

Minutes of a meeting of the Full Governing Body of Wimbledon Chase Primary School ("FGB")
Wimbledon Chase Primary School, Merton Hall Road, London, SW19 3QB
on Wednesday, 30 November 2022 at 1815.hrs

Present: K Ellis (Headteacher)
T Jeans (Chair – Parent Governor)
D Urquhart (Co-opted Governor)
N Soysal (Parent Governor)
J Fuller (Parent Governor)
A Hamilton (Co-opted Governor)
C Burnett (Co-opted Governor)
S Furlong-Beaumont (Co-opted Governor)
N Byford-Guy (Staff Governor)
J Hearn (Co-opted Governor)
S Grocott (LA Governor)

Others in attendance: S Dotchin – Clerk
D Newell (Associate Member)
K Baker (Associate Member)

Apologies: M Gilchrist (Associate Governor)
T Theodoratou (Parent Governor)
M Fernando (Co-opted Governor)

Absence:

Quorum: Yes

1. OPENING/QUORUM/APOLOGIES

**ACTION
NUMBER**

The Chair opened the meeting and declared that a quorum was present.

2. DECLARATION OF INTERESTS

SFB declared that her husband runs an extra-curricular at the school.
JH declared that his wife works at the school.

3. ADHERENCE TO THE EQUALITIES STATEMENT

The Equalities policy was considered, no exceptions were identified and it was confirmed as being adhered to.

4. PRESENTATION FROM GEOGRAPHY AND HISTORY LEADS

Vicky Hornsby –
History at WCPS

Aim: to equip pupils for life after primary school and create analytical thinkers
How: use a multi-faceted curriculum. Using ½ termly/termly topics on a diverse range, building on a range of skills. VH explained use of a range of outdoor learning opportunities and theme days, not just classroom learning. All teaching is visual making the subject accessible to all pupils SEND/EAL. Teaching staff look at the diversity in school making History relevant for the community, within the parameters of the National Curriculum. All units of study ensure that the remit of the National Curriculum is covered.

Governors asked how a decision is made to change an area, such as a topic. VH said this is done with the SLT, reflecting on the ever-changing school demographic.

Governors challenged how do teachers develop questions from pupils. VH informed governors that the pupils will be presented with information and ask questions about it, these questions they will look at investigating answering at the end of the topic, as a class. Some may have different opinions. VH gave examples of how questioning is taught and developed.

Governors asked if the newly refurbished school library has books on current History topics. VH said that there are some but this is an area that is being developed, all year groups have relevant books for their topics. VH spoke about knowledge organisers and how they are used to support topics and learning and support the Cornerstones curriculum – governors saw examples.

Governors questioned how school ensures progression and monitor effectiveness. This is by monitoring planning and end of topic quizzes.

Governors thanked VH for an excellent presentation, commented on the obvious passion for the subject, and asked how links are made with other schools/subject leads. This is by across cluster moderation and subject leader courses.

Governors asked how much of the curriculum is dictated by the National Curriculum. VH explained that large areas are dictated with some areas of choice; these parts are adjusted to the demographic of the school and endeavour to incorporate our local area.

Geography Presentation prepared by Zoe Ringrow

Aim:

To promote curiosity and fascination

How:

Content is topic based, using enquiry based learning. Pupils generate questions, based around:

- What do I think I already know
- What do I want to find out
- What do I have questions about
- What have I found out

Knowledge organisers are used, examples were shown of how topics expand and progress as they go through the school.

Progression is ensured by learning walks, book looks and assessment.

Governors asked ZR to be thanked for preparing the presentation and questioned how climate and environmental issues are covered. KE explained that this is across the curriculum, in assemblies and in Rights Respecting school areas.

Governors requested clarification about how wider connections in the subject were met. KE said this is ensured with educational visits, visiting speakers – experts and using knowledge in our community.

