



**Minutes of a meeting of the full Governing Body  
of William Fletcher Primary School  
on Tuesday 4 October 2022 at 6.30 pm**

***This meeting was held online using Microsoft Teams***

**Present:**

Trish Amesbury (TA) (Co-opted) (Chair)  
Vicky Ball (VB) (Vice Chair) (Co-opted)  
Kirsty Colquhoun (KC) (Parent)  
Kate Hopcraft (KH) (Co-opted)  
Anna Isles (AI) (Co-opted)  
Andrew Lister (AL) (Co-opted)  
Julia Merchant (JM) (Parent) (until 7.15 pm; from 7.28 pm – 7.50 pm)  
Deborah Nind (DN) (Headteacher)  
Oliver Petter (OP) (Local Authority)  
Charlotte Rayner (CR) (Co-opted)  
Neil Shewry (NS) (Parent)  
Daniel Wickham-Jones (DWJ) (Parent)

**Absent – apologies received in advance and accepted:**

Rosie Staniland (RS) (Staff)

**In attendance:**

Karen Chambers (KC) (SENCo) (until 7.03 pm)  
Clare Saunders (CS) (Clerk)

The meeting was opened by **TA** at 6.30 pm. The meeting was **quorate**.

**1. Welcome**

**TA** welcomed everyone to the first meeting of the new school year.

**2. Apologies for Absence**

**RS** had sent her apologies. These were accepted.

**3. Election of Chair and Vice-Chair for the academic year 2022-23**

The **Clerk** told governors that there had been one nomination for each of these roles, and invited the candidates to leave the meeting while the vote took place. **TA** and **VB** left the meeting. **TA** was elected Chair and **VB** was elected Vice-Chair, both for a term of

one year ending on the date of the first meeting in the 2023-24 school year. **TA** and **VB** rejoined the meeting.

#### 4. **Declarations of Pecuniary Interests**

The **Clerk** told governors that they would be asked to make their declarations and confirmations in the same way as had been done last year – namely, via GovernorHub. It was agreed that governors should make their declarations on GovernorHub. **Action:** the **Clerk** to add the necessary declarations to GovernorHub and to notify governors when this had been done; governors to make the declarations before the next meeting of the FGB (29 November). The Register of Pecuniary Interests would then need to be uploaded to the school website.

#### 5. **Urgent Additional Items**

There were no items.

#### 6. **Minutes and Matters Arising from the meeting held on 21 June 2022**

**item 5 (8):** **DN** reported that the national figure for attendance in 2020-21 was 96.4%, but that she could not yet find out the figure for 2021-22. She commented that her feeling was that the 2021-22 figure would be lower. **TA** asked whether **DN** had any idea when the figure would be made known, and **DN** replied that it might not be until after Christmas. **Action:** **DN** to let governors know the national figure for attendance in 2021-22 when it is published.

**item 6:** The Governor Awards were given out at the end of term. **DN** commented that the children who receive them are always very pleased and enjoy wearing the badges.

Dates for Resources Committee meetings have been arranged. **Action:** **VB** to circulate these to all governors.

**item 14:** **TA** confirmed that the new governors would be joining the following committees: **KC:** Resources; Performance & Standards. **KC** noted that the recommendation was to join only one committee but said that she was happy to do both at the moment. **JM:** Curriculum.

**item 17:** **TA** confirmed that she had updated the list of meetings between staff and governors with details of her meetings with Paul Austin. Action completed.

The rota to assist with the one-way route has now finished as the nursing home has withdrawn their permission for the school to use the lane as a means of access to the school site in the mornings. **TA** recorded the governors' thanks to the nursing home for the use of the lane over the last couple of years. **DN** commented that returning to the pre-pandemic route has highlighted how inadequate the entrance to the school is – much too narrow. It needs to be wider, or a second entrance needs to be created so that there could be one for entering, and one for leaving, the site. **JM** asked whether the school has a right of way along the nursing home lane, as it does have a side gate into the lane, and

**TA** answered that it does, but only for emergency access and maintenance workers. She confirmed that the lane is a private road owned by the nursing home.

The Minutes of the meeting held on 21 June 2022 were **approved** by governors, and signed by **TA**.

## 7. **SEN Report**

**TA** welcomed **KC**, SENCo for the school, to the meeting. **KC**'s written report had been circulated to governors in advance of the meeting.

**KC** began by highlighting the increase in the number of children on the register at the school – the national average is 14.7% and the school's figure is 17.9%. There are now 50 children with SEN, compared with last year's figure of 39, and there is an uneven distribution among the year groups, and a higher number of boys than girls. **KC** added that the primary need is around learning.

