**Present**

CHAIR: Eric De Regnaucourt, (EdR)

Executive Headteacher: Paul Lufkin (PL)

|  |  |
| --- | --- |
| Lauren Clogg (LC)  Sam Dear (SD)  Katy Gandon (KG),  Gemma Isaac, (GI).  Kate Johnston (KJ)  Emeka Okorocha, (EO)[[1]](#footnote-1) | Heather Ponsford (HP).  Raj Sood (RS)  Jess Talbot (JT)  Chris Tregilgas (CT),  Rosie Williamson, (RW) |

**In attendance (\* denotes Associate Member)**

Lisa Kingsbury (LK) (\*)[[2]](#footnote-2)

Meghan Peaty (MP)[[3]](#footnote-3)

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 7pm and was deemed to be quorate.

Governors confirmed that they had received and read papers received from the Executive Headteacher in advance.

Apologies were received and consented to from Isabel Instone (II), Jo Reynolds (JR) Emma Walshe (EW) and Jess Talbot (JT).

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 and governors confirmed that they would complete the annual declarations which had been sent by the school.

The Chair reported that there had been no instances of Chair’s Action or activities around governor recruitment.

CT confirmed that he had undertaken safeguarding visits at West Wimbledon and Wimbledon Park.

The Chair reported that II had written stating that it was her intention to resign as a governor at the end of July 2022 as a result of domestic circumstances.

**Policies**

PL outlined a proposal for policies to be signed off and approved by the relevant committee or the full governing body as appropriate. Each policy would be reviewed on a fixed schedule and allocated to committees as pertinent to their particular terms of reference. The following schedule was presented to governors and having discussed the rationale for each recommendation, it was **RESOLVED** to adopt this with minor amendments around timing and responsibilities: (orange – statutory, yellow – non-statutory)