5. APPROVAL OF MINUTES

Governors reviewed and approved minutes dated 20 September 2022

6. MATTERS ARISING

14.2 - Governors to consider the role of safeguarding governor – COMPLETED Jon Fuller accepted the link role

13.2 – All governors to complete GDPR and safeguarding training – CB to email governors with training outstanding directly

ACTION 15.1

7. GOVERNING BODY MEMBERSHIP

KE proposed Mrs Donna Newell, Deputy Headteacher as an associate member of the governing body. This would be beneficial as part of her newly appointed deputy Headteacher role. Governors voted unanimously to elect Mrs Donna Newell as associate member.

8. GOVERNORS SELF EVALUATION

Governors worked in groups to complete the Governors Self Evaluation. This document to be populated and shared.

ACTION 15.2

9. HEADTEACHER'S REPORT

The Headteacher's report had been circulated prior to the meeting.

Appendix 1

Equality & Diversity

1. The school follows an Equality action plan which considers how the school promotes equality and diversity in relation to all aspects of school life.
2. For children, the school considers how our curriculum promotes diversity and teachers adapt plans, for example when comparing local areas in geography, use of experts in RE, gender discussions in PE etc. In tracking progress meetings, groups are tracked and action carried out, e.g support for EAL groups.
3. Following our clubs survey, more girls clubs were put in place.
4. Our Rights Respecting assemblies and lessons have an equality and diversity focus (e.g discrimination).
5. An International Week is planned for later in the year to invite families to share their heritage with the school.
6. There is an Equality, Diversity and Inclusion pupil group who meet to discuss cross school initiatives - e.g. a whole focus on sports for people with physical disabilities.
7. The school has a zero tolerance approach towards any type of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, as well as the use of derogatory language and racist incidents.
8. Teachers have this term worked with groups of boys and girls in Years 5 & 6 to discuss how children of different genders talk and behave to each other with follow up class discussions.
9. The school has applied to achieve the Equalities Award (with Equaliteach) which will be an ongoing project over the next year.

Point 7 – Governors questioned- Do you have any bullying and if so how do you deal with it. KE said that there is some bullying type behaviour amongst pupils. This is addressed by direct work with pupils/families involved where a case is reported, in line with the procedure set out in the policy. In addition bullying is spoken about in assemblies, PHSE, anti-bullying week – this year's theme was 'Reach Out' about who to talk to and how to get support.

Governors challenged whether the school thought they did enough to discourage

bullying. KE said that the school is constantly looking to do more, work with individuals and families where they are problems and reflect on work which has been done. Governors asked about cyber bullying, KE explained that this can be more difficult to tackle as it often happens outside school. Online safety work for pupils is taught in all year groups. Governors asked if online safety work is different for SEND pupils. KE said that this group of children are often more vulnerable so a bespoke approach is used to meet their specific needs.

Point 9 – Governors asked if the focus for this is based around the demographic of the school. KE told governors that it is and that one of the things in place is books in other languages that are spoken by families.

Update on Provision of Education for all children

1. This Autumn term the school has operated normally without major pandemic restrictions.
2. Individual Education and Support Plans Meetings and Parent Consultations were held face-to-face in school and were well attended by parents.
3. A Share My Learning evening was held on 11th November to allow parents to see their children's work and learning environment. The event was well attended and there was positive feedback from parents at the event.
4. The current arrangements for educational provision at WCPS is very good. The level of attendance has been higher than last year's attendance figure (94.16%), at 96.08%.

Attendance (including Reception)	96.08%
Authorised absence	3.48%
Unauthorised absence	0.44%
Persistent Absence (PA)	28%
of which SEND	28%
of which Pupil Premium	13%
of which Gender m/g	56.1%/43.9%

5. Detailed Persistent Absence figures were shown to governors.
6. Attendance is monitored closely by the school and the Educational Welfare Officer and families are informed if their attendance falls below 90% and becomes a concern.
7. An example of the impact from the work the school may do with a family who need support with attendance was shown to governors.
8. The DfE has published working together to improve school attendance. The guidance came into force in September 2022 and replaced the previous school attendance guidance in the future.
9. The Attendance Policy has been updated in line with the new guidance, however, we have been doing much of this already.
10. The DfE expects school (and all stakeholders) to pay particular attention to persistently and severely absent pupils.
11. The definitions: **Persistent** absence refers to pupils who miss 10% or more of school, **Severe** absence refers to pupils who miss 50% or more of school. This

is a new term introduced by the guidance.