**KC** referred to the substantial number of children with SEN in the previous Y3 cohort, explaining that they have been a focus for additional support since they were in FS1 and that, although they have all made progress, they remain significantly below their peers.

Referring to children in the Foundation Stage, **KC** reported that 68% of those without SEND achieved a good level of development (GLD) by the end of the year, while none of those with SEND met that level.

**KC** highlighted the third item under the section of her report dealing with the school's implementation of the SEND system, saying that it had been very helpful to have one EHCP issued while the child was still in pre-school.

**KC** confirmed that she had met with **KH** as Link Governor for SEND on three occasions during the year, and that they had discussed how interventions had been set running again after the pandemic.

**KC** concluded her report by referring to a survey of the children with SEND which had found that 96% of them felt either happy or OK at school, which was a good result. She commented that all of the interventions used during the year had been successful and the children had all made progress, and she invited questions from governors:

**TA:** What is support from outside agencies like?

**KC:** It is very good but some of the agencies have very long waiting lists eg CAMHS, where the wait can be as long as three years; the school has to find other ways of supporting the child in that time, for instance we have a TA who is trained in emotional literacy and support. Requests to outside agencies have to be as specific as possible in order to obtain the support needed.

**JM:** Where do you need help?

**KC:** I need more time – there is enough work to make it a full-time job.

**CR:** Thank you for the report – it is really helpful. We could discuss why the numbers of children with SEND are increasing – I feel your job is getting bigger and bigger. Has the time required for the SENCo role increased this year?

**KC:** I am still doing two days a week as SENCo but have to prioritise what gets done. It is important to get very efficient at prioritising as not everything will get done. I also put effort into getting the involvement of the support services and working with them.

**CR:** Could you achieve more if you had three days a week for the SENCo role?

**KC:** Yes, more would be achieved.

**NS:** In your report, you refer to children who had no pre-school experience before starting school. Why is that important?

**KC:** It is always clear when children first come in to school whether they have had experience of pre-school, toddler or play groups first – if not, they will struggle with social and communication skills in the classroom environment and need more input than others.

**DN** remarked on the waiting time for CAMHS involvement, commenting that the school has to deal with particularly difficult situations as a result, which takes considerable time and input by staff. She emphasised that the delay can have a real impact on the child and the family as well. **TA** agreed, saying that this can affect the whole school community eg the support needed from the ELSA-trained TA, the FSW, the Head and the class teacher. **JM** suggested that there might be a way of escalating an issue with CAMHS, if a child needs more support than the school can give; **NS** agreed, asking whether there was a formal route of complaint which the governors could follow. **DN** replied that she was unaware of a formal route, and **KC** added that it was a case of the school having to keep putting other support in place for the child in the meantime.

**TA** thanked **KC** for her report and for her time at the meeting.

(7.03 pm – **KC** left the meeting.)

## 8. Chair's Items

### *Governors' Code of Conduct and School Code of Conduct*

**TA** referred governors to the updated Governors' Code of Conduct which had been circulated before the meeting. **TA** commented that the Code was a useful tool to remind them all of their duties and roles as governors, and she emphasised that governors should read the Code through before signing it.

Governors **agreed** to adopt the Governors' Code of Conduct.

The **Clerk** confirmed that the Code was on GovernorHub, and could be found on the Declarations tab for each governor. **Action: all governors** to read the Code and then confirm on GovernorHub when they have done so.

The school's own Code of Conduct had also been circulated in advance of the meeting and added to GovernorHub. Governors **agreed** to adopt the Code.

**Action: all governors** to read the School Code and confirm on GovernorHub that they have done so.

#### *Headteacher's Appraisal*

**TA** referred first to the Staff Pay Committee which needed to meet with **DN** this term, and she asked for volunteers to do this on 17 October. **TA, NS** and **DWJ** will form the committee this year.

**TA** explained that the Headteacher's appraisal is done in the autumn term too, and that an outside assessor meets with **DN** to review progress against targets and to set new targets for the year ahead. This year the assessor will be David Burrows. It was agreed that the Headteacher's Appraisal Committee this year would be **TA, CR** and **DWJ** – **NS** stated that he could also be available if needed. 22 November was agreed for the meeting, at 9 am.

#### *Governor and Curriculum Leads links*

**KH** commented that as there were changes to the SDP, it would be preferable to allocate Link Governors to various areas of the SDP once those were finalised. She suggested that she allocate people on the basis of which areas they had covered last year, but that if anyone wanted to change to a different subject area, they could email her.

(7.15 pm – **JM** left the meeting.)

#### *Committee Memberships*

**TA** confirmed that memberships of the committees would remain the same as in 2021-22.

#### *Governor Appointments*

**DN** confirmed that **RS** had been reappointed as Staff Governor by the staff, with effect from 1 September 2022. The **Clerk** updated the records on GovernorHub. **RS's** new term of office will expire on 31 August 2026.

## 9. Headteacher's Update

#### *Pupil Numbers and Attendance*

**DN** reported that there had been a very settled start to the new year, and that the children had returned to school with enthusiasm. She added that the school had enjoyed a lovely morning at Church for Harvest Festival.

**DN** confirmed that there are currently 261 children on the roll – four children having joined the school into year groups other than Foundation Stage, and three having left. She highlighted the issue of attendance, saying that this is a key area of focus across the country, and that at the school it is being tracked weekly by Clare Pink, Karen Chambers and **DN**. She reported that attendance is currently at 96% but that last week it dipped to 94% because of a number of illnesses including Covid. She highlighted the fact that attendance among the Pupil Premium children is much lower (91%) than it is in the school overall – and that this is also true of the children with SEND (93%). She said that Clare Pink is working with several families in particular and helping them to find ways of overcoming barriers to school attendance.

### *Safeguarding*

**DN** provided governors with the numbers of children in each category – Child in Need Plan, Child Protection Plan and Team Around the Family, adding that since the last report there had been one school referral to MASH (the final assessment is still awaited) and three referrals by other agencies.

### *Staffing*

**DN** informed governors that the three new TAs had made a great start and were already making a difference in their classes. There was one HLTA on unpaid leave until the end of December and one TA on long term sick leave. There have been a number of TAs on short term sick leave so far this term.

### *Curriculum Update*

**DN** told governors that she had spoken to the Performance and Standards Committee about the school's KS1 and KS2 results, which had been good. She emphasised that she had been very pleased with these results. She added that the phonics results had been lower than the national average and that phonics would therefore be a focus on the SDP for this year – with this in mind, the school has bought some advisory support to review early reading from FS1 to lower KS2.

**DN** said that she had been told by the local authority that the school was now in the Ofsted window; accordingly, the local authority are providing a half day visit from an English advisor and the Maths lead will get some CPD from the local authority too.

## **11. Safeguarding**

This item was moved up the agenda.

**DN** referred to the Safeguarding Policy which she had circulated, explaining that this is a model policy drawn up by the local authority. She said that it had been shared with the staff and now the governors too, but that she had just received notification that the local authority needs to amend it. **Action: DN** to circulate the revised policy to governors when she receives the final version.

(7.28 pm – **JM** rejoined the meeting.)

**DN** asked governors to approve the *Dealing with allegations against staff and volunteers* policy which had also been circulated. **DWJ** asked for clarification of the term “HR”, saying that he did not think the school had an HR department; **TA** confirmed that this referred to HR at the local authority. Governors agreed to ratify the policy.

## **10. School Development Plan**

**DN** shared the draft SDP 2022-23 with governors at the meeting, confirming that the SLT had seen it and that it would be shared with the rest of the staff. She explained that the targets had been decided upon after the data from last year had been reviewed.

*Priority One: Quality of Education*

### Target 1.1

**DN** explained that this was a focus on the quality of writing and the way in which writing is taught at the school, aiming to help children to understand the purpose of their writing and its audience. Priority Lead: Holly Welham.

### Target 1.2

**DN** referred to her earlier comments about phonics teaching, saying that this target covered phonics teaching and early reading across the school, looking at how phonics is taught in Foundation Stage and how it has an impact on early reading in KS1. It would help develop the knowledge and skills of the EYFS staff to ensure high quality teaching in this area. It had been decided to continue with Talk Booth and not NELI. Priority Lead: Hannah Haynes – although Paul Austin, Priority Lead for Reading, will be involved.

### Target 1.3

As this target focuses on maths, **AL** as Priority Lead spoke about the work done on reasoning and, more recently, on maths fluency. He explained that it is difficult to measure the precise impact that such work has had but that the times tables scores had improved. He told governors that he wanted to increase the number of children working at Greater Depth, and that although work on reasoning and fluency would continue, there would also be a focus on other ways of working, in order to achieve this. There would also be support for children who were working below the Expected Level, to close the gap.

### Target 1.4

**DN** told governors that this would be a focus on early reading and reading for pleasure. Priority Lead: Paul Austin.

### *Priority Two: Behaviour and Attitudes*

#### Target 2.1

**DN** referred to the school's attendance figures before the pandemic, saying that these were very high; the figure last year of 95% was still good but she wanted it to improve to the pre-pandemic level. She added that the DfE were encouraging all schools to focus on attendance, and the school's attendance team were reviewing attendance data weekly.

**DN** reminded governors that the school was a Rights Respecting School and that all children had the right to an education; this would be explored with the pupils, and parents/carers would be helped to understand the school's policy on attendance and the need for good attendance. She emphasised that families would be supported in overcoming the barriers preventing children from achieving good attendance. Priority Lead: **DN**.

### *Priority Three: Personal Development*

#### Target 3.1

**DN** said that the well-being of children, parents and staff was extremely important, particularly since the pandemic. A networking group would share ideas for supporting mental health; class toolkits would be shared with staff. Priority Lead: Hannah Haynes.

*Priority Four: Leadership and Management*

Target 4.1

**DN** referred to the School Vision Statement which had been drafted over five years ago, saying that it would be reviewed and updated, to redefine the vision for the school post-pandemic. Priority Lead: **DN**.

**TA** thanked **DN** and the SLT for their work on the SDP. **Action:** **DN** to send the SDP to **KH**; **KH** to allocate governors to the targets and send out to **all governors** and the **Clerk**.

**12. Health and Safety**

**VB** informed governors that the next health and safety audit would take place on 29 November, and that she would be visiting school to check that the policies were up to date. She added that she has a new job – Laboratory and Safety Manager – with additional health and safety responsibilities.

**13. Governor Training**

**TA** reminded governors of the need to ensure that they receive sufficient training for their roles, and encouraged them to look at doing any courses which they would find useful. She highlighted health and safety (only **TA**, **CR** and **VB** have so far taken this course), finance and budgets, complaints process, safeguarding, Ofsted, *Taking the Chair* as these all relate to central roles on the governing body. **NS** commented that much of the training is now recorded so governors do not have to attend at a specific time, which is helpful.

(7.50 pm – **JM** left the meeting.)

**Action:** **all governors** to book and attend training courses which would be valuable, and to tell **VB**, **TA** and **DN** about training which is completed, so that the register can be updated. **VB** added that all governors should be able to see their training records on GovernorHub, and reminded them that *The Key* is available on GovernorHub, and has useful training material as well as draft policies and other helpful documents.

**14. Resources Committee**

The minutes of the meeting held on 22 September 2022, together with the committee's Terms of Reference 2022-23 (ToR), had been uploaded to GovernorHub and circulated in advance of the meeting.

**VB** invited questions on the minutes and ToR; there were no questions.

Governors approved the Terms of Reference.

The next meeting of the committee (mini-budget meeting) will be held on Thursday 13 October 2022 at 10.30 am, via Teams.

**15. Performance and Standards Committee**

The Minutes of the meeting held on 21 September 2022 had been uploaded to GovernorHub and circulated in advance of the meeting.

**AI** told governors that the committee had had a really good meeting, and that it had been very useful to have Paul Austin present.

She confirmed that the Terms of Reference 2022-23 had been prepared and agreed by the committee, and that she would circulate them via GovernorHub. **Action:** The **Clerk** to ensure that the ToR is on the agenda of the next meeting of the full governing body. The next meeting of the committee will be held at 9 am in school, on Wednesday 16 November 2022.

**16. Curriculum Committee**

The minutes of the meeting held on 22 September 2022, together with the committee's Terms of Reference 2022-23, had been uploaded to GovernorHub and circulated in advance of the meeting.

**CR** confirmed that the committee had spent time reviewing the Terms of Reference and made a couple of changes; they had also discussed the purpose of the website and started to think about how it might be improved.

Referring to the question of the allocation of Link Governors for the new year, **CR** said that the committee had talked about whether Link Governors should take subjects on which they are already well informed or whether they should make an effort to become informed about areas which are new to them.

Governors approved the Terms of Reference.

The next meeting of the committee will be held on Thursday 10 November 2022.

**17. Any Other Business**

There was no other business.

**18. Date and Time of Next Meeting: Tuesday 29 November 2022 at 6.30 pm**

It is hoped that this meeting will take place in school, in person. Items for inclusion on the Agenda should be sent to the Clerk a fortnight in advance.

The meeting closed at 8.05 pm

CS 05.10.2022