

WILLOWBROOK SCHOOL

MINUTES OF THE FULL GOVERNING BODY

Date/Time	19/5/21		Location	Via Video Conferencing		
Attending			Apologies	Absent		
John Draper (JD) (Chair)	Carl Robinson (CR)	Alison Horn (AH) (In Attendance)			Pedro Martins (PM)	
Kirsty Hughes (KH)	Steve Randall (SR)	Russell Pearson (RP) (In Attendance)				
Michael Callaway (MC)	Molly Marlow (MM)	Alison Waylen (AW) (Clerk)				
Emma Morse (EM) (arrived 7.05pm)	Naima Allcock (NA)	Julie Stevens (JS), LA Adviser (attended for first part of the meeting)				

	Agenda	Actions
1.	<p><u>Welcome and apologies</u> Meeting started at 6.17pm. There were no apologies received. EM gave notice of late arrival. The Chair introduced & welcomed Julie Stevens, LA Adviser.</p>	
2.	<p><u>Julie Stevens, LA Adviser</u> Julie Stevens (JS) asked Governors the following questions:</p> <ul style="list-style-type: none"> • What information do the governors receive for the school? Do they consider it gives a clear view of the school's performance? • How do they contribute to the strategic development of the school? • Do they have clarity on the strategic overview of the curriculum intent for different subjects? • What do governors understand about the strengths of the current provision, the areas for further development and any challenges that leaders currently face? • How has the curriculum been adapted to meet the need of the pupils now the school is fully open? • What is the provision for, and performance of SEND and PP pupils? • Do governors know how they compare nationally for percentages of SEN/PP? • What are the governors monitoring and evaluation activities? • Establish the governors' response to the schools' approach to remote learning? • Have there been any concerns or complaints raised around the provision, if so how have governors dealt with these? • How are the governors supporting school leaders at this current time? • What plans are there for catch-up? 	

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JS said Governors needed to think about how they challenged SLT information that was presented to them, validating information & thinking outside the box when answering questions.

The types of questions Ofsted ask Governors, especially with C19, are about curriculum, SEND & PP pupils.

What sort of information do you receive from school? Does it give you a clear view of school performance?

Governors felt they received thorough & helpful updates on curriculum, indicating where it was being tweaked in the light of C19. They received good month by month data by Year Group, SEN & PP students.

JS asked – how do you know that children are getting knowledge above & beyond?

Governors discussed the information provided regarding levels of regression & retention of learning, with some children at more disadvantage than others & are falling back. The school has a plan in place, both over the short & longer term, with Early Years being a key time in developing skills with a high need to compensate for time lost. Also, concerns around the group that is about to transition. The school is trying to maintain the curriculum, as planned & is very open about these groups.

JS asked – Do you have information that children are achieving what is set out & do you get information as Governors?

SLT have asked children & the Pupil Voice has been discussed with Governors, with the evidence recorded & shared. Governors felt at a disadvantage not being able to come into school as normal to check some of this out & talk to children. There had also been a questionnaire to Parents about remote learning, which had been shared with Governors.

JS suggested making a list of different sources of information, giving a balance between data & pupil/parent/staff voices, such as HT reports, meetings, monthly updates, pupil voice, parent survey, SLT & Subject Leader audits on curriculum to increase subject knowledge. These can be used by Governors as a prompt.

RP

JS asked about the role of a Governor & their contribution to strategic development of the school – what activities & actions, both previously to C19 & currently do they do?

Governors said they questioned & challenged at Governor meetings & through Governor visits e.g. SEN, where they go through additional work in the area in detail.

JS said the key issue was question & challenge. **How, as Governors do you reflect on the vision for the school? Are the aims being met & reviewed? This is important for strategic development. Where are we now? Governors need to look at a development plan & vision for the school. When does questioning & challenging happen?** Governors discussed this happened at FGB, other committees, lead Governor meetings, meetings in school.

JS asked – how is this followed up & how do Governors ensure it is followed up?

MM added that Governors are doing this, but don't necessarily realise they are doing it. For example, Governors have been passionate about embedding & maintaining the Hub, which was originally a temporary measure but is now core to the structure of the school to reduce exclusions, improve engagement & overall behaviour, meeting the needs of all children. It is

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<p>now used as an exemplar as good practise with other schools & Willowbrook is very happy to work with other schools to share their experience & knowledge.</p> <p>Governors discussed that this was detailed in our meetings but felt they needed to remind themselves about what we have done. This is important as part of the act of persuasion in the conversation with Inspectors. RP to draw up a checklist of 3 or 4 key summaries/prompts for Governors.</p> <p>JS reminded Governors that they only get about half an hour with Inspectors. MM suggested a briefing session for Governors pre-inspection.</p> <p>JS asked about Curriculum – Do Governors understand curriculum intent & how it is working in school? For each subject, what information do Governors have? E.g. Geography. What overview do Governors have? Do they know where to go & what to look at? RP posted some notes for Governors “Key information about how curriculum is designed” & links to the website.</p> <p>Governors discussed the curriculum under C19 & felt that the school had been good at adapting & meeting the curriculum as much as possible, with additional support for families through equipment & community support, including food parcels. Those who were in class got support & benefitted from small class sizes. They wanted clarification on what was meant by Curriculum Intent? RP provided this in Slide 4 – Intent, Implementation & Impact – 3i’s, with 4 key points underpinning curriculum & why. JS said that this was Willowbrook’s unique curriculum offer & underpins everything for each child. The offer is what learning looks like & when for each child. This is an enquiry based approach to curriculum, underpinned by retrieval.</p> <p>Impact is what difference does it make to children & how it supports children in their development & learning?</p> <p>JS asked what are the strengths? What are the current areas for development? What are the challenges for the leaders to get there?</p> <p>Governors felt that a success had been the widening of the leadership structure which was still bedding in. Writing was an area for targeting & SLT fed back to Governors regularly on this. Staff were well & happy, with regular training & development sessions & positive about Leadership. This was helped by having an active Staff Governor on the Board to triangulate this. Governors looked forward to being able to visit the school to ask questions & get a better feel for things.</p> <p>JS asked – what are the strengths in the curriculum & areas for development? Inspectors will be checking this out. E.g. Reading, Phonics & another core subject e.g. writing, together with a Foundation subject such as Art, Music, DT, History, Geography. What will MM be saying to Inspectors? What information have Governors been given to correlate this? Are timescales for implementation in place?</p> <p>Governors need to posed these questions at FGB & committees</p> <p>Governors felt there was a rich curriculum offer with sport & outdoor learning, together with school visits, when possible.</p>	<p>RP</p> <p>MM</p> <p>ALL GOVS</p>
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JS said schools have a cycle of priorities, where leaders identify subjects for focus on. Governors need to understand what subjects are being monitored for that term & need to get a feel for what is going well & what requires further improvement.

RP posted the visual SIP & “Quality of Education” section. JS reminded Governors that they can take documents with them to refer to when meeting Inspectors.

JS asked – how is the curriculum meeting the needs of different groups? SEND is a high priority, together with PP and the lowest 20%, which can crossover with SEN & PP. How does school ensure access to curriculum for these children? How well do you know these children are doing in school?

Governors discussed the work and reports of Lead Governors & SLT, in particular PP & the use of monies & the Hub to benefit all children, the interrogation of data, clear questioning & honest conversations with answers which are helpful to staff, Governors and the development of work, together with evidencing the progress and also where it is not working. This has helped evidence the impact of the spend on the Hub to be wider than just a small group of children, giving good value for money.

Governors also discussed SEND Lead Governor meetings with SLT/SENCO, looking a provision maps, questioning plans & ensuring work is thorough. Lessons may be learnt from the PP way of working model, using the template to build evidence of progress, development & impacts, completing it in the face to face sessions in order to work SMART & establish next steps.

JS said Governors need to think about the normal cycle of monitoring & evaluation, together with any evidence they might have e.g. interviews with children. Develop a checklist of monitoring & evaluation to validate what senior leaders are saying e.g. children enjoy reading. Evidence may include virtual or face to face discussions with children, HT reports, challenges and questions to MM & RP, presentation of SIP challenge with the clarification & monitoring of the cycle.

RP

JS asked about the school’s approach to remote learning – were there any concerns or complaints? Governors discussed the parent survey & reported that parents had been pleased with remote learning, with no complaints but a few issues raised, such as why there were no live lessons. SLT answered these issues, including not having live lessons was a conscious decision as they felt this disadvantaged families where there were a number of children & possible limited IT access.