12. The DfE expectations are already part of our normal practice. We proactively use data to identify pupils at risk of poor attendance and work with them to understand and address the reasons for absence. We signpost and support families to access any required services and where a pupil is persistently absent, we put additional targeted support. We work with the LA Educational Welfare Officer (EWO) where support is not working or being engaged with and we intensify support through statutory children's social care, where there are safeguarding concerns.
13. Governors should recognise the importance of school attendance and promote it, make sure school leaders fulfil expectations and statutory duties and regularly review attendance data - all of which happens in the Whole School and Community Committee (WSCC) and FGBs.
14. The WCPs Cornerstones Curriculum (Character, Cognition, Collaboration, Community) continues to be followed and promoted at school. Phase assemblies have had a cornerstone focus this term and there has been new signage around the school to help children embed the concepts.
15. Normal school monitoring work has been carried out this term in English and Maths including monitoring of books, lesson drop-ins and pupil voice. Year groups have also taken part in Cluster moderation where teachers join up with other teachers in the Cluster to moderate writing. The school has received a Merton Education Partner (MEP) visit from Kate Sheraton who will also be doing some pupil voice work across the school.
16. We have 89 children on the SEND register of which we have 26 Educational Health Care Plans (ECHPs) in the mainstream classes and 11 in the ARP. Targets have been set through Individual Education Support Plans (IESP) meetings and the curriculum planning incorporates the needs of SEND children in the plans. Learning Support Assistants (LSAs) support teachers in addressing the needs of children with ECHPs. Small group interventions are used to support children's learning and teachers are using assembly times to pre-teach children where needed.
17. Speech and language provision continues to support a number of children at school. However, there has been a break in the Occupational Therapy (OT) service which is delivered by Merton London Children's Practice due to their staffing shortage.
18. The great majority of pupils are happy to come back to school. Staff are aware of the children who are displaying anxiety about school and are working closely with parents. We have children that are being supported by our 4 Emotional Literacy Support Assistants (ELSA) as well as 5 families being supported by our Emotional Wellbeing Practitioner (EWP) attached to the school from the NHS to support anxiety soon to move to full capacity of 6.
19. The CAMHS in School service has unfortunately ceased due to limited staff capacity. The service provided mental health assessment and treatment for children, young people (aged 5-18) and their families. We are awaiting details of a new model that may be commissioned in the Summer term.
20. Children's well-being is carefully monitored through PHSE and the pupils are presently completing a wellbeing questionnaire. Mental Health and wellbeing is a regular focus in assemblies as well as in class lessons. Our Wellbeing Ambassadors have this term devised and lead wellbeing initiatives across school - e.g. Wellbeing Toolkit video.

Point 4 - Governors challenged the SEND PA levels and asked how this is addressed. KE explained that some of our SEND pupils have medical needs which can impact

attendance, there are regular half termly attendance meetings with our Educational Welfare Officer to look at reasons for absence and needs of the pupils. KE drew governors attention to the attendance case study provided which demonstrated schools actions and their impact positively.

Point 17- Governors asked whether the school is able to use private Occupational Therapy services, where there is a shortage within Local authority provision. KE informed that EHCP funds are allocated and OT comes from another area of the budget.

Point 18 – Governors asked whether post Covid-19 has there been an increase in anxiety and how the school is able to support. KE said that CAMHS are hoping to introduce a replacement service for schools (CAMHS in Schools service was withdrawn July 2022). However, the school now has support from the Emotional Well-being Service that is very valuable. In addition to this the school continues to provide:

- Workshops – NHS
- ELSA (Emotional Literacy Support)
- Meet and Greet mornings
- Wellbeing ambassadors

