



**Minutes of a meeting of the full Governing Body
of William Fletcher Primary School
on Tuesday 21 June 2022 at 6.30 pm**

Due to the Coronavirus pandemic, this meeting was held online using Microsoft Teams

Present:

Trish Amesbury (TA) (Co-opted) (Chair)
Kirsty Colquhoun (KC) (Parent)
Kate Hopcraft (KH) (Co-opted)
Anna Isles (AI) (Co-opted)
Andrew Lister (AL) (Co-opted)
Julia Merchant (JM) (Parent)
Deborah Nind (DN) (Headteacher)
Oliver Petter (OP) (Local Authority)
Charlotte Rayner (CR) (Co-opted)
Rosie Staniland (RS) (Staff)
Daniel Wickham-Jones (DWJ) (Parent)

Absent – apologies received in advance and accepted:

Vicky Ball (VB) (Vice Chair) (Co-opted)
Neil Shewry (NS) (Parent)

In attendance:

Clare Saunders (CS) (Clerk)

The meeting was opened by **TA** at 6.35 pm. The meeting was **quorate**.

- 1. Welcome**
TA welcomed governors to the meeting.
- 2. Apologies for Absence**
VB and **NS** had sent apologies. These were accepted.
- 3. Declarations of Pecuniary Interests**
There were no updates.
- 4. Urgent Additional Items**
There were no items.

5. **Minutes and Matters Arising from the meeting held on 3 May 2022**

item 8: DN had not yet got the national figure for attendance. TA commented that it would still be useful to know. **Action:** DN to find this out and email TA and AI accordingly.

TA reminded governors of the need to update their training records on GovernorHub and to include relevant courses undertaken elsewhere eg in their professional lives. **Action:** all governors to ensure that their profiles on GovernorHub are up to date.

TA, CR, DN and AI attended the safeguarding briefing in May. TA reported that it had been interesting and that she would share the slides from it with governors. **Action:** TA to upload the presentation to GovernorHub.

item 13: **Action:** all governors to continue investigating training courses suggested by VB and others publicised on GovernorHub.

item 14: KC confirmed that the maintenance of the ditch was discussed at the Resources Committee meeting. Action completed.

The minutes of the meeting held on 3 May 2022 were **approved** by governors, and signed by TA.

6. **Chair's Items**

Governors' Awards

TA reminded governors of the basis on which Governors' Awards were given, and the intention behind them, and asked DN whether the names of this year's recipients could be provided so that certificates could be made. **Action:** DN to send the names to TA as soon as possible. DN confirmed that the awards would be given out at a special assembly at 9.00 am on 8 July, and invited all governors. TA agreed, saying that it was good for the children to see the governors at this assembly.

Dates of full governing body meetings for 2022-23

Meeting dates for the next school year were agreed (all dates are Tuesdays):

4 October 2022
29 November 2022
17 January 2023
21 March 2023
2 May 2023
20 June 2023

Dates of committee meetings for 2022-23

Committee meeting dates for the next school year were agreed:

Curriculum: 15 September 2022 (all dates are Thursdays)
10 November 2022
5 January 2023
2 March 2023
20 April 2023
8 June 2023

Performance & Standards: 21 September 2022 (all dates are Wednesdays)
16 November 2022
11 January 2023
8 March 2023
19 April 2023
7 June 2023

Action: **VB** to set dates for the Resources Committee and to notify governors and the Clerk of them.

Governors' terms of office

The **Clerk** reported that **RS**'s term of office is due to expire on 31 August 2022, and that the staff would need to appoint a Staff Governor. She confirmed that if **RS** wished to continue as Staff Governor, she could do so if the staff were in agreement.

7. Headteacher's Report

A written report had been circulated in advance of the meeting.

DN drew governors' attention to the fact that Sally Sumner would be leaving the school this term, and she paid tribute to Mrs Sumner's work, saying that she had been an invaluable member of staff who would be greatly missed. She recorded her heartfelt thanks to Mrs Sumner, and the governors joined her in wishing Mrs Sumner a very happy and fulfilled retirement.

DN highlighted the list of visits and cultural events in which the children had taken part. She said that she and **AL** had greatly enjoyed attending the Festival of Voices at Dorchester Abbey the night before, to watch the children sing with other schools who were taking part. She commented that such events and activities outside the usual classroom experience require a lot of additional work by staff, and she expressed her gratitude to all the staff team who have been involved in supporting that area of school life.

