

**Clenchwarton, West Lynn and Walpole Cross Keys  
Local Governing Bodies Meeting 3/6  
Feb 7th 2023**

**Present** J. Borley (Executive Headteacher), N Madison (Executive Deputy), R. Wenn (Chair), C. Rogers (WLP staff), J. Calaby (CWP staff), B. Overton (WCK staff), N.Willingham, C. Catchpole, P. Foskett, S. Constant

**Apologies** M. Smith, A.Kemp, S.Robinson

**Clerk** Hayley Roberts

<p><b>Minutes of Previous Meeting</b></p> <p>Agreed and list of action points gone through.</p> <p><b>ACTION: JB to find MS on the playground to sign minutes</b></p>	
<p><b>Matters Arising</b></p> <p>None</p>	
Agenda Item	Actions
<p><b>1. Absence</b> As above</p>	
<p><b>2. Notification of any other urgent business</b> None</p>	
<p><b>3. Pecuniary and other interests</b> None</p>	
<p><b>4. Governing body membership</b></p> <p>Welcome to Simon Constant- Trust Governor and grandparent of a child at WCK.</p> <p>One parent at WCK has filled out the parent Governor application form since the position was advertised.</p> <p>HR updated the roles and responsibilities overview form for the website.</p> <p>Still need a CWP parent Governor. No one has come forward yet. JB explained that a personal approach might be the next step.</p>	
<p><b>5. Safeguarding report N. Madison</b> A document was circulated prior to the meeting</p> <p>Two staff at WCK have had their Safeguarding training this month.</p>	

JB went on a course where she was told that safeguarding training is being reviewed.

JB is booked on a course to do a safeguarding update

Two new teaching assistants at WLP have had their safeguarding training.

Prevent training, FGM and harmful sexual behaviours training has happened since the last LGB meeting.

RW has been in to the do SCR check.

Online safety; CW have gained their accreditation and their certificate is displayed proudly in the entrance hall.

All three schools took part in an internet safety day today and an assembly was delivered by Assistant Headteacher's at each school.

Anti-Bullying ambassadors took part in training last week to work towards their 'RESPECT' badge which requires them to do 5 activities. They have already acquired their Anti-Bullying badge.

One member of staff from each school is going to SHS in March to have training on being an 'Active Bystander'.

Pupil questionnaires have been done at each school. The feedback from all of them was very positive with regards to feeling safe and learning about online safety.

Some children at CWP stated that they don't feel safe on the playground, but when the details were looked through as to why, it was because they had hurt themselves as opposed to incidents.

A member of staff at WCK has taken part in mental health training.

All three schools have taken part in children's mental health week. It kicked off with an assembly yesterday and children are taking part in various activities related to that. Children had the option to come to school in their own clothes yesterday to raise money for children's mental health.

**RW asked if all children took part**

NM replied that a couple of children didn't, but that there was an overwhelming number who did.

**SC asked if it was a yellow and red themed day.**

JB replied that yes it was, and that she lets all three schools run things in the way that they want to so that things are the same, but slightly different.

Two Family Support Plans have been closed at CWP since the last Governor's meeting.

**RW asked if that means that all external support is gone**

NM explained that yes, the family support service work happens in blocks and when their block of work is done they have to close if there's no further issues.

**ACTION: HR to add second Safeguarding point onto SG item for future agenda's.**

**ACTION: NM to arrange Safeguarding for new Governor Simon Constant.**

**NW asked if all Governors know what operation Encompass is**

NM explained that if the police are called over a weekend or evening in relation to a domestic abuse incident, the school get a call the next day informing them as to whether the children in the family have been involved or have witnessed anything. The school then provides support internally if necessary.

Moving forwards, an aspect of safeguarding will be reported at each governors meeting so that different aspects are included each time. This time is PREVENT.

NM explained PREVENT in detail. No questions were raised.

**6. Headteacher's Report**

Due to the change of date of LGB2, the last update was only three weeks ago.

There is a new SEN system in place called provision mapping for staff to write their IEP'S.

CPD-wise, staff have done CPD on computing, tier 2 english words, maths and an SEN 'book look'.

There is a SEND plan for CWP for next year as 12/26 children in reception are SEND students. Eight of those have really high needs. They will be due to go from an EYFS curriculum to a KS1 curriculum but some of those children need a specialist provision. However, specialist provisions won't be in place in time.

JB explained that the Trust does not believe in keeping children back a year, therefore the plan is to move the year 2's into the old mobile and year 1 will then be in two classrooms.

A small team will look at the year 1 plans and see how they can be adapted to make them even more practical for the eight children that won't be able to access the KS1 curriculum. Some are still in nappies, some are non-verbal.

The plan is that all of the children will start together in the mornings for 'carpet time' and then split. There are currently five staff in place and that amount will still be needed. Affording it will be tight, but it is necessary.

New resources will be needed too, as staff will need to create more of an EYFS area into that second classroom as many of those children are not even ready to access the EYFS curriculum, let alone the KS1 curriculum.

PP reviews are due next week and the week after is the subject leader interviews.

**JC asked whether the school will receive extra funding for that cohort.**

<p>JB replied that they wouldn't receive any extra money. They receive about £1500 per term per child maximum, but a teaching assistant costs £17-18k per year.</p> <p>CR added that the funding amount that they receive for each child also depends on how much the assessors feel the child has a need.</p> <p>JB agreed and stated that for some children it's only £700-£800.</p> <p><b>RW asked if the other children without SEN issues will be able to move smoothly into year one and do what they need to do while the others are being supported.</b></p> <p>JB explained that there are lots of logistics that create some problems. For example, year two won't have any toilets nearby following this change.</p> <p>The new build is going to go ahead and will hopefully be ready for September, but it is likely to be October again. Closing down the other two older mobiles will take a longer period of time.</p> <p><b>NW asked if it is unusual to have that amount of non-verbal children and non-toilet trained children in one class</b></p> <p>JB explained that SEND is on the rise, but that she's never experienced a cohort with so many SEND and so many autistic children in as this one. This is an extreme cohort. However, looking ahead to next academic year, there are already children enrolled that will be arriving with an EHCP, or as nonverbal and/or in nappies.</p> <p>They are closing down external out of county SEND provisions. For example there is one child at one of the schools who came from a residential setting to a main stream school which is a big difference in setting.</p> <p>The majority of the EYFS SEND cohort weren't even assessed. Some are not even on the system.</p> <p>RW commented that during his monitoring session he observed that it looked like a very busy room, but that the staff were working extremely hard and that it was obvious that all five of the staff were needed in there.</p>	
<p><b>7. Risk Register</b></p> <p>Up to date and no changes to the last one</p>	
<p><b>8. Skills Audit</b></p> <p>JB has collated the information and can report lowest scores were:</p> <p><u>Strategic priorities</u>- being able to actually discuss</p> <p><u>Curriculum</u>- knowing it, but not being confident to discuss it</p> <p><u>Governor guidance</u> - requiring further clarity</p> <p><u>How the school works with the community</u>-understanding how it could be extended.</p>	

<p>PF reported on her skills audit that she wanted to know how they are involved.</p> <p>JB replied that newsletters are shared, that staff contact parents by DOJO, that parents are encouraged to come into school now for things like class assemblies and to see work.</p> <p>WLP are doing reading Café's and workshop.</p> <p>IEP's for SEND students are discussed with parents.</p> <p>There is an active PTA.</p> <p>The local Vicar's come in as well as the police, fire service etc.</p> <p>PF thanked Jo for her thorough answer.</p> <p>JB explained that she is happy to answer any questions but that the other things that came up related to governors who weren't present.</p>	<p><b>ACTION: HR to add to LGB4 for those who weren't present.</b></p>
<p><b>9. SEF</b></p> <p>JB circulated a hand out and explained that they would look at a different bit each time.</p> <p>RW asked in reference to 'Knowledge of the children is key', how staff manage the balance of knowing where the children are, but not constantly testing them.</p> <p>JB explained that they test at the end of summer, at Christmas and at Easter.</p> <p>BO added that there are non-exam style tasks too</p> <p>JB added that live marking is also used</p>	
<p><b>10. Pupils and Parent Questionnaire</b></p> <p>The results of the parent questionnaire showed that: Parents would like more clubs, more access to clubs, more numbers of children in clubs/ However, they don't want outside agencies running the clubs as then they have to pay £6-7 an hour.</p> <p>JB explained that the problem is that the staff can't do any more than they are doing as they are all already running as many clubs as they possibly can.</p> <p>NW asked if PP access to clubs was an issue?</p> <p>JB replied that staff write down who attends each club each half term and it gets colour coded so that they know how many PP and SEN children have attended. This ensures that they are included and the school pay for their attendance.</p> <p>SC asked if the questionnaire was a new thing</p> <p>JB replied that it wasn't and that she's done them for years.</p> <p>SC asked what the last one was like so that Governors could see a comparison.</p> <p>JB explained that she could do that but as it is only done once a year the children filling it out would be different.</p> <p>JB presented some comparisons to last year's:</p> <p>Behaviour came out exactly the same, wanting to come to school came out the same, Last year one child said 'no' to teachers wanting them to do their best, but this year no one said no.</p>	

<p>PF said that she feels it's important that the children get to explain their answers on there. For example if a child says that they feel unsafe but then their explanation is because they don't like the fire alarm, it helps the school understand their reasoning behind their answers.</p>	
<p><b>11. Governor monitoring and training</b></p> <p>Need foundation subjects monitoring: Pupil voice and looking at work in books. History, Geography, science, computing, music.</p>	<p><b>ACTION: CC to monitor art including pupil voice at CWP.</b></p> <p><b>ACTION: PF to monitor History &amp; Geography.</b></p> <p><b>ACTION: RW to monitor Science.</b></p> <p><b>ACTION: SC to monitor Computing.</b></p> <p><b>ACTION: SR to monitor music.</b></p> <p><b>ACTION: MS to monitor French.</b></p> <p><b>ACTION: HR to send SC monitoring and safeguarding video</b></p>
<p><b>12. Policy reviews</b></p> <ul style="list-style-type: none"> <li>• LAC</li> <li>• Marking</li> <li>• Touch</li> <li>• Maths</li> <li>• English</li> <li>• Administration of Medicine</li> <li>• Radicalisation</li> <li>• First Aid</li> </ul> <p>All unanimously agreed</p>	
<p><b>13. Current focus</b></p> <p>OFSTED due at CWP, making sure EYFS is still ok.</p> <p>Some curriculum tweaks across the Trust. For example, after doing some pupil voice with KS2 children, they could remember Christianity, but couldn't remember some of the other religions and that's because they learnt 50% Christianity. Judaism has been introduced now in years 2, 4 and 6 so that it's repeated once learnt in year two.</p> <p>WLP- supporting ECT's and at WCK welcoming new team.</p>	

**Any Other Business**

None

**Date of Next Meeting** – 18<sup>th</sup> April 2023 Venue WCK 1700