Pupil Performance

1. The Autumn term assessments took place last week and outcomes and targets will be reported at the next STLC.
2. As reported in Autumn 1 FGB, the end of Key Stage outcomes were very pleasing.
3. As reported in Autumn FGB 1, analysis of the data had helped inform the School Development Priorities for the 2022/2023 year.
4. A focus on the 'pupils' toolkit' of basic skills (grammar, punctuation, handwriting, spelling, oracy, phonics and reading) as well as ensuring that children were developing their 'greater depth' learning were key outcomes.
5. There are currently 42 pupils eligible for Pupil Premium (PP). The Pupil Premium strategy is being reviewed and the new strategy for the forthcoming year will be published for the Spring Term. PP Progress across the whole school last year was: PP/non PP R79/95% W 90/95% M 72/94%. 41% of PP pupils are on SEND register
6. We have 9 PLAC and 1 LAC pupils presently in the pupil community.
7. The catch up funding, approximately £6k this year is being used to access the National Tutoring Programme to support 30 children in Years 4 & 3.
8. Pupils have had their end of Key Stage pupil targets set.

Year 6	ARE+	GDS	Year 2	ARE+	GDS
Reading	84%	43%	Reading	85%	35%
Writing	73%	23%	Writing	81%	24%
Maths	90%	39%	Maths	89%	37%

9. These will be discussed at the next STLC.

Point 7 – Governors asked questions regarding how the impact of the National Tutoring Programme is measured. KE explained that this is done at Tracking Progress meetings (termly), pupil performance is assessed both as they enter and finish the programme. The new Little Wandle Phonics programme is also showing that it is

having a positive impact.

Governors asked for the NTP provision to be clarified. KE said this is either 1 hour 1:1 or 1:3 weekly, depending on needs of pupils. They tutors work closely with staff to pre teach or over teach class work.

Safeguarding

1. The Child Protection and Safeguarding policy has been updated to reflect the revised Keeping Children Safe in Education 2022. This has been circulated to all Governors and staff and staff have had regular safeguarding training this term (including online safety and child on child training).
2. The Child Protection and Safeguarding policy includes updates on:
 - Domestic abuse
 - Child on Child abuse
 - Extra prominence around sexual harassment and sexual violence in schools - it could happen here
 - Children who are LGBTQ+ or perceived to be may be at greater risk of harm
3. Other relevant safeguarding policies have also been updated including:
 - The Staff Behaviour Policy (Code of Conduct)
 - The Online Safety Policy
 - Low Level Concerns Policy
 - Additionally the Anti-Bullying Policy and the Positive Behaviour Policy are presently being reviewed
4. All staff have been trained on the guidance and have signed to acknowledge they have read it.
5. DSL arrangements remain the same with posters in all classrooms/communal areas.
6. The staff safeguarding board is regularly updated and a pupil safeguarding board has been created for all pupils to be aware of being safe.
7. Children in Years 5 & 6 have taken part in some work on how boys/girls talk to each other or treat each other which will lead to further work in class.
8. Weekly safeguarding meetings take place so that the DSL team are fully aware and monitor identified vulnerable pupils and action any issues that arise. Staff know on a need to know basis and the DSLs check in weekly with pupils and their families.
9. The Safeguarding Audit is to be completed for the Spring Term. All action points from the last audit have been successfully completed.
10. The safeguarding recording system, My Concern, has been rolled out to all members of staff.

Governors asked for clarification about how the school makes provision for non-verbal pupils, to be assured that they can make a disclosure if necessary. KE said that this can happen in a variety of ways:

- Worry boxes
- Inclusion Manager is also DSL
- Relationships with 1:1 support/ teacher support
- Good communication with families

Governors challenged the use of Local Authority model policies and asked if the school is vigilant to make the policies relevant to Wimbledon Chase. KE assured governors that this is the case.

Governors questioned how the school uses contextual safeguarding information. KE said that the recent information regarding gang disputes in the Mitcham/Morden

area was shared with staff so that they can be vigilant for pupils who may be impacted. In addition staff and pupils who live in and around the affected area were identified for support.