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy/Document** | **Reviewed by** | **Review frequency** | **Approval level** |
| Instrument of government (WPF) | FGB | 5 years | Governors |
| Safeguarding/Child Protection Policy (included Code of Conduct) (WPF) | STLC | 1 years | Governors |
| PSHE Policy (including Relationships and Sex Education) | STLC | 2 years | Governors |
| Special Educational Needs policy | STLC | 2 years | Committee |
| SEN Information Report | STLC | 2 years | Committee |
| Behaviour policy | STLC | 3 years | Governors |
| Pupil Premium Strategy | STLC | 3 years | Governors |
| Online Safety Policy (WPF) | STLC | Annual | Governors |
| PE Grant Impact Report/Review | STLC | Annual | Governors |
| Charging policy | SBC | 3 years | Committee |
| Freedom of Information Policy and Publication Scheme (WPF) | SBC | Annual | Committee |
| Governors’ allowances (WPF) | SBC | 3 years | Committee |
| SFVS | SBC | Annual | Committee |
| Teaching Staff Capability policy (WPF) | HRC | 2 year | Committee |
| Allegations of Abuse Against Staff Policy (WPF) | HRC | 3 years | Governors |
| Disciplinary Procedure for Staff in Schools (WPF) | HRC | LA determined | Committee |
| Pay policy (WPF) | HRC | 1 year | Committee |
| Appraisal policy (WPF) | HRC | 1 year | Committee |
| Health and Safety policy | SBC | 1 year | Committee |
| Data protection policy (WPF) | SBC | 2 years | Committee |
| Accessibility plan | SBC | 3 years | Committee |
| Complaints procedure (WPF) | P&C | 3 years | Governors |
| Publication of equality information and PSED objectives | P&C | Annually | Committee |
| Reorganisation in Schools Policy | HRC | LA determined | Committee |
| Managing Staff Attendance/Absence | HRC | LA determined | Committee |
| Grievance Procedures for Staff in Schools | HRC | LA determined | Committee |
| Special leave provisions for all staff in schools | HRC | LA determined | Committee |
| Induction of ECTs (WPF) | HRC | 2 years | Committee |
| Policy for Flexible Working (WPF) | HRC | 3 years | Governors |
| HR Committee Terms of Reference | HRC | Annual | Governors |
| CPD Policy | HRC | 2 years | Committee |
| Support Staff Capability policy (WPF) | HRC | 3 year | Committee |
| Lettings Policy | SBC | 3 years | Committee |
| Anti Bribery Policy | SBC | LA determined | Committee |
| Statement of Roles and Responsibilities (inc Terms of Reference) | SBC | Annual | Governors |
| Bad Debt Policy (WPF) | SBC | 3 years | Committee |
| Debit Card Policy | SBC | 3 years | Committee |
| Whistleblowing Policy | FGB | LA determined | Governors |
| Business Continuity Plan/Critical Incident Policy and Procedures | SBC | 2 years | Governors |
| Rec School User Agreement | SBC | 2 years | Committee |
| Car Parking Policy | SBC | 3 years | Committee |
| STLC Terms of Reference | STLC | Annual | Governors |
| School Development Plan | STLC | Annual | Governors |
| Home learning/Homework Policy | STLC | 3 years | Committee |
| Feedback and Marking Policy | STLC | 3 years | Committee |
| Educational Visits Policy (WPF) | STLC | 3 years | Committee |
| Teaching and Learning Framework | STLC | 3 years | Committee |
| Safeguarding Audit | STLC | Annual | Committee |
| Clubs protocol | STLC | 3 years | Committee |
| Positive Behaviour Support/ Safe Restraint and Handling | STLC | 3 years | Committee |
| Treetops Positive Behaviour Support | STLC | 3 years | Committee |
| Intimate Care | STLC | 3 years | Committee |
| Collective Worship Policy | STLC | 3 years | Committee |
| Attendance Policy | P&C | 3 years | Committee |
| Safeguarding Audit | P&C | Annual | Committee |
| Managing Medicines Policy and the Education of Children with Medical Needs Policy | P&C | 2 years | Committee |
| Managing Allergies | P&C | 2 years | Committee |
| Policy on managing aggressive behaviour from parents and visitors | P&C | 3 years | Committee |
| Late Collection Policy/ Policy for child not collected from school | P&C | 3 years | Committee |
| Responding to Bereavement (WPF) | P&C | 3 years | Committee |
| Class Mix Up policy | P&C | 3 years | Governors |
| Exclusion Policy | P&C | 3 years | Governors |

Policies would be uploaded to USO and a message circulated to governors giving 14 days for initial review before they are accepted or passed to the relevant committee or full governing body for ratification.

A list of policies to be discussed at the next committee meeting will be published in advance and comments invited back to the committee chair and policies for review each term will be highlighted. It is envisaged that over time, policies between schools would be aligned to become federation policies where appropriate.

Governors **RESOLVED** to adopt the minutes of the governing body meeting held on 7 December.

**Update on MAT**

PL reported that a number of follow up conversations had been held at various levels in the school and with the trust following the EGM on 14 March which had reached the following conclusions:

* The SLT at both schools believe that the federation is aligned to the values and culture of the Wandle Learning Trust;
* There is a sufficient level of trust and belief in the personnel involved from the perspective of quality and capability track record to proceed further.
* Each school is individually committed to their school improvement journey and professional development model and looks forward to being part of a collaborative family of schools.
* The desire of WLT to remain small and manageable, focusing on a group of schools and providing economies of scale in administrative elements such as HR, finance and premises is welcome, as is the trust’s emphasis on every school having an equal voice around school improvement and shared priorities;
* Key questions centre on whether belonging to the trust would enable better education for the children and professional development for staff, whether the federation should continue or whether another group of schools is a viable option.
* The trust’s senior leadership is clear about what the schools can offer and are excited about the potential synergy involved. It is planned to prioritise taking on just West Wimbledon and Wimbledon Park over the next academic year given the diversity and unique characteristics of each school before looking to grow to other schools. The inclusion of the two schools will allow the development of the collaborative culture within the trust to a further stage and has been approved by the board.
* Conversations over the daily life of the trust were joined by staff from each school and concluded that the daily experience of staff was generally unchanged in terms of payroll, hub and other links. Staff were reassured and both leadership teams expressed their support for joining the trust as the right way forward;
* West Wimbledon has been historically quite isolated over a number of years and is of the view that the opportunity for really strong collaboration opportunities was always the vision of the Federation. The opportunities to work with other schools to help to enrich and build on past achievement is valuable and the opportunity should be taken to collaborate and get some really good experience from other schools to help fundamentally to enrich the curriculum. Some concern has been raised over how the curriculum and how operational values align with the trust's vision, although it is agreed that the HR, buildings and finance should have a common system. The systems for sharing assessment data, phonics scheme and maths mastery are to be aligned although it is welcome that the alignment emerges out of common interest rather than by imposition.
* In terms of West Wimbledon, joining the trust would need to enhance the sense of achievement already on its journey rather than the school being seen as one where the trust is seeing the school as one to recover. There is also a significant piece of work to be undertaken in respect of communicating the benefits to both schools in joining of the trust to parents and the wider community.
* There is a need to spend time on messaging and communicating the impact of joining in respect of staff to allay any concerns.
* It is worth noting that at primary level, the joining of the 2 schools could more than double numbers and diversify thinking across a larger group.
* The trust’s strong teaching and learning focus as well as hub networks to support the professional development of staff are strong drivers to join, although there is a need for clarification on governor roles.

A range of governor views were expressed in response to the foregoing comments as follows:

* Part of the original vision for federating was to grow a network of schools. Joining a pre-existing MAT in its early stages feels like a natural next step and it is important to join at an appropriate stage to be part of the MATs own strategic development;
* Following LC’s departure, both schools would look to join the MAT as separate entities on a both or neither basis. Prior to joining, the federation would be dissolved. Each school would have a headteacher without an Executive Head although a single governing body could be maintained for the time being. A new headteacher would need to be appointed at West Wimbledon to replace PL on his return to Wimbledon Park. Decisions over the appointment of a headteacher would take into account the views of the trust if it had been joined
* Is it better to answer the leadership question in the context of joining the MAT, or to answer it independently of joining the MAT?
* One option which could be explored would be to join as a Federation and then de-federate over the course of the next academic year to enable some initial stability although there would be issues over the separation between the schools in terms of executive leadership and how any overlap in terms of governance would run. The current group of governors would still oversee both schools either as single or concurrent local governing bodies.
* If the federation were to join as a single entity, it would not necessarily allow a broader collaboration to effectively develop as the federated schools could be seen as separate to the rest of the schools in the trust. There should not be a presumption that the current governance arrangements across both schools should continue into the first year of joining the trust.
* There is a need for governors to obtain more details on the terms of reference, how the MAT operates from a governance perspective as well as timelines as part of the due diligence process.
* The timing of any defederation prior to joining the trust should not be an issue provided that any legal or operational arrangements are made;
* Governors should reflect further on who might want to carry on into the new governance arrangements at whatever level and how any transition should be handled. Thought would need to be given to creating 2 separate governing bodies, the numbers on each and responsibilities that would be carried.

Having reflected on the various points made, governors unanimously **RESOLVED** to:

* Proceed with the process to join the Wandle Learning Trust in the next academic year subject to due diligence and consultation, following which a final decision would be made.
* To commence communications within the public domain, initially to staff at both schools.
* Communicate LC’s departure and the MAT intention after Easter.

1. **STANDARDS, TEACHING AND LEARNING**

KJ reported that the recent committee had focused on maths and learnt how the mastery programme had been introduced across both schools who were at different stages of the journey. Covid and time out of school had particularly impacted on the security of knowledge and fluency in maths and both schools are working on addressing these issues. West Wimbledon is slightly earlier in terms of its journey in embedding mastery. The committee is to further discuss the impact of the national tuition programme at its next meeting. Club intake has risen at West Wimbledon although slightly less so at Wimbledon Park.

1. **PUPILS AND COMMUNITY**

HP reported that the committee had examined attendance, exclusions and safeguarding. Both schools have returned to face to face parent evenings which had gone well. A parent survey has been held at Wimbledon Park which had received 207 responses, 94% of which would recommend the school to another parent. The majority of children feel safe and happy, although parents have commented that further communication would be beneficial about the child's learning. The view has been expressed in the survey that learning needs to be more challenging, possibly because parents don’t fully understand the repetition of learning within subject areas. Parents also wanted to have feedback about their child's progress and attainment over and above just a parents evening. In response, the school is going to look into ways where they can track children's progress more often throughout the year. The SLT at Wimbledon Park will discuss how to incorporate some of the points that have been raised and make any adjustments when necessary. Following a Merton review of safeguarding following a recent incident, it was concluded that Wimbledon Park has a strong culture of safeguarding and effective systems in place for raising and dealing with concerns. Children are taught about ways to keep safe in the curriculum. One of the recommendations following the audit is to ascertain which members of staff have never raised a concern and to fully explore why this is the case. The full report on the review is awaited. The pupil survey reveals that the large majority of children say that there's no bullying at school and the two next biggest categories state that when bullying happens, teachers deal with it very effectively.

1. **RESOURCES**

RS updated governors on a range of issues around premises and the alarm system at Wimbledon Park. Energy costs are rising significantly and the indicative budget for West Wimbledon is some £250,000 down over the previous year and Wimbledon Park’s figure is around £100,000. Budget setting for the 2022/23 financial year is going to be dependent on the reserves that have been built up and there is little certainty that the financial position ahead is going to be stable, particularly given a cost environment where there is an 8% inflation rate. There is a general view that the education White Paper that was recently released gives a possible recognition at a central government level that education funding is not adequate to sustain aspirations, particularly in the light of inflationary cost pressures. The proposal for funding wage settlements this year is 2.5%. The schools are 80 pupils short, representing around £450,000 of forgone income. The local authority would support a deficit budget but only on the basis that costs were taken out to restore the budget in due course. Governors agreed that most prudent approach will be to take out as much cost as possible during the summer term.

1. **COMPLIANCE**

Governors **RESOLVED** to assent to the adoption of the following policies with minor amendments (noted on file):

|  |  |  |
| --- | --- | --- |
| Federation | Wimbledon Park | West Wimbledon |
| Federation online safety policy  Freedom Information Policy,  Data protection policy | Public sector equality duty,  PSHE policy including RSE,  SFVS. | SEND policy,  SEND information report,  Treetops positive behaviour support policy,  Feedback and marking policy,  Public sector equalities duty,  SFVS. |

1. **ANY OTHER BUSINESS**

Confidential business is recorded in part B of the minutes.

1. **DATE OF NEXT MEETING**

***Meetings are scheduled to last for a maximum of 2 hours.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Meeting + content** | **Time** | **Location** |
| 29 April | HR (Pay affordability scenarios, staffing strategy and structure) | 8:00am | Virtual |
| 10 May | School Business [[4]](#footnote-4) – Budget special (End of year monitoring/outcome, 12 months budget and 3 year forecast) – | 7:00 pm | WPPS |
| 18 May | Standards, Teaching and Learning | 8:00am | Virtual |
| 15 June | Pupils and Community | 8:00am | Virtual |
| 17 June | HR (staffing updates, exit interviews, staff survey, staff well being) | 8:00am | Virtual |
| 5 July | **Full governing body meeting** (committee business, SDP, policy approvals, schools’ report, next terms chair/vice chair, membership of committees & link governors) | 7:00 pm | WWPS |

All previous actions were noted as being complete.

The meeting closed at 9:27pm.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Via Zoom [↑](#footnote-ref-1)
2. Via Zoom [↑](#footnote-ref-2)
3. Via Zoom [↑](#footnote-ref-3)
4. open invite to all governors [↑](#footnote-ref-4)