JS said Governors must know about the Parent view. It was important that if parents had questions these were followed up & leaders answered questions & parents were happy with that.

JS asked how Governors supported Leaders, especially in the light of C19? Do Governors have regular check-ins with MM, a coffee, a chat, a phone call? Individual Governors had been in contact with MM. JS said it was important that Governors understood pressures on all staff but especially on the HT. Governors had a number of conversations with MM about reducing her workload around Safeguarding. Governors enquired about staff well-being, had written to staff thanking them, wanted an insight into how staff were doing & had provided cake, pizza &

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	<p>breakfast as a thank you. Governors asked MM if there was anything they could do to support her better? MM would like to draw up a timetable of events with a group of Governors – to sit down & think about the key big things/drivers & plan ahead for the next academic year</p> <p>Governors welcomed the opportunity to visit school, meet the children, try out the new school meals/value for money, enquire about staff well-being.</p> <p>JS suggested Governors encourage MM to work off-site & check up this is happening.</p> <p>Governors need to think about their strategic tier of challenge & evidence. When is the best time school is going to have evidence, so Governors can get the best picture?</p> <p>Catch-Up. JS asked Governors what their plans are there & what are the impacts? Is the grant monies being best used, giving value for money? Governors discussed staffing for coaching catch up & planning catch up over a period of time for children. RP highlighted the Sounds-Write Phonics programme & improving teaching. MM said Governors had not had a full discussion about the grant monies, as it is still at an early stage & is not a large amount. In fact, it has been a deliberate policy in school to avoid the notion of catch up.</p> <p>JS said there were things Governors need to think about now, such as being confident about needing more information, asking more questions, especially in key areas & also gathering information. MM will give Inspectors information about key areas of focus & this will be relayed to Governors. Inspectors will be checking this out, asking Governors questions to see if it validates issues & all Leaders (SLT & Governors) are all saying the same thing. RP added that this is not a data based validation, but drawing on a wider evidence bank such as pupil voice, conversations with children – what are children saying about learning in school? Governors suggested coming into school in September & asking children questions, a mini inspection so children get used to other people asking them questions in the classroom. This could also been done by zoom. JS to send list of questions to children to MM.</p> <p>Evidence of external validation from professionals & outside agencies also needs to be collected.</p> <p>AW to circulate JS’s email to Governors.</p>	<p>MM/ AW</p> <p>MM/ ALL GOVS</p> <p>ALL GOVS</p> <p>JS/MM</p> <p>MM</p> <p>AW</p>
3.	<p><u>Attendance & Declaration of interest:</u> There were no business interests declared.</p>	
4.	<p><u>Correspondence</u> The Chair formally welcomed Naima Allcock (NA) as a new Governor. Parent Governor elections – John Draper & Maria Alford. There is now a vacancy for a Co-opted Governor. MM to send Maria Alford’s details to AW A Parent Complaint has been received – investigation completed by CR, however it could be subject to appeal. BASC letter from DCC – AH to report to next Resources Committee</p>	<p>MM</p> <p>AH</p>
5.	<p><u>Agree minutes from last Full Governing Body held on 24 March 2021</u> Minutes were agreed & approved by Governors as a full and accurate record.</p>	

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6.	<p><u>Matters Arising from Minutes of Last FGB held on 24 March 2021 including progress made on the actions raised.</u></p> <p>MM still to review Safeguarding and will report to the next FGB</p> <p>All other actions were completed.</p>	MM
7.	<p><u>Receive reports from Learning Committee held on 28 April 2021 and consider implications</u></p> <p>The Chair of Learning (CR) gave a verbal update regarding key points, including the progress against the SDP & closing gaps in learning, especially in Early Years and where the fall back will take longer than half a term to catch up. Adjustments to the learning plan have been made to take into account gaps. Teachers have identified the “just behind” children who can be more easily converted into “back on track”.</p> <p>Safeguarding continues to be a huge workload.</p>	
8.	<p><u>Receive reports from Resources Committee held on 5 May 2021 and consider implications</u></p> <p>The Chair of Resources (SR) gave a verbal update regarding the key points, including the transfer of catering in-house with the new contract proceeding well.</p> <p>Budget looks healthy but pupil numbers are low Yr 3 & in the new intake in September. We are basically running a 14 class school on a 12 class budget. We need more pupils, 60 per year group. Governors asked, what are we doing about it? Options were being considered with a plan for next year, including, in the absence of being able to hold Open Days due to C19, promoting the school with a video on the web-site, removal of “Requires Improvement” through Inspection & increasing the size of the Nursery.</p>	
9.	<p><u>Receive Head Teacher’s report, including progress against School Development Plan</u></p> <p>MM gave a verbal report, including staffing changes with 3 NQT starting in September. They are recruiting a further temporary teacher on Friday. 3 TA’s are leaving & we need to review whether we can afford to replace them. 2 new admin staff have been recruited, with one starting today & the other at the end of June.</p> <p>Pupil numbers have increased by 4, with 28 children starting since September. There are 2 more due after Half Term. SENCO is overwhelmed, with a high number of the new intake having SEN. There are 26 children in school with EHCP at various stages of submission. There are up to 5 children in Reception with EHCP which is taking up a lot of time.</p> <p>Catering – numbers have risen with a 1,000 meals a week.</p> <p>C19 mask wearing restrictions in school have been lifted. However, people may still wear a mask if they prefer. Further restrictions remain in place, such as separate staff rooms, for the time being, with a plan for a steady return to normality.</p>	
10.	<p><u>Staffing Update</u></p> <p>This was given in the HT report above.</p>	
11.	<p><u>Receive Governors Reports</u></p> <p>JD spoke to his tabled H&S report, with a view to making a further detailed report in September.</p>	JD

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12.	<u>Safeguarding Update</u> MM reported that the workload was extremely high, with a rise in numbers and issues. There continue to be problems with staffing levels and standards at Social Services making issues more complicated. There are currently 26 children with social care involvement & more cases at earlier stages. MM continues to work with social care, with one case selected for monitoring by the Inspectorate.	
13.	<u>Agree dates for FGB & all committees for coming academic year</u> It was agreed meetings remain on Wednesdays, with Resources at 6pm and Learning & FGB starting at 5pm. AW to circulate revised dates	AW
14.	<u>Policy Adoption/Review</u> None	
15.	<u>Date of next meetings:</u> Learning Committee – 23 June 2021 at 5pm (via zoom) Resources Committee – 30 June 2021 at 6pm (via zoom) Full Governing Body – 14 July at 5pm – (face to-face meeting tba) Please note revised start times for Learning & FGB AW to email note of new times to Governors	AW

Meeting closed at 8.26pm.

Item No.	Action	Action Completed
2.	JS suggested making a list of different sources of information, giving a balance between data & pupil/parent/staff voices, such as HT reports, meetings, monthly updates, pupil voice, parent survey, SLT & Subject Leader audits on curriculum to increase subject knowledge. These can be used by Governors as a prompt- RP	
2.	RP to draw up a checklist of 3 or 4 key summaries/prompts for Governors.	
2.	MM to organise a Governors briefing pre-inspection	
2.	JS asked what are the strengths? What are the current areas for development? What are the challenges for the leaders to get there? Governors need to posed these questions at FGB & committees	
2.	Governors need to think about the normal cycle of monitoring & evaluation, together with any evidence they might have e.g. interviews with children. Develop a checklist of monitoring & evaluation to validate what senior leaders are saying e.g. children enjoy reading. Evidence may include virtual or face to face discussions with children, HT reports, challenges and questions to MM & RP, presentation of SIP challenge with the clarification & monitoring of the cycle. RP to draw up list.	
2.	MM would like to draw up a timetable of events with a group of Governors – to sit down & think about the key big things/drivers & plan ahead for the next academic year	
2.	JS suggested Governors encourage MM to work off-site, for her well-being & check up this is happening.	

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2.	Governors suggested coming into school in September & asking children questions, a mini inspection, so children get used to other people asking them questions in the classroom. This could also be done by zoom. JS to send list of questions to children to MM.	
2.	Evidence of external validation from professionals & outside agencies also needs to be collected.	
2.	AW to circulate JS's email to Governors.	
4.	MM to send Maria Alford's details to AW	
4.	BASC - AH to report on DCC response	
6.	MM to review Safeguarding and will report to the next FGB	
11.	JD to arrange further H&S visit in September 2021	
13.	AW to send revised times/dates for meetings in 2021/2022 to Governors	
15.	AW to email note of new times for June/July meetings to Governors	