

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 Tuesday, 07 February 2023 at 19.00hrs

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

Absence:

Quorum: Yes

1. OPENING/QUORUM/APOLOGIES

**ACTION
NUMBER**

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

2. DECLARATION OF INTERESTS

SFB declared that her husband runs an extra-curricular club 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. SCIENCE PRESENTATION

Donna Newell –
Science at WCPS

Science is clearly featured on all year group timetables. The WCPS Cornerstones are integral to the Science curriculum and referenced on lesson slides.

Science lessons use practical investigation, greater depth questioning and scientific vocabulary. Focuses are Chemistry, Biology and Physics. Outside space is used practically and some of the recent practical experiments done outside have been;

making and using telephones, investigating shadows and habitats. Science has a high profile in school and each classroom has a science display board.

DN explained that Reception year start with lots of hands on practical investigation and this is built on each subsequent year.

To make the Science curriculum accessible for all students to learn a range of: questioning, visual pictures, scientific symbols, translated vocabulary and pre learning (where needed) strategies are used.

Science is monitored 3 times per academic year and findings are fed back to staff. There is also an annual Science week. During lockdown pre-recorded lessons were provided but scientific vocabulary has been identified as a post lockdown gap and this is being addressed.

To further develop the Science curriculum there are plans to include topics such as famous scientists that will be selected considering the school demographic. Links with local secondary schools are being re-established, KE has met with one Headteacher to discuss this and how it may be organised already. This is likely to involve sharing resources such as science laboratories.

Governors questioned the information gathered from the pupil voice and the feedback regarding Science. DN said that key things coming through after looking at the survey results were that children love Science and are excited by their learning experience in this subject.

Governors challenged how diversity is considered in planning the Science curriculum. CB said that the school is working towards the Rights Respecting School silver award. Part of this process will be an audit, which will show how this is reflected.

Parent governors commented on how much scientific language their children are using at home, such as 'hypothesis.'

5. APPROVAL OF MINUTES

Governors reviewed and approved minutes dated 20 September 2022.

6. HEADTEACHER'S REPORT – WRITTEN

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

Appendix 1

Context

- Number of pupils on roll, excluding Nursery 634 (98%) 695 Inc. Nursery
- Number of pupils in Nursery = 61; 36 pupils are 30 hours/ 25 pupils are 15 hours sessional (capacity =97/104 places)

KE informed governors that as shown school capacity is good, especially Nursery provision.

Equality & Diversity

1. The school tracks incidents of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
2. Practice has been developed this year to help classify incidents and ensure

that apart from the normal dealing of incidents (using the behaviour routines: class teacher/Phase Lead/Deputy Headteacher, involvement of parents) that we can review whether to respond with work in class through the curriculum or specific work.

3. For example, gender work in Years 5 & 6; teachers discuss with class, children's views on gender and examine gender stereotypes and prejudiced behaviour, leading to class pledges on treating genders equally without prejudice.
4. The school has started work on the Equalities Award (with Equaliteach), initially auditing our present provision and deciding which award to work towards achieving. This is an 18 month process.

Point 1. KE informed governors that using My Concern the safeguarding team are able to record levels of concern, use categories to flag concerns such as; gender type language and record follow up actions. KE said that the school challenges such things as gender specific language or behaviour and stereotyping from nursery (for example in role play areas) through to Years 5 and 6 (where for example the classes make class pledges to not use gender specific stereotyping).

Point 2. Governors questioned the methods used to track behaviour. KE explained that all classes have behaviour record folders, these are used to record incidents and follow up actions. These are reviewed at termly meetings with the safeguarding team and Phase Leaders. Should the behaviour be of a racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language or racist type then it is recorded on a Google sheet, which is reviewed and actioned initially by Phase Leads who will support and then the Deputy Heads then Headteacher. Any behaviour that leads to safeguarding concerns are escalated to be managed by the safeguarding team, recorded on My Concern, the confidential safeguarding software.

Spring Term Arrangements

1. The school has operated normally with a full range of pupil activities and parent engagement this Spring term.
2. Parents' workshops this term have included *Understanding and Supporting Your Child's Sleep, Years 1-6 Supporting Reading and Comprehension, Online Safety Workshop, Maths Mastery (Reception) Workshop, Nursery - Readiness for School - Foundation for Writing, Child Development: typical development of children between 3 and 6 years of age.*
3. The school continues to monitor respiratory illnesses including Covid-19 as well as scarlet fever and chickenpox cases.
4. The school assessed the recent industrial action by the NEU and partially closed the school, with 10 classes closed. Due to staffing capacity the school was unable to offer places to specific groups of children.
5. However, children of the affected classes were risk assessed individually to be certain that no child was at risk by not attending school e.g. any children deemed vulnerable.

Update on Provision of Education for all children

1. Attendance: The level of attendance is lower than we would usually expect at this point in the academic year.
2. 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 recent term introduced by the new guidance.
3. **Attendance Report - Appendix A** p5
4. **SEND** - we work closely with outside agencies and borough departments in

- supporting our children with SEND,
5. The school has a dedicated case worker linked to all of our EHCPs (ARP & mainstream) as well as an Early Years case worker who we apply to for Early Year funding through the Early Years SEND Inclusion Fund (SENDIF).
 6. The school has now regular Occupational Therapist support, two Speech and Language Therapists (one of Early Years, one for KS 1&2), Educational Psychologist assessments, Merton Autistic Outreach Service, (2 children at a time), the Learning, Behaviour & Language team (this year - dyslexia training, playground audit & training), the Virtual Behaviour Service, the Hearing Impairment Service, the Vision Impairment Service and CAMHS service.
 7. 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.
 8. **Wellbeing** - The theme of this year's Children's Mental Health Week is *Let's Connect*, where children will work together in teams, share ideas, value each other's opinions and develop a sense of pride and belonging as a result.
 9. The Wellbeing Ambassadors have launched a "Pass on a Smile" initiative and our House Ambassadors are running a "Design a House Mascot" competition.
 10. The school is looking at some outside development, adding a 'quiet area' in the playground to provide a place for children to sit with their friends away from the more active part of the playground and which will consequently provide more space in the playground.
 11. There are also plans to update the climbing frame in the nursery playground to give more challenge for the children. The Friends fundraising will go towards this.

Point 3. Governors challenged attendance data and asked how unauthorised holidays and absences are marked. KE explained that pupils that are highlighted as Persistent absentees are not necessarily pupils who have had unauthorised holidays (G mark). Families taking more than 20 days of unauthorised holidays may be taken off role, in line with Local Authority policies. Governors asked if there is any consideration for the international profile of the pupils enrolled at the school, KE clarified that there is no allowance for this.

SEND – Governors commented on the breadth and depth of resources used. KE further described how school has to decide on the SLA (Service Level Agreement) before the school are aware of the budget and that sometimes there can be shortages of service available from providers.

Pupil Performance

1. The Autumn term assessments were reported at the recent STLC.
2. Progress across the school is good with the majority of year groups achieving 95% or more.
3. Attainment across the school is better than this time last year although writing continues to be a target area. This was highlighted in tracking progress meetings and a wide range of interventions are being delivered across the school to support writing, reading, maths, speaking and listening and social, emotional, mental health (SEMH).
4. The pupil premium strategy for 2021/22 has been reviewed which shows the impact of actions up to Summer 2022. The PP strategy and action plan for 22/23 supports individual PP pupils, based on the school priorities and is published on the school website.

5. 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.
6. The school's Inspection Data Summary Report (IDSR) shows aspects of note from last year's outcome data. **(see Appendix B for IDSR summary p7)**

Governors questioned that the IDSR did not mention Key Stage One, KE said this is because there were no items of note in Key Stage One.

Safeguarding see Appendix C for Safeguarding Report p9

1. Safeguarding updates this term at school have included reporting a concern and awareness and procedures regarding FGM.
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. The staff safeguarding board and pupil safeguarding board is regularly updated.
4. 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.
5. 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.

The Annual Safeguarding Audit has been completed and submitted to the borough as well as the Safeguarding Governor.

Governors asked what the school uses as a definition of a Young Carer. KE told governors that the school uses the Merton Young Carers organisation definition. Governors questioned how the school becomes aware that a pupil is considered a Young Carer. KE said this can happen in many ways, such as:

- Good relationships with parents
- Good relationships with pupils
- Pupil surveys

Staffing Arrangements and Wellbeing

1. One member of staff has returned from maternity this term into the nursery team with another member returning at Easter. Staffing capacity has been adversely affected by Covid and seasonal flu the last two half-terms.
2. As reported in the Autumn report, in focusing on staff wellbeing this year we have reflected regularly on supporting staff workload in different ways which can be seen in **Appendix D** p 10.

Health and Safety

1. Risk assessments are in place and are regularly reviewed where necessary to support those individual staff who are vulnerable.
2. Risk assessments are in place and regularly reviewed for children who are vulnerable or who are returning to school after medical challenges.
3. The borough will soon be starting work on replacing the fence along the Chase Alley edge of the school including the two gates.
4. The school has purchased some pavement signs to discourage parents from stopping their cars outside the front of the school to drop their children off. We

continue to seek borough support to discourage parents from causing traffic disturbance following local resident complaints. – KE and TJ have written to neighbours regarding conflict over parking disputes and hope that they understand that the school is supportive to them.

ACTION 16.1

KE shared some playground designs with governors which include a quiet and sensory area.

ACTION 16.2

Governors asked for the Headteacher's report to include the IDSR appendix regularly, KE said this is published annually, so he will include it once a year as governors found it useful.

Governors also asked for Eco achievements to form part of the report.

7. SCHOOL DEVELOPMENT PLAN (SDP)

KE informed governor that the latest version of the SDP has been uploaded to My drive. It has been RAG rated for term 1.

Action items are:

- Develop Phonics Scheme – lots of work has taken place and the school are further embedding this
- Handwriting
- Oracy Project – Jane Baines has been asked by the borough to implement this for other schools
- Curriculum leaders – to further develop and monitor their subject areas

Governors challenged the red areas and discussed what these are. KE said that these were screening tool for Speech and Language and working towards a Mental Health award. Sports is also a red area and this will develop as the weather improves and more outside space can be used.

8. CHAIR'S REPORT

TJ informed the meeting that:

- Headteacher appraisal arrangement had been completed and new objectives set
- TJ had worked with KE on communications to parents and staff about the industrial action
- He would like governors to send a spring term newsletter to parents
- It is time to organise the annual parent survey – WSCC to look at this
- SBC chair will be stepping down from governor role and the committee needs to consider and agree a succession plan

ACTION 16.3

ACTION 16.4

ACTION 16.5

9. CHAIR OF COMMITTEE REPORTS

STLC – chair shared that at the last meeting the committee looked at data, breaking this down into groups, EAL, SEND performance.

EYFS results are improving post Covid-19, but need to improve further, there are plans and interventions in place to support with this.

In Year Reception, there is improved writing data with a positive trend. EAL learners are doing well and have better results than non EAL learners.

In Years 1 – 6 results have improved from last year, writing is still a focus. Year 5 data is slightly skewed due to several new joiners, a broad range of interventions have been put in place.

Aspirational but achievable targets have been set.
Pupil Premium numbers are low across the school and the Pupil Premium strategy has been reviewed and is on the website.
The ARP uses a different assessment for SEND learners – PIVATS.

SBC – chair informed meeting that the SVFS (SCHOOLS FINANCIAL VALUE STANDARD) being reviewed to submit to the DfE. This is a benchmarking exercise for governors. Committee chair will be reviewing the questions and circulate for governor discussion. The budget deficit is reducing, after starting the year with a balanced budget the pay rises awarded nationally had caused deficit. Governors asked about the rising energy bills, SG said that a significant amount had been added to that area of the budget. SG informed governors of her intention to step down from the governing body in June as her term of office will end.

WSSC – to be carried over to next meeting.

ACTION 16.

10. CRITICAL INCIDENT INFORMATION FOR GOVERNORS

The school SEMT (School Emergency Management Team) policy, which is adopted from the Local Authority model has been uploaded to My Drive for governor information.

Governors were informed that in the event of a critical incident a message would be sent via Governors WhatsApp group asking them to check their school email account immediately. Governors were asked to confirm receipt of this message.

13. COMPLAINTS

None to report.

14. CONFIDENTIAL MATTERS

None

15. AOB

None

16. MEETING CLOSE

There being no more areas for discussion, chair closed the meeting at 9.15pm

Date of next meeting 25 April 2023, 7pm

CHAIR - SIGNATURE.....

CHAIR - NAME.....

DATE:

Meeting 07022023/16

Meeting Number/ Action Number	Action	Person/s Responsible
16.1	IDSR to be included in HT report annually	KE
16.2	Eco achievements to be included in HT report	KE
16.3	Spring Term Governors newsletter	Governors
16.4	Parent Survey	WSCC
16.5	Succession planning SBC chair	Governors

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 COMPLETED
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