



# OAKWOOD PRIMARY SCHOOL MINUTES of the GOVERNING BODY MEETING

HELD AT Oakwood Primary School

27th November 2024, 5-7pm

Name	Post	Attending	Apologies accepted	Apologies not received / not accepted
<b>Governors</b>				
Matt Maiden (MM)	LA Gov / Co-Chair	✓ (arrived 5:25pm)		
Maria Whitmarsh (HT)	Headteacher	✓		
Rachel Gander (RG)	Trust Gov / Co-Chair <b>(Meeting Chair)</b>	✓		
Gemma Fawcitt (GF)	Staff Governor	✓ (left 7:15pm)		
Joe Crook (JC)	Co-opted Governor		✓	
Ben Hammond (BH)	Co-opted Governor			✓
Abbie Foss (AF)	Parent Gov / ViceChair		✓	
Amy Ryan (AR)	Parent Governor	✓		
<i>Vacancy</i>	<i>Trust Governor</i>			
<b>Other attendees</b>				
Aaron Rattan (SBM)	SBM		✓	
Becky Vanes (BV)	Deputy Head	✓		
Amy Geal (AG)	Phonics Lead	✓ (left 5:37)		
Lynn Dowle (LD)	Writing Lead	✓ (left 5:37)		
Sabina Latto (SL)	Reading Lead	✓ (left 5:37)		
Raylene Poppleton (RP)	Clerk	✓		
<b>Quoracy - 50% of Governors (4)</b>				

## Overview of actions arising from this meeting and add to the Action Log

Item		Action
2	BH required to confirm entry for Register of Business Interests	BH
8	SIP review to be added to agenda for the second meeting of each term.	Clerk
8	Governors Visits table for this term to be consolidated one of both visit days. MM to send out to all governors to complete.	MM/ALL Gov
8	MM to advertise the governor vacancy at Ordnance Survey	MM
11	Add to Leadership Report - percentage PP for each year. Of those with SEN support/EHCP, what percentage are PP.	MW
13.1	Raise the Premises Management Policy to be worked on at a Trust level by the SBM's at a Headteacher's meeting.	MW

13.3	Develop metrics for the Equality Objectives to be reviewed annually	MW
15	Clerk to simplify the folder structure of the Governor Drive and archive items no longer actively used.	Clerk
16	SBM to sign up to NGA for the resources and information and Governors to look at the training NGA offer and see if they would want it.	MW/ALL Gov

## Minutes

Item		Action
<b>1.</b>	<b>Welcome, apologies and absences.</b>	
	RG opened the meeting at 5:05pm and welcomed everyone. Apologies were received and accepted from AF, JC and the SBM	
<b>2.</b>	<b>Declaration of Pecuniary/Business Interests</b>	
	The Register of Business Interests had been updated but declarations were still required from BH. <b>Action:</b> BH to confirm entry for Register No governors had pecuniary/business interests to declare in this agenda.	BH
<b>3.</b>	<b>Items of Urgent Business</b>	
	No items were presented	
<b>4.</b>	<b>English</b>	
	<p>The Chair welcomed the invited guests to the meeting to provide Governors with an update.</p> <p><u>Reading - Sabina Latto</u></p> <ul style="list-style-type: none"> <li>• KS2 Reading Lead since October 2024.</li> <li>• Introduced weekly newspapers in KS2 to teach about the world and non-fiction reading.</li> <li>• OSA raised funds which were spent on classroom book-corners to provide relevant, diverse and age appropriate books. The books were chosen from 'best book lists' and were a mix of fiction, poetry, non-fiction and graphic novels. The books will be added to the library system so they can be scanned out and taken home. Governors were shown a sample of the books.</li> <li>• Changes to teaching to reflect changes to the Reading Framework and reading for pleasure.</li> <li>• KS2 Reading Survey showed around 1/5th of pupils not read to at home so this was a priority in school</li> <li>• The weekly plan for reading was explained to governors including talking about books (like a book club), reading a class novel for fun and independent practice.</li> <li>• Themes were used for reading and included the Olympics and Black History Month.</li> </ul> <p><u>Phonics - Amy Geal</u></p> <ul style="list-style-type: none"> <li>• Daily sessions in Year R, 1 &amp; 2 and early reading sessions 3 times per week. Pupils with identified gaps in Year 3 read to adults.</li> </ul>	

	<ul style="list-style-type: none"> <li>• New books being used in Year 3 were shown to governors. They were similar to the KS1 phonics books but aimed at age 7+ so were appropriate for KS2.</li> <li>• Governors were shown new fluency books which looked like children's novels. No obvious indicator of stage for pupils to notice in class. Year 3 read a chapter per week with an adult. Would like another set for the rest of KS2 to use.</li> </ul> <p><u>Writing - Lynne Dowle</u></p> <ul style="list-style-type: none"> <li>• Governors were provided with a written report at the meeting. A copy was saved to the meeting folder following the meeting.</li> <li>• Completed a Learning Walk with the Writing Coordinator of Ludlow School. The strengths shown in the report were seen.</li> <li>• Literacy Gold had been trialled and been found to be invaluable in supporting dyslexia. The school intended to purchase it.</li> <li>• Positives/Strengths were highlighted: <ul style="list-style-type: none"> <li>○ Pupil enthusiasm and high quality teaching</li> <li>○ Vocabulary - understanding and using high tier words</li> <li>○ Explicit teaching of basic skills</li> </ul> </li> <li>• Working on embedding planning and addressing inconsistencies.</li> <li>• A whole school writing progression document had been completed and now working on mapping this for each year group.</li> <li>• Next steps were to embed practice and support staff through professional development. It was acknowledged that this was a long term plan.</li> </ul> <p><b>Question:</b> Are the class books being well used?</p> <p><b>Response:</b> The books had not been put into classes yet. Wanted this to be a 'wow' moment for the children.</p> <p><b>Question:</b> Are the reading themes done across the whole school?</p> <p><b>Response:</b> For years 4,5 and 6. Year 3 was still using the phonics plan.</p> <p><b>Question:</b> The SIO report noted that there was clear evidence of improvement in sending books home. Can this be explained?</p> <p><b>Response:</b> KS1 weren't sending books home. E-books had been trialled but hadn't worked. More books have been ordered so there are now some to go home. Will need to be careful and reinforce that they need to be brought back into school. Year 3 will be taking books home after Christmas.</p> <p>MM arrived at 5:25pm</p> <p>Governors observed that Year R had been keen to read to governors on their day in school and had been enthusiastic about phonics. Governors felt there was a buzz in the classrooms.</p>	<p>GOV</p>
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	<p><b>Question:</b> How will taking books home work in Year 3?</p> <p><b>Response:</b> Once the book has been finished in school they will be able to take it home to read for pleasure and have a new book at school.</p> <p><b>Question:</b> Why has the Year 3 reading changed?</p> <p><b>Response:</b> Gaps in phonics were identified and it supported transition to KS2. This year group were used to this style of teaching and the scheme fit the current methods of teaching.</p> <p><b>Question:</b> Will the Year 3 change continue into Year 4?</p> <p><b>Response:</b> Potentially as interventions. How this could be managed was discussed.</p> <p><b>Question:</b> Is there anything you would like Governors to do during their visits into school?</p> <p><b>Response:</b> This was discussed and BV would include this in visit planning.</p> <p>The Chair thanked AG, LD and SL for their presentations and they left the meeting at 5:37pm.</p>	
<b>5.</b>	<b>Finance &amp; School Business Manager's Report</b>	
	<p>The School Business Manager (SBM) shared their report in advance of the meeting and governors confirmed they had read it. Questions were answered by the Headteacher.</p> <p><u>Site &amp; Building Works</u></p> <p><b>Question:</b> With respect to the snagging are the 'confirmed' items being paid for by the contractor and the others are still being negotiated on?</p> <p><b>Response:</b> Yes.</p> <p>Governors were advised that the contractors were now predicting that the roof would be finished by 20th December 2024. It was not clear if that included removal of equipment and scaffolding. Concern was expressed that this may be affected by bad weather.</p> <p><b>Question:</b> Do many parents ask about the work?</p> <p><b>Response:</b> Some do, but the school puts out regular updates on the works and most are just grateful that the work is being done.</p> <p>Governors were advised the heating work starting was good news. Other classes would be done over the summer holidays to reduce disruption.</p> <p><u>Budget Summary</u></p> <p>It was reminded to governors that 2 additional TA's were approved and when appointed that would show in the budget. Recruitment and options for promoting the vacancies to find good candidates were discussed including the use of social media.</p>	

	Governors felt that it was important that school and teaching should run effectively for the pupils, even if that required a deficit.	
<b>6.</b>	<b>SIP</b>	
	<p>A copy of the 'SIP - Impact So Far' document was shared to the governor drive shortly before the meeting. BV took governors through the document and explained that it showed what was happening in each area of the SIP, the impacts seen and next steps. This would be updated as things were being done.</p> <p>The following points from the document were discussed and noted:</p> <p><u>Quality of Education</u></p> <ul style="list-style-type: none"> <li>Teachers were completing Maths CPD today and this would be reviewed through the year.</li> <li>Many of the points were covered in the English presentation (item 4)</li> <li>Governors observed that when in school pupils were able to tell them that they were studying English and History at the same time. Maths was also being done with PE. This was discussed.</li> <li>The school had a commitment to basic skills and broad curriculum.</li> </ul> <p><u>Behaviour &amp; Attitudes</u></p> <ul style="list-style-type: none"> <li>A lot of work had been done on routines. Expectations had been raised and now more consistency.</li> </ul> <p><b>Question:</b> How is behaviour? Is uniform consistency improving?</p> <p><b>Response:</b> Still seeing some inconsistency in responses from staff but big improvements have been seen. Uniform was better. The school was responding selectively. It was a particular issue on PE days.</p> <ul style="list-style-type: none"> <li>Governors observed good behaviour during their visit. Particular mention was made of when pupils enter class and sit down.</li> <li>Workin on checklists for KS2 - already using them in Year R and KS1.</li> </ul> <p><u>Pupil Development</u></p> <ul style="list-style-type: none"> <li>Have school house captains</li> <li>Want to do more coffee mornings with parents. Year R parents had been invited for one as a welcome. Another was planned for next week.</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>Governors can use the SIP documents on the next visit into school</li> </ul>	
<b>7.</b>	<b>Minutes of previous meetings</b>	
<b>7.1</b>	The draft minutes of the FGB on 09/10/2024 were reviewed.	
<b>7.2</b>	<p>The draft minutes of the EGB on 23/10/2024 were reviewed.</p> <p><b>DECISION: Both sets of minutes were agreed as a true and accurate record by those present.</b></p> <p>The Chair's electronic signature was used to sign the minutes after the meeting and the final version filed in the folder for that meeting on the governor drive.</p>	

<b>8.</b>	<b>Matters Arising &amp; Actions</b>	
	<p>Governors were advised that an action plan was in place to ensure SENCO cover.</p> <p>The Action Log was reviewed and updates provided. Completed items were later removed from the active list and the list updated.</p> <p>Governors were reminded to complete and log safeguarding training.</p> <p><b>Action:</b> SIP review to be added to agenda for the second meeting of each term.</p> <p><b>Action:</b> Governors Visits table for this term to be consolidated one of both visit days. MM to send out to all governors to complete.</p> <p>Governors were advised that the governor vacancy had been advertised. MW left the meeting at 6:15pm and returned at 6:18pm.</p> <p>Governors discussed the options for recruiting for the vacancy.</p> <p><b>Action:</b> MM to advertise the vacancy at Ordnance Survey.</p> <p><b>DECISION: Governors APPOINTED Ben Hammond as the new Safeguarding Governor.</b></p>	<p>Clerk</p> <p>MM/ ALL</p> <p>MM</p>
<b>9.</b>	<b>Committees &amp; Reports</b>	
	<p>Governors discussed the Headteacher Performance Management Panel and requirements. Governors were advised to complete HPM training in advance of the meeting.</p> <p><b>DECISION: Governors APPOINTED Rachel Gander, Amy Ryan and Joe Crook as members of the Headteachers Performance Management Panel.</b></p>	
<b>10.</b>	<b>Trust Update</b>	
	<p>RG and MW attended the Trust meeting on 20th November 2024 and some of the points raised at that meeting were highlighted.</p> <ul style="list-style-type: none"> <li>Potential for joint training around Complaints Handling and Headteacher Performance Management.</li> <li>Federation pot (contributed to by members of the Trust and partners before the Trust was formed) was being used to pay for learning and staff development. The pot was still well funded.</li> </ul> <p><b>Question:</b> What happens if schools are suddenly called on for additional money for this fund?</p> <p><b>Response:</b> The pot was discussed at Headteacher meetings so there would be advance warning.</p> <ul style="list-style-type: none"> <li>Transfer of assets delayed - long process</li> <li>New website shown</li> <li>KS2 data comparing the Trust schools was shared and discussed. It was noted that Oakwood performed well for Greater Depth.</li> </ul>	
<b>11.</b>	<b>Headteacher's Report</b>	
<b>11.1</b>	<b>Leadership Report</b>	

	<p>Governors were provided with the Leadership Report in advance of the meeting and submitted written questions, which were answered in advance. The questions and answers were incorporated into Appendix 1.</p> <p><b>Question:</b> Which year groups are not full?</p> <p><b>Response:</b> Year R. The intake was 56.</p> <p>It was explained that the school had seen a pattern of pupils consistently being late. To address this the change in registration was proposed bringing forward the point where a pupil is marked late by 10 minutes to 9:20am. The marking of lates and absences was explained.</p> <p><b>Question:</b> Will this result in the school seeing a spike in reporting of lates?</p> <p><b>Response:</b> Yes, but hopefully the system will improve and be more consistent. There were 21 lates yesterday which was disruptive to the office as they have to deliver them to class. The pupil is then entering a settled class and has missed the settling in time.</p> <p><b>Question:</b> If the impact is higher/worse numbers, what are the benefits?</p> <p><b>Response:</b> Get more and clearer information about what is happening, enabling conversations with parents. For persistent latenesses penalty notices can be issued.</p> <p><b>Question:</b> Will this be communicated to parents?</p> <p><b>Response:</b> Yes. It will start after Christmas.</p> <p>This will also mean that teachers can also be consistent in the message of when they can talk to parents as they have to leave at a set time for registration.</p> <p>Governors were shown a poster that was to be used, Every Minute Counts, showing the impact of lateness.</p> <p><u>Safeguarding</u></p> <p>Governors discussed the incidents relating to pupil climbing over/under the fence and were advised that the school was looking to get higher fencing in some areas.</p> <p><b>Question:</b> There appear to have been more instances since the fences were increased in height?</p> <p><b>Response:</b> Yes. The incidences were cohort related.</p> <p><u>SEN/LAC/Pupil Premium</u></p> <p><b>Action:</b> Add to Leadership Report - percentage PP for each year. Of those with SEN support/EHCP, what percentage are PP.</p> <p><u>Wellbeing</u></p> <p><b>Question:</b> Has there been any feedback from the nursing team about the nature of the meetings?</p> <p><b>Response:</b> Range of issues</p> <p><u>Parental Engagement</u></p>	MW
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	<p><b>Question:</b> In terms of fundraising, are the reduced events impacting funds raised or are they in a healthy position?</p> <p><b>Response:</b> AR summarised OSA fundraising events and that they needed to look to invest funds raised. Current pot was approx. £6K. Recent purchases were a video camera and green-screen. Each class provided a wishlist of items to improve class experience.</p> <p><b>SIO Report</b></p> <p>11.2 Governors were advised that the SIO Report had just arrived and was shared with them. Overall it was felt the report and visit was positive and the actions were a good reflection of what was talked about.</p> <p><b>Question:</b> What is 'pitch'?</p> <p><b>Response:</b> The level at which the learning is set. It was explained that this meant pitching for all the children, adaptive teaching and offering greater depth but not leaving others behind. The focus should be at the bottom so everyone is keeping up but giving challenge to those who need it, through a lesson design that enables them to problem solve or think around the subject.</p> <p><b>Sports Premium Report</b></p> <p>11.3 The Headteacher advised that they were in discussion with Testlands and the item would be carried forward to the next meeting.</p> <p>Other items had been covered elsewhere in this meeting.</p>	
12.	<b>Written Reports</b>	
	Governors discussed whether written reports were required going forwards and instead agreed that these discussions would take place during Governors' visits into school, so should no longer be a standing item.	
13.	<b>Policies</b>	
13.1	<p><u>Premises Management</u></p> <p>It was proposed that this SCC policy would be adopted at this meeting and something more tailored for the school could be worked on and drawn up in future. Following discussions it was agreed that this may be something that could be worked on as a Trust.</p> <p><b>Action:</b> Raise the Premises Management Policy to be worked on at a Trust level by the SBM's at a Headteacher's meeting.</p> <p><b>DECISION:</b> Governors approved the Premises Management policy.</p>	MW
13.2	<p><u>Safeguarding</u></p> <p>Not yet available from SCC.</p>	
13.3	<p><u>Equality Statement</u></p> <p>Governors were advised that the Equality Statement and Objectives were published on the website and references to Stonewall had been removed. Following a discussion, it was agreed that metrics should be developed that the governors can monitor and see the impact.</p>	



<p>13.4</p> <p>13.5</p> <p>13.6</p>	<p><b>Action:</b> Develop metrics for the Equality Objectives to be reviewed annually</p> <p><u>Teachers' Pay Policy</u> Governors were advised that the Teacher's Pay Policy was not yet available from SCC. Following discussion, it was proposed that the policy be agreed in principle so that it can be applied once received. <b>DECISION: Governors AGREED to approve the policy in principle, in advance of its release from SCC.</b></p> <p><u>Trust School Governor Appointment &amp; Removal Policy</u> The clerk (as Trust Governance Professional) explained that the policy was developed in conjunction with the clerk at Redbridge and provided governors and Chairs with guidance for these processes which are covered by legislation. <b>DECISION: Governors APPROVED the policy</b></p> <p><u>Separated Parents Guidelines</u> MW explained that the document brought together the processes the school used and was being shared with Governors so they were aware. <b>Question: If there is an incident and the child is hurt, who do you contact?</b> <b>Response:</b> That would be agreed in advance.</p>	<p>MW</p>
14.	<b>Safeguarding</b>	
	This item was covered under Item 11 and it was agreed that going forward it would be a standing item within the Headteachers' Report.	
15.	<b>Governor Visits</b>	
	<p>Governors took part in a 2nd 'visit in school' day on 22nd November 2024. A report had not yet been produced and it was agreed in Item 8 that a single report consolidating the 2 visits would be produced. Governors discussed teacher's perceptions and expectations of their visits.</p> <p>The ease of use of the Governor drive was discussed and whether it needed to be retained. Governors were advised by the clerk that FGB Minutes should be kept indefinitely, but other items would fall under the school's agreed retention rules.</p> <p><b>Action:</b> Clerk to simplify the folder structure of the Governor Drive and archive items no longer actively used.</p>	<p>Clerk</p>
16.	<b>Governor Training, Skills and Audit</b>	
	<p>Governors discussed the use of a provider of guidance and training to support the governing body in their roles. NGA and The Key were discussed.</p> <p><b>Action:</b> SBM to sign up to NGA for the resources and information and Governors to look at the training NGA offer and see if they would want it.</p> <p>Governors were reminded to undertake training related to their new roles and to log training they do.</p>	<p>MW/ Gov</p>
17.	<b>Governor Correspondence</b>	
	None	

<b>18.</b>	<b>Clerking Matters</b>	
	None	
<b>19.</b>	<b>AOB</b>	
	No additional items were presented. GF left the meeting at 7:15pm	
<b>20.</b>	<b>Teachers' Pay Proposal</b>	
	This item was minuted as Confidential Part 2 minutes.	
	There being no other business the meeting closed at 7:29pm.	

<b>Dates of Remaining Meetings 2024 - 2025</b>			
	<b>Full Governing Body 5-7pm</b>	<b>Finance Committee 2-3pm</b>	<b>Governors In School Days</b>
	05/02/2025 (Wed)	28/01/2025 (Tues)	28/01/2025 (Tues)
	17/03/2025 (Mon)		12/03/2025 (Wed)
	21/05/2025 (Wed)	16/05/2025 (Fri)	16/05/2025 (Fri)
	30/06/2025 (Mon)		23/06/2025 (Mon)

## Appendix 1

### Leadership Report - Written Questions in Advance of the Governors Meeting

<b>Report Item:</b>	<b>Question:</b>	<b>Response:</b>
Admissions	What is the max roll number (could this be shown in brackets next to roll number for comparison)	414
Attendance	Adjusting the timings of registration - what is the legal government standard around this?	32.5 hours per week (6.5 hours per day) according to the White Paper in March 2022. This is not statutory.
Attendance	Does a 'late mark' mean absence?	Late after register closes (30 minutes after the official start of the day) is coded as U (unauthorised absence)
Attendance	EHCP on part time timetable - do we have a percentage to reflect this as attendance for this group is 1.89% below last yr - is that attributable to PT timetable? How long has this child been on PT timetable?	The P/T timetable for the EHCP pupil wasn't in place this time last year, so quite possibly. We also have 13 EHCPs now as opposed to 7 at last year which also probably affects the %.
Attendance	Reasons for PP drop in attendance (approx 1% compared with last yr)?	Not known. It is still higher this period than the annual PP attendance for last year.
Attendance	How does Oakwood compare with national/LA level/Trust?	We are currently the highest in the Trust.

Safeguarding	What is the process / what is our duty when a pupil goes off site and the impact on staffing to 'monitor'?	SLT immediately alerted. 'No chase' procedure (chasing can cause the pupil to run and put themselves in more danger). Follow at a distance. Contact parent.
Safeguarding	Are there fence 'pinch points' and can we reinforce them?	Yes. The fence between KS1 and the carpark and the fence between KS2 and the carpark. We are getting quotes to replace with 6 foot fencing like the perimeter. However, the 2 most recent events, one climbed over and one squeezed under.
Safeguarding	What happens after an incident? Is this typical/expected from these pupils?	Incident dependent. Meeting with parent. Risk assessment put in place if necessary. Staff on duty alerted to more vulnerable children.
SEN/LAC/Pupil Premium	Would it be useful to have a percentage PP for each year too? Of those with SEN support/EHCP, what percentage are PP?	We can do this in future. Added to the Action log.
SEN/LAC/Pupil Premium	Do we have an updated PP strategy? What are the recent successes or challenges that have emerged as a result of PP strategy? What do current socio-economic attainment gaps look like? And how is the PP strategy supporting 'reducing gap' on attainment?	Will be published by 31 December 2025 and on the agenda for the next meeting..
Behaviour	Do you see an improvement in behaviour after exclusions? Do these children have a plan in place?  What does behaviour and exclusion data look like for PP?	Suspensions are usually applied to children who are already under a behaviour management plan. When we get good support from parents, there can be an improvement in behaviour afterwards. We don't use them often because going home can play into what the child wants. However, sometimes they are necessary.
CPDL	Do we have any examples of this training bringing benefit to the school/positive impact on outcomes?	Writing support from Writing Lead at Ludlow School and writing team teaching. Impact on whole school progression, development of MTPS. Evidence of impact in Year 5 writing.  Safeguarding and DSL refresher - statutory. We now provide weekly safeguarding updates in our weekly staff communication.  Going back to last meeting's report: Behaviour training - anecdotally, there feels like a reduction in more severe incidents. SLT are being called significantly less to support behaviour issues.  PATHS training - it's taken a while for the resources to arrive, but they are now here and Year 3 have

		<p>started using them. We will monitor the impact of this as we go.</p> <p>NPQH - further development of SIP, coaching of other leaders, reviewing recruitment processes.</p>
Wellbeing	How will you cover staff leaving an hour early one day	SLT will cover it
Parental Engagement	Do we have data on how many parents have booked on to school nursing team? Do we refer people?	The sessions have been full each time so far. We don't refer, but we signpost and we support the nursing team with making bookings.
Site and Building	Special recognition for all staff in being 'resilient' whilst roof works are going on and maintaining 'business as usual'. Also to the team responsible for 'project management' as we appreciate this has had great intervention from the Oakwood team.	