DN invited questions from governors on her report.

CR: Can you give us a snapshot of the effects these cultural events have on the pupils? Given that their benefits to the children cannot be assessed in the same way that progress in school subjects is measured, how do you and the staff remind yourselves of the value of these activities?

DN: You are right that the benefits cannot be measured in the way that attainment in, for instance, English and maths can be, but they are still very important. Taking the Festival of Voices as an example, singing in a choir with children from other schools, giving a performance, gives the children a sense of being part of something bigger than themselves, it encourages teamwork and produces a feeling of achievement. The opportunity it gives children to express themselves in a different way is invaluable. We see the effects in children – experiencing cultural activities supports children’s wellbeing and spiritual development, gives them a sense of calmness. Teaching can be a tough job but seeing the delight on the children’s faces and knowing these activities makes an impact on them as learners, reminds the teachers why the additional work involved in organising such events is worthwhile.

CR: Do some of the teachers feel it is just a lot of hard work? How do you record those moments that make it all worthwhile?

(There was a temporary loss of sound from **DN**’s laptop so **AL** offered to respond.)

AL: There is a lot of additional work in arranging cultural or sporting events or visits, but teachers tend to see the value of this work more easily than the value of their usual work completing forms and paperwork. New teachers these days have so much more work to do than they would have done in the past, that arranging events and visits may not be as easy for them.

RS: There have been a number of events recently where we have been able to get the whole school together for the first time in over two years – for instance, May Day and the celebrations for the Platinum Jubilee. Because it has been so long since we were able to do things like this, we appreciate them all the more. The children will always remember how they celebrated the Jubilee. It really felt as if we were making memories for them, and it was great to all be together again.

DN: We have a number of disadvantaged children who do not have the opportunities that other children do, and we never know what seeds are sown at school which may affect their future lives; such opportunities help to develop new interests and support the development of new talents.

OP: I was interested in what you had written about the ongoing monitoring of children’s mental health and wellbeing – for instance the effects of having had time away from school, friends and family. Do the cultural activities make a measurable impact on those children who are struggling, or do they not have an impact on them?

DN: The activities where children have to work as a team are particularly valuable and do make an impact eg sports teams, choirs. Some children have real anxiety about being at school because they have been missing out on social relationships, so those activities really help with social interaction. We have seen it with the younger children in particular who have missed out on interaction when they were very young.

KH: The figure of 17% for children on the SEND register seems very high. Are we prepared for that?

DN: Yes, it is a large number. This has been exacerbated by the time away from school due to the pandemic. 10 of the children are in Year 6, so from September the number will be lower. We tend not to add children to the register from Year 4 onwards.

CR: Can you share with us some of the recommendations of the recent safeguarding review which you have implemented?

DN: One of the recommendations was to make greater use of the Neglect toolkit. I have formed an action plan for all staff to be competent in understanding this area of safeguarding. The staff are very aware of how to spot neglect but we need to make greater use of the toolkit when making referrals.

KH: The comment made at the end of the School Improvement Visit Report by the SIP, Amy Carnell, namely that there was “significant potential for the school to be judged outstanding” – did you expect this?

DN: There are aspects of the school which I feel are outstanding – for instance, personal development. There are other areas which I am not as sure about, but it is lovely that she wrote that.

JM: I recently took part in a learning walk and was really impressed by the PSHE lesson I saw. I feel the school is doing a fantastic job with children’s personal development.

OP: Are there more families taking children out of school for holidays in termtime than used to be the case? If so, is it because people have a different view about this since Covid?

DN: It does feel as if there are more people doing this than in previous years, although I do not have the data to hand. A lot of families missed out on holidays two years ago so are wanting to take them now – but my answer is that this is the same for teachers and they are unable to take holidays in term time. There are 13 weeks when the children are not in school and holidays should be taken then. It is a very difficult area to negotiate. The White Paper is putting a lot more emphasis on attendance.

8. Pupil Attendance

DN explained that the school is now being asked to analyse data about attendance on weekly, half termly and termly bases, which is a lot more work than has been necessary in the past. She informed governors that she had asked Clare Pink, the Family Support Worker, to do an additional afternoon a week in order to produce this data, which aligns with Clare’s work with families. She added that, because of the White Paper, the local authority will have to meet with schools each term, which will be useful, and that attendance policies are being rewritten. More families will be fined in future for holidays.

DWJ commented that the value of the school’s additional admin work would be to give the local authority more power in tackling low attendance.

9. School Development Plan

AL had circulated the updated plan ahead of the meeting and explained that updates since the last meeting were shown in purple. He confirmed that the actions which had been

agreed and set out in the Plan had been taken, and he added that this was assessment week so there are no key stage results yet, nor were there any results from the times tables tests that Year 4 had been taking.

TA thanked **AL** for his work on the SDP, saying that it was very useful for governors to see the update.

10. Safeguarding

DN had already covered safeguarding at item 7.

11. Wellbeing

DN reported that the staff wellbeing group had been meeting, and that there was now a wellbeing policy for staff which outlined what was done to support staff and also provided information about other organisations which could support their wellbeing.

DN also said that a page had been put together on the website, giving information for parents about what was being done in school for children's wellbeing.

12. Health and Safety

In **VB's** absence, **KC** told governors that the Resources Committee had been given an update on the ditch clearance, which had been satisfactorily completed.

13. Governor Training

TA reminded governors to continue to look out for training courses on GovernorHub.

Action: all governors to book for training courses which would be useful to them or the governing body, to email both **TA** and **VB** when training was attended, and to update their training records on GovernorHub.

14. Resources Committee

The minutes of the meeting held on 16 June 2022 had been uploaded to GovernorHub and circulated in advance of the meeting.

In **VB's** absence, **DN** invited questions of the committee but there were none. **DN** recorded her thanks to **VB** for having produced such clear and comprehensive minutes.

Action: TA to contact **JM** and **KC** to ascertain which committee each would like to join.

The next meeting of the committee will be held on a date to be notified.

15. Performance and Standards Committee

The minutes of the meeting held on 8 June 2022 had been uploaded to GovernorHub and circulated in advance of the meeting.

AI said that there was nothing to add to the minutes. She referred to the positive comment made in the final section of the School Improvement Visit Report. She added that the committee had continued to think about the necessary preparation work for an Ofsted visit.

The next meeting of the committee will be held on 21 September 2022.

16. Curriculum Committee

The minutes of the meeting held on 26 May 2022 had been uploaded to GovernorHub and circulated in advance of the meeting.

CR thanked **DN** for the fascinating insight into collective worship which had been provided at the meeting, saying that this had brilliantly rounded off a year of talks given to the committee by a number of teaching staff; she emphasised how appreciative the committee was of the input of the teaching staff to their meetings, saying that it was invaluable to committee members to hear first hand about the work being done in school and the impact it was having on the children. **TA** agreed and recorded her thanks to all the staff who had contributed to the committee meetings this year.

The next meeting of the committee will be held on 15 September 2022.

17. Any Other Business

Curriculum Links: **KH** reported that there had been 20 meetings held this year out of a possible 44, saying that most of these had been done in the autumn but that in the spring it had been difficult to keep the momentum going as there had been staff illness, and some changes of staff and governors. **TA** mentioned that she had held a number of meetings with Paul Austin which had not yet been added to the list. **Action: TA** to update the list with details of her meetings. **KH** said that she would look at the new SDP when it was ready, and prepare a list of Priority Leads for the first FGB of the new school year.

TA asked whether, from September, the school would continue to need governors to help with the one-way route in the mornings, and **DN** replied that it would be useful to keep the system in place, explaining that it was easier to keep a system going rather than to stop it and then possibly have to start it up again. She commented that she understood that this meant governors having to give up more time, emphasising that their input had been a considerable help this year and **TA** agreed, thanking governors for responding so quickly to requests for help with the stewarding. **Action: TA** to start a new rota in September.

TA concluded the meeting by saying how quickly the school year seemed to have passed. She thanked all the governors for their commitment and enthusiasm, and similarly recorded her thanks to all the members of the staff team, right across the school, for their hard work and dedication. She wished governors and staff a very happy summer.

18. Date and Time of Next Meeting: Tuesday 4 October 2022

Items for inclusion on the agenda should be sent to the Clerk a fortnight in advance.

The meeting closed at 7.38 pm
CS 22.06.2022

Signed 

Dated: October 4, 2022