Chetwynd Junior School
Full governing board
Minutes

Date: Monday 12th May 2025 at 5:30pm
Location: Held in school

Governors In Attendance

Stephanie Lawes	Head Teacher (HT)
Chris Atkins (CA)	Chair
Phil Sanders (PS)	Vice Chair
Louise Kitson (LK)	
Jodie Marston (JM)	
Nathan Townsend (NT)	
John Waine (JW)	
Julie Attwood (JA)	
Greig Shute (GS)	

Apologies
Gurbinder Thandi (GT
Aneika Leney (AL)

In Attendance

Jacqui Waldron (JWld)	Clerk
Michelle Wallis (MW)	Teaching & mentoring lead

Meeting actions	Who / Date for completion
Clerk to investigate why previous Clerk cannot be removed from GH	JWld / Before next meeting
Skills Audit to be completed	ALL / Before next meeting
Training records to be updated	ALL / Before next meeting
Look into booking a review of governance	SL / ASAP
SIP to be RAG rated moving forward	SL / Next meeting
Clerk to post links to acronym guides	JWld / Before next meeting
Please email any follow-up questions on SDR	ALL / Before next meeting
All acronyms to be written out in full on first use.	SLT / Ongoing task

Item	Minutes	Action
1.	**Attendance and apologies** CA welcomed governors to the meeting which started at 17:30 and was quorate throughout. Apologies were received and accepted from GT and AL. GS will be arriving late and JW will need to leave early.	
2.	**Declarations of interest** No new items	
3.	**Minutes of previous meeting** Minutes of the meeting (3rd March) were circulated before the meeting. Minutes were agreed by governors to be a true and accurate record. ACTION – Clerk to investigate why previous Clerk cannot be removed from GH	**JWld**
4.	**Matters arising (see table below)** All compliance up to date. ACTION - If governors have done any training, please update on GH. ACTION - Skills audit reposted for completion.	**ALL** **ALL**
5.	**Governance** *Are all Governor checks up to date on Governor Hub?* Covered above	

	In preparation for Ofsted should we book a governance review? For Ofsted it looks good if we have an external review of governance. LGB had one 2018/19, none since. We now have different people and structures. Governor: It would be good to see we've got good practice. We don't know what we don't know. Can go to WGS to ask for a review. Some schools pulled up by Ofsted recently and there's a new framework from September. Governor: With the different framework, it would be good. With the cycle, we're expecting them soon. Governor: It can't be a negative thing to have it done. Might be something important now we're not aware of. We're going to setup folders in line with the proposed framework, going to take an area and start compiling evidence. We need examples we can pull off the shelf - case studies. