

**Minutes of the Governing Body of the Wimbledon Primary Federation
24th September 2019 at 7pm**

Present

CHAIR: Jo Reynolds, (JR)
Executive Headteacher: Paul Lufkin (PL)

Lauren Clogg (LC) Susan Clucas (SC) Sam Dear (SD) Katy Gandon (KG) (*) Gemma Isaac, (GI) Emeka Okorochoa, (EO) Priya Patel (PP)	Heather Ponsford (HP) Raj Sood (RS) Chris Tregilgas (CT) Emma Walshe (EW) Rosie Williamson, (RW) Yvonne Young (YY)
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In attendance (* denotes Associate Member)

Lisa Kingsbury (LK) (*)
Rachel Morgan (RM) (*)
Steve Cleary, Clerk (SAC)

*The features of effective governance from the competency framework: -
Strategic Leadership, Accountability, People, Structures, Compliance, Evaluation*

All original papers are available on the LGFL MyUSO drive.

1. GOVERNANCE

The meeting began at 6.55pm and was deemed to be quorate. The meeting was preceded by safeguarding training.

Apologies were received and consented to from Eric De Regnaucourt, (EdR), Kate Johnston (KJ), and Ankur Agrawal (AA) (associate member)

In accordance with the Education (School Government) Regulations, governors were invited to declare any interest they might have in respect of any item to be considered at the meeting. No declarations were made. Governors **RESOLVED** to complete the annual declaration of interests as well as read and sign the Safer Working practices agreement, Code of Conduct, part 1 of the updated Keeping Children Safe in Education document and updated Federation safeguarding and child protection policy, which could be returned digitally to the school. It was further **RESOLVED** to:

- Approve the minutes of the governing board meeting on 2 September as a true and accurate record and request the Chair to sign these accordingly;
- Defer the approval of minutes for the governing board meeting of Wimbledon Park (2 July) and West Wimbledon (16 July) to the next meeting;

The board reflected on the role and appointment of link governors and **RESOLVED** to adopt the following structure:

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Area of Responsibility	Name of Governor(s)	Outline of Role
Health and Safety	EO	Spot check of compliance records, risk assessments and school condition review. Review Merton Health and Safety Audits and action plans
Financial Control	CT	Questioning and sampling reviewing financial controls. Review Self Evaluation of Financial Control Audit with school business managers and agree action plan
Pupil Premium Teaching and Learning	PP	Review/discussion of pupil premium funding strategy and impact, learning walk. Learning walks/joint observation, teacher professional development review through discussion (training, coaching)
Inclusion/ Equalities / SEN/ EAL	KJ	Review equalities audit/action plan and adjustments. Review with SENCO of SEN development plan and impact.
Safeguarding ¹	YY	Review Safeguarding Audit/action plan with Designated Teacher, spot check of record keeping, SCR, systems and incidents.
Staff and Pupil wellbeing	HP	Review of pupil survey outcomes, serious incident patterns, attendance patterns and action plans. Learning walk and pupil discussions. Review of staff survey outcomes and exit interviews. Meet with well-being committee/attend meeting. Drop in lunchtime for staff.
Early Years	GI	Meet with EYFS leaders to review action plan and impact, learning walk of early years classes
Pupil outcomes	RS	More detailed review of assessment outcomes (Analyse School Performance, FFT, Data Dashboard, internal tracking) and discuss trends and action planning. Classroom learning walk. Liaise with MEP.
Core Curriculum – Maths, English and Science	KG	Review of curriculum maps, classroom walk, monitoring records and activities.

¹ Safeguarding link arrangements at West Wimbledon to be reviewed.

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Foundation, Specialist and Wider Curriculum (inc RSE/personal development)	EW	Review of curriculum maps, assembly cycle, displays and learning environment, school council liaison, classroom walk, monitoring records and activities
Governor induction and training	SC	
Data Protection	EdR	

PL presented a paper on the role of link governors and a visiting policy and guide (copies on file) which governors **RESOLVED** to adopt. Governors were encouraged to visit the school particularly around support for reading and writing. Visits would be particularly welcome early on in the term and the potential for a governor morning approach was raised particularly as it would allow peer discussion.