Staffing Arrangements and Wellbeing

1. The school has 2 ECTs this year who are being supported by an ECT mentor as well as an Induction Supervisor.
2. Two members of staff are on maternity leave, one returning after Christmas and one in March.
3. The school has recruited three new Teaching Assistants who work in the mornings, which has added to the capacity of the support staff.
4. The school monitors the wellbeing of staff closely. Risk assessments are in place and regularly reviewed where necessary to support those individual staff. Staff receive weekly updates from the HT in staff meetings, from SLT in Phase meetings and Mrs Warwick in weekly Support Staff meetings to listen and address staff members' concerns.
5. In focusing on staff wellbeing this term we have reflected regularly on how to support staff workload. E.g.:
 - Increase support of staff completing SEND paperwork in school time (as opposed to own time) by covering staff whilst they have Senco Surgeries' with the Inclusion Lead
 - Reducing curriculum development staff meetings for Phase Meetings which allow staff more time to interact with colleagues and discuss issues that are need addressing
 - If practical, staff can take their PPA at home.
 - Continuing wellbeing activities for staff such as snacks on parent meeting evenings, thank you coffee and croissant/bacon & egg mornings, croissants and juice on INSET days, Christmas Advent calendar etc., Phases organising school social events.

Governors enquired whether the Senior Leadership team were seeing any impact of the cost of living crisis. KE said that Phase Leaders are monitoring this; staff are offered advice and support at Phase meetings, the school is mindful of trip costs, pre worn uniform sales have been increased and demand is high. The Friends have also started holding pre loved costume sales to support with theme days and productions. The Friends had also been mindful of the costs of the Christmas Fair, food, entry cost, rides etc. and reduced them where possible.

Governor shared information about an event they had attended which may be able to supply a free provision 'Energy Café' for parents. Information to be shared with KE.

ACTION 15.3

Governors asked if Pupil Premium numbers were expected to go up. KE explained that this is unlikely as school regularly makes repeated applications where it feels a family may be eligible.

10. CHAIR UPDATE

TJ congratulated the school on appearing on the recent BBC Children in Need programme. KE gave details of how the school had been invited to go to Wembley Stadium as they had continually supported the annual fundraising event.

TJ asked governors who had attended the October parent consultation meetings, in a meet the governor capacity for feedback. All felt governors' presence was well received.

TJ said that the SOAP (School on a Page) document has been finalised and will be a very useful document as part the induction process for new governors.

TJ informed the committee that arrangements for the Headteacher appraisal were in place for January.

11. CHAIR OF COMMITTEE REPORTS

- **Pay Committee** – committee chair explained that the school now has a deficit budget, this is due to the impact of pay rises agreed by the DfE (Department for Education). Presently schools have not been awarded any extra financial support to meet this uplift.
- **School Business Committee** – committee chair said in light of the deficit budget that the committee are exploring ways to generate more revenue. Governors challenged why the school had recently taken on 3 new members of support staff. KE explained that these members of staff were already planned for in the initial budget. The DfE had agreed pay rises with no extra funds to support them, all schools are in the same position. Governors discussed the bigger impact on this due to the size of the school.

12. POLICIES TO BE RATIFIED

- Attendance Policy
- Suspension and Permanent Exclusion Policy
- Safeguarding Policy
- Pay Policy
- Lettings Policy

All policies were ratified by the governing body.

13. COMPLAINTS

None to report.

14. CONFIDENTIAL MATTERS

None

15. AOB

Governors stated that they recognised the outstanding efforts of staff in bringing the school through Covid-19 measures and the thought, review and reflection they had implemented.

16. MEETING CLOSE

There being no more areas for discussion, chair closed the meeting at 9.30pm

Date of next meeting – 07 February 2022

CHAIR - SIGNATURE.....

CHAIR - NAME.....

DATE:

Meeting 30112022/15

Meeting Number/ Action Number	Action	Person/s Responsible
15.1	All governors to complete GDPR and safeguarding training – CB to email governors with training outstanding directly	CB/Governors
15.2	SEF document to be populated and shared.	Governors
15.3	Energy Café information to be shared with KE.	SFB

Meeting Number/ Action Number	Action	Person/s Responsible
14.1	Chair and vice chair election dates TBC	SD/TJ COMPLETED no action needed
14.2	Governors to be emailed asking them to consider the link vacancies	TJ COMPLETED
14.3	Letter to RK	SD/TJ COMPLETED

Meeting Number/ Action Number	Action	Person/s Responsible
13.1	Dates for Meet the Governor Event	SD COMPLETED
13.2	GDPR training	All Governors