incidents. Alternative provision is being used for a child in KS1 which has reduced incidents. Year 5 has had no need for SLT intervention yet this term. The Behaviour Policy will be reviewed in the Curriculum Committee meeting.

Once the behaviour policy is in use a more consistent approach to behaviour is expected as the Policy will be more explicit about the steps that staff need to take. Consistency will be monitored by the SLT and changes made or training delivered where required. A flow diagram is being considered to illustrate the process required.

Summer Premises Update

- New gates have been installed into the staff carpark. They are on a timer and operated by the office during the school day.
- The fence at the back of the Eco area to the west gate had been replaced with 8 foot green panels although there is still some cosmetic work to finish.
- The swimming pool surround had been re-rendered making ground and walls more clearly defined.
- The kitchen and classrooms were deep cleaned.
- Year 3 & 4 classrooms were recarpeted
- Year 4 had new tables and chairs.
- The front wall was repaired.

The FGB offered thanks to the SBM for progressing these projects.

Safeguarding

The number of families of concern is increasing
All staff have completed their Safeguarding training

	<p>Safeguarding audit will be completed and shared with RF</p> <p>Induction has been done for all new staff</p> <p>There has been an increase in DBS applications due to a push for volunteers, particularly for the PTFA, This has presented a challenge in the office due to office staffing levels.</p>	
8	<p>Finance Update</p> <p>Report for end of August is on Teams, with comments to be read. NOR Oct 21 was 387, Oct 22 was 360 and 333 is the expected figure for Oct 23.</p> <p>There is a Finance Audit next Monday. JK, AF and BC (School Business Manager - SBM) had met and agreed evidence required.</p> <p>JK met with the SBM to look at financial processes in order to sign the statement of Internal Control.</p> <p>A statement of Internal Control for Schools (April 2022 – March 2023) was signed by BB (Chair of Resources and JK (Chair of Governors).</p>	
9	<p>Chair's Report</p> <ul style="list-style-type: none"> • Governor Training - New Governor Training schedule is available on Teams. Either contact JH to book or, if you book direct, make JH aware. RF is doing safeguarding training online on Thursday • Governor Review Meetings – these took place over the summer • Networking – JK has met with a C of G from another primary school to share good practice and take advice • Leadership Meeting – Dates to be set for future meetings <p>Visit from Councillor Tisi is to be rescheduled</p>	
10	<p>Clerk's Report</p> <p>RBWM Leadership Update is available on Teams. See end column to see who specifically needs to read certain articles – unspecified are general information for all. JH reiterated the importance of reading KCSIE highlighting that there have been 3 main changes.</p> <p>JH highlighted the Governor training session on 18th October – Induction 4 / Safeguarding which is a Governor refresher. All Governors should complete this at least every 3 years. There is also a training session regarding Governor Visits in School on 1st November which could be of use. By attending these 2, and one pertinent to individual governor responsibilities, the requirement of 3 sessions per year would be met.</p>	
11	<p>Committee Chairs' Report</p> <p>Nothing to include</p>	
12	<p>Safeguarding</p> <p>The review of this policy to be included in the next FGB</p> <p>Safeguarding training has been completed by all members of staff</p>	
13	<p>Policies</p> <ul style="list-style-type: none"> • Pay Policy – The recommendation has not yet gone through Government. It may be ready for the Pay Panel meeting • Behaviour Policy – to be reviewed at Curriculum Committee Meeting, and agreed at next FGB 	
14	<p>AOB</p> <ul style="list-style-type: none"> • PE & Sport Premium Report 22-23 –Each academic year, the school receives a budget to be spent on sporting activities and consumables and is required to publish how this has been done. The Government requires each child to have 30 mins of exercise each day, although WPS aims for 60. Money to achieve this is spent on the SLA with Windsor Schools Sport Partnership, and on providing consumables such as balls, bats etc. WSSP also provide competitive opportunities by arranging tournaments with other primary schools. Another area of spend of this money is for the lunchtime sports coach employed by the school. In the 18 months this has been in place, the uptake in lunchtime games has increased. Funds are also used for subscriptions to schemes, and for CPD for the PE lead and other members of teaching staff. The national curriculum requires all children to be able to swim 25 metres by the end of year 6. Although this fund cannot be used directly to pay for this, it can be used to support our early years and KS1 pupils as they learn to swim and therefore reduce the overall running costs of the pool. Lastly, to support the competitive areas, some money can be put towards the costs of the minibus. <p>This document was agreed by all and signed by JK. It will be added to the website by the end of the week (JH)</p> <p>This report is due to be changed for next year, with the publishing timing to be altered.</p> <ul style="list-style-type: none"> • RF Deep dive in to Sex Ed Policy – This policy contains nothing regarding gender identity. RF contacted JK for RBWM guidance, but there isn't any and Government guidelines are indistinct. The Secretary for Education had produced detail guidance on this issue but it was withdrawn before publication due to legal reasons. AF has discussed this issue with Richard Ferris. They agreed it is an area of contention and AF is aware of the challenges. PHSE subject lead teacher Jo Allen has been looking into resources to use with children as it is felt that Jigsaw (the schools' PHSE scheme) doesn't go far enough. The school is actively trying to find suitable ways of accommodating any needs around gender identity. 	
15	<p>Date and Time for Next Meeting:</p> <p>Tuesday 28th November – 6:30pm</p>	

Actions from 13th July 2023:

Ref	Action	Lead	Status
5.1	BB will compile a list in advance of the Leadership meeting on Friday 22nd September	BB	

Actions from 18th May 2023

Ref	Action	Lead	Status
5.4	Create a table or record of areas covered (Governor CPD), when / if it has happened and the outcome.		Report to FGB- Jan, May & July