Committee memberships were confirmed as follows: (designated chairs in **bold**)

Governor	Type	Committee	Role
Emma Walshe	Co-opted	P&C	Co-Vice Chair
Susan Clucas	Co-opted	SBC	Co-Vice Chair
Heather Ponsford	Parent	HR, STL	
Yvonne Young	Co-opted	P&C	Safeguarding
Kate Johnston	Co-opted	STL	
Raj Sood	Parent	SBC	
Jo Reynolds	Co-opted	HR	Chair
Eric de Regnaucourt	LA	P&C	
Priya Patel	Co-opted	STL	
Gemma Isaac	Parent	HR	
Emeka Okorochoa	Co-opted	P&C	
Chris Tregilgas	Parent	SBC	
Sam Dear	Staff	SBC	
Paul Lufkin	Exec Head	All	
Lauren Clogg	WP HoSc	All	
Rosie Williamson	Co-opted	All	
<i>vacant</i>	<i>WW HoSc</i>	<i>All</i>	
Lisa Kingsbury	Associate	STL	
Rachel Morgan	Associate	P&C	
Katy Gandon	Associate	STL	
Ankur Agrawal	Associate	SBC	

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PL circulated a newsletter from the local authority regarding governor training and governors were encouraged to book courses as the federation is paying into a service level agreement for this. Governors noted that the local authority is presenting training on the new Ofsted inspection framework on 10 October and those present were encouraged to attend.

The Chair reported that there had been no recent correspondence beyond a resident's complaint over the changeover of skips. In response, the school had agreed that this should be after 7am and would be monitored.

Governors were appraised of discussions at a recent HR committee which had examined pay proposals, adopted a pay policy, compared and challenged the appraisal process and outcomes and examined arrangements for sabbaticals and changes to the pay scale.

2. QUALITY OF EDUCATION

The Executive Headteacher presented a comprehensive report (copy on file) which covered a range of areas of school life. Key points were highlighted as follows:

Pupil profile

- Pupil numbers at WWPS have fallen in almost every year group in September compared to July. There were 47 leavers over the year to Sep 1st 2019 in reception to year 6 spread evenly across year groups. Each year group (particularly nursery and reception) has lost children because of mobility and the school is currently 85% full with 61 vacant spaces. In response the school is looking to potentially reconfigure Year 5 during the coming year to possibly move from 3 classes to 2 as well as examine reception demand and determine how many classes to run.
- Pupil numbers at WPPS are higher than anticipated, due to lower numbers of leavers and high numbers of joiners at the start of term with a net intake of 32 since the beginning of September 2018. In this period, the vacancy level has fallen from 30 places to only 3 spaces in year 6 now. The school is currently 99.5% full, the highest ever.

Overall attendance at WWPS slightly improved in 2018-19 compared to the previous year, but was in line with earlier years. Attendance and unauthorised absence aligns to Merton average levels, although attendance in reception (where many children are not of compulsory school age) was notably poorer than other year groups. Particular attention will be given to managing the new reception and Y1 cohort this year. The proportion of pupils who are persistently absent² has fallen over the last year as a result of a focus on early intervention and is well below Merton levels.

Attendance at WPPS remains good, ahead of Merton and national levels. Unauthorised absences are in line with the Merton average. The high levels of

² (above 10%)

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persistent absences are not expected to be repeated this year as they were linked to a specific set of circumstances.

Governors asked the following questions:

- *Are pupil numbers at WWPS falling because of the quality of education?* An analysis of leaving reasons indicates that over 60 per cent of moves are out of area or abroad. The remainder are generally around waiting for a higher preference local school or to one which is perceived to be better;
- *Are other schools in the West Wimbledon area full?* Yes, particularly Hollymount. Other schools are also in more densely populated areas. The school is looking to develop some form of community outreach and regular articles in the local paper to promote the school. In general, the federation is welcomed as a model.

School Improvement Priorities

School improvement priorities at West Wimbledon centre on consolidating and raising standards of pupil achievement, strengthening curriculum leadership and development and enhancing cross federation links and projects.

Early Years

WWPS

- Outcomes show a strong increase in the proportion of children achieving the expected standard in most prime areas and a particularly strong increase in the proportion of children exceeding the expected standard in almost every area of learning. Outcomes in reading, writing, numbers and shape, space and measure are broadly flat year on year, although these are the aspects where the greater rigour of assessment was found to be most inconsistent.
- Overall, 75% of children reached the good level of development. Whilst this figure had dipped on the previous year, it remained slightly ahead of national benchmarks. However, the overall average point score increased significantly because of the higher numbers of children exceeding the early learning goals, in turn due to the revised teaching approaches, new curriculum and higher expectations in early years.
- There are very few children who are a long way off GLD.
- In terms of gender, there is a significant gap between girls and boys, although the average point score for boys is in line with the national benchmark, and half of the boys not achieving GLD have SEN and ongoing intervention plans to support their progress.
- Half of the children eligible for the pupil premium did not attain GLD, although the average point score for disadvantaged pupils was slightly above national benchmarks. 80 per cent of the disadvantaged children not achieving the GLD were at expected in all prime ELGs and were each only 1 or 2 specific ELGs (reading, writing and maths) from achieving the GLD. This indicates that with continued targeted support, they will be expected to reach age related levels in years 1 and 2.

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- Early Years results continue to demonstrate an increasing number of children achieving at the exceeding levels.
- Analysis of the foundation stage profile results shows maintained strength or further improvements over last year's results in all early learning goals. Good level of development at 89% is well above the national GLD of 72% in 2018 and there is an emphasis on getting children ready to learn;
- The proportion of children reaching exceeding level remains high across early learning goals with a broad profile of high attainment at the exceeding well above national levels.
- Two thirds of children eligible for pupil premium achieved a good level of development, and the other has been identified as having high levels of need.

Phonics

WWPS

- 90% of children reached the threshold pass mark for the year 1 phonics check and the average score achieved by year 1 children increased by 2 marks. This is a very strong outcomes and validation of the revised approach to phonics teaching this year;
- Outcomes by key pupil groups in 2019 are strong, particularly for disadvantaged pupils whose pass rate exceeded the national average markedly. There is no significant difference between genders.

WPPS

Whilst phonics results are slightly down on the previous year, the reasons for this are cohort specific. Results from the phonics check at the end of year 1 were very strong with 100% of disadvantaged children achieving the required standard.

Year 2 SATs

WWPS

- Overall outcomes in year 2 are broadly in line with previous years, although outcomes in reading were lower. Outcomes in maths increased (and writing was broadly flat).
- Outcomes ended up much higher than predictions that had been in place for much of the year, despite being a challenging cohort with a very high level of additional needs (and behaviour for learning difficulties).
- Outcomes at the higher greater depth standard increased markedly in 2019, particularly in writing with an overall improvement in the proportion of children exceeding age expectations in all of reading, writing and maths;
- Overall, outcomes represent exceptional progress for this cohort, impacted by the new curriculum and teaching approaches, rigorous teaching and assessment, and high levels of additional adult intervention.

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- Assessment results at the end of 2019 were very strong, well ahead of national. Of particular note is the increase of children achieving at the greater depth standard combined. A slightly lower performance across the board at working 'at' can be accounted for through the late joining children, although the school is confident that many of these will close the gap by the end of primary.
- The fall in reading levels arises from issues with a specific cohort.
- Although there is an in-school gender gap, with girls outperforming boys in all reading and writing, boy's attainment at WPPS is far above the national benchmark for boys and higher than the national level for all.

Governors asked the following question:

- *Isn't 2018-19 actually a worsening of the situation at WWPS, particularly in reading?* This is a very different cohort with a high level of need being perhaps the single most significant factor. The spread of attainment is also higher in this cohort. Whilst the gaps between reading and writing should be narrower, one needs to recognise the high level of in year progress made despite a high number of children with EHCPs. A significant amount of work still needs to be done in terms of writing, but the capacity is in place for this.

Year 6 SATs

WWPS

- Overall outcomes in Y6 are broadly in line with last year, predictions and national benchmarks, and significantly up on 2017;
- Areas of notable improvement are outcomes at higher score level in reading, maths and grammar.
- Reading achievement at the expected standard fell from 88% to 77% (slightly below the prediction of 81%), and writing outcomes at greater depth are down on last year (and have fallen for three years) to 9%, below half national benchmarks.
- The gap between reading and writing is not generally significant except at a higher level.
- Reading and maths progress remain above average, and writing progress is lower (although still within the broadly average range):
- Group outcomes are strong overall, with no marked differences between genders. Outcomes for disadvantaged children are very strong, with 69% of PP children achieving R/W/M at or above the expected level, ahead of national averages for all pupils. The proportion of disadvantaged children achieving at the high levels was in line with national benchmarks in all areas apart from writing. There is a very significant gap in outcomes for children with SEN that needs further analysis/review.

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- Attainment at the expected standard in 2019 was strong but the lowest performing historically, with 78% reaching the “secondary school ready” benchmark.
- Results, other than reading, are in line with the targets set and tracking throughout the year. Reading outcomes were lower than expected, particularly around progress and further analysis has been completed to look at this in details. The school has moved the English lead into Y6 to try to correct the issue.
- In terms of groups, girls outperformed boys in reading and writing. Outcomes for children eligible for pupil premium were the strongest we have had.

The following question was asked:

- *Has there been any training for supporting acute differentiation at WPPS?* There has usually been an issue with having sufficient capacity to give personalised support. EAL children generally do well and differentiation has been positive, although there is a need to think through means by which higher ability children can be stretched.

School tracking data

WWPS

- School tracking data indicates that the attainment of Y5 moving into Y6 has significant gaps for closing and intervention. Children with additional needs have the widest gap.
- There is a significant degree of variability between year groups in proportions of children reaching age expectations, at greater depth within age expectations and in group outcomes. Some of this arises from variability between cohorts, but much will reflect historic teaching and learning inconsistencies that have allowed attainment gaps to emerge. Attainment at greater depth has strengthened in almost all year groups and is relatively consistent, and gaps are widest for children with SEND and for disadvantaged pupils.
- The gap between pupil premium and non-pupil premium children in Y1 maths widened slightly even though both groups have moved forward.
- Overall, end of year outcomes show that achievement is broadly improving across the school, but this is not consistent for all year groups and pupil groups. Reception and Y1 outcomes show the most marked gains in consistency, and the revised curriculum and teaching approaches have generally benefitted higher attainment groups most quickly.

Governors raised a number of questions as follows:

- *Why is writing at greater depth so low and in fact fallen since 2017?* Writing in Y6 is hard to change in a short time. The 2019 end of year attainment figure for GD writing is an anomaly rather than the rule.

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- *How has the high level of standard score attainment been achieved?* Through a high level of expectations and thorough approach taken. The shift at WWPS to a whole class reading approach in Y2 significantly boosted reading as well as teaching to the test.
- *What particular issues have there been in Y3?* There has not been a particular problem in Y3 that has not been addressed, although the school recognises an issue around teaching continuity in one class.
- *What is the position of children with SEND?* The gaps for children with SEND have narrowed but remain wide.

WPPS

Key concerns focus on maths at the lower level of attainment, as well as the gap between reading and writing. The school is looking at discrepancies in terms of approaches to assessment as well as moderating judgements to seek to address issues around the consistency of teaching and learning. Governors asked the following questions:

- *In terms of writing, are the two schools working together?* They are at different points in the school cycle and each school has different needs. WPPS is focused on grammar right whereas WWPS is centred more on “why we write”. The SLT has conversations on a cross school basis;
- *Are there any insights in terms of progress by gender?* Boys do not seem to be able to catch up on fine motor difficulties quickly enough and the school is looking at handwriting interventions in response. Issues around progress do not tend to be around motivation or teaching difficulties, but around physical difficulties in writing.

Pupil Premium Achievement Report

WWPS

Some 25.9% of the school population are eligible for the pupil premium and the proportions in each year groups are relatively consistent.

There is a large in-school gap with non-disadvantaged pupils outperforming disadvantaged in most year groups and subjects. The gap is largest in maths but there are not significant patterns of attainment between year groups of subjects. Year groups for particular focus for raising attainment are years 4 and 5 (current years 5 and 6).

Governors asked the following questions:

- *What are the reasons for boys performing less well than girls?* In some areas, there is no gender gap i.e.: phonics and Y6 and there is no sense of a systematic gap, although inconsistent teaching and learning in early years could have opened up an attainment gap. There is no particular overlap with SEND and in a significant number of areas, a focus on behaviour for learning has impacted greatest on boys;

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- *What are the plans to rectify gaps in SEN and what progress has been made?* Plans have focused on the continuity of SEND leadership. The school has now caught up on this. Variabilities in teaching and learning as well as inconsistencies in past support are being dealt with. The focus has shifted from reactive support to being more targeted at a classroom level;
- *What is the status of progress for disadvantaged children?* The progress of disadvantaged children is in line with that of other children in the school, with progress in reading for disadvantaged children slightly more accelerated. Rates of progress are consistent across year groups, and the attainment gap has not widened this year, but narrowed slightly

WPPS

- The relatively low numbers of pupil premium children in any single year group means that the statistical significance of one set of pupil results in one-year group is quite limited.
- In 2018-19 greater proportions of disadvantaged pupils made accelerated progress than non-disadvantaged in maths.
- There is a large in-school gap, with non-disadvantaged pupils outperforming disadvantaged in most year groups and subjects with APS attainment in standardised testing. The gap is larger in maths than in reading. The school continues to work on outcomes for disadvantaged children at the higher levels of exceeding and greater depth.
- The number of pupil premium children is very small, although there is a significant number of previously looked after children. The main focus of the school is on unpicking underachievement in maths for pupil premium children, as well as the wellbeing and emotional development of disadvantaged children. The school is currently awaiting analysis on the wellbeing and mindfulness project.

3. SAFEGUARDING

Governors received a draft joint child protection and safeguarding policy (using Merton's model) which it was **RESOLVED** to adopt subject to any minor corrections being notified to the Executive Headteacher. Governors noted that the policy includes key personnel from both schools and appendices that, in some cases, just apply to one school.

The view was expressed that the single central record needed to be checked at least once per term and those present noted that safer recruitment training had been undertaken by two governors in the last calendar year. Safeguarding training is complete in both schools and a new SENCO has been welcomed onto WWPS's Safeguarding team. Annual safeguarding audits are underway and all staff at WWPS are now actively using the web-based software My Concern programme, which replaces the previous paper welfare forms and paper filing and record keeping.

4. RESOURCES

In respect of WWPS, no changes to previously planned staffing have occurred since the last governing body meeting in mid-July. A careful and targeted deployment of

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teachers and support staff capacity against support needs has been very successful and ensured that the start of the autumn term is markedly more settled and purposeful than the summer term. A number of EHCPs are coming into the school who will require 1:1 support. There has been a strong emphasis on professional development over the course of the last year focused on the post Ofsted school development plan and the training and development needs linked to this. The school is looking for a more regular programme of support staff development, since training to date has had a positive impact.

All posts at WPPS are filled. New year group teams have settled very quickly and support for the most vulnerable children has been incredibly effective early on. New members of staff have a package of support in place to get them up to speed with the Teaching and Learning framework and more general approaches to teaching. In terms of staff professional development at WPPS, there is an emphasis on upskilling middle leaders, particularly in terms of curriculum development and giving responsibility for support staff back to year rather than subject leaders.

Governors **RESOLVED** to adopt the circulated pay and teacher appraisal policies (copies on file). The following questions were asked in relation to appraisal:

- *Could the federation consider 360° appraisal?* This would need to be mutually agreed and it would constitute a significant undertaking, raising a number of questions as to what the appraisal could be linked to. Governors **RESOLVED** to refer the idea back to the HR committee to further discuss how the practice could be incorporated into the target setting process;
- *Is 31 October a late date?* A significant number of appraisals have already been undertaken across the schools and the SLT is considering targets. Appraisal targets arise from the school development plan and need to be related to it.

Governors were appraised of works carried out over the summer in both schools and were advised that the prioritisation of capital works at WWPS is potentially going to be a future issue.

5. **COMPLIANCE**

The Executive Headteacher advised governors that there is a need to update the website to reflect a federation viewpoint, particularly since the web provider at WPPS had discontinued the content management system. A new federation and WPPS website is to be constructed with consistent branding which will then be rolled out to the WWPS site. Completion is expected by mid October.

GDPR training has been completed for all WPPS staff and a significant data access request is being dealt with. Breaches have been low level to date, reported, investigated and action undertaken. Learning feeds back into awareness training and the DPO has delivered GDPR training to SLT members. Governors **RESOLVED** to invite the DPO to the Spring term governing board meeting. **ACTION: JR**

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6. ANY OTHER BUSINESS

HP agreed to organize a Doodlepoll with regard to holding a governor's social evening before the Christmas break. **ACTION: HP**

No other business was recorded

7. DATE OF NEXT MEETING

Committee meetings to be held at 8am. Governing body meetings to be held at 7pm. Meetings are scheduled to last for a maximum of 2 hours.

Governing Board

- 3 December - (committee business, performance management, SDP, standards, target setting, policy approvals, Headteacher's report, MEP reports) - WPPS
- 31 March - (committee business, policy approvals, Headteacher's report, MEP reports) - WWPS
- 30 June - (committee business, SDP, policy approvals, Headteacher's report, next terms governance arrangements) - WWPS

HR

- 1 May - (Pay affordability scenarios, staffing strategy and structure) - WPPS

Standards, Teaching and Learning

6 November (WPPS), 12 February (WWPS), 20 May (WPPS)

School Business

13 November (WWPS), 12 March (WPPS), 14 May (Budget special (End of year monitoring/outcome, 12 months budget and 3-year forecast)³ — WWPS

Pupils and Community

20 November (WPPS), 17 March (WWPS), 17 June (WPPS)

8. ACTION POINTS

No:	Action	By	When	Status	Note
Governing Board – 24 th September 2019					
5	Invite DPO to the Spring term governing board meeting	JR	-	NEW	
6	Organize a Doodlepoll with regard to holding a governor's social evening before the Christmas break.	HP	-	NEW	

³ Open invite to all governors

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The meeting closed at 9pm.

Signed: _____ Print Name: _____
Chair of Governors
Date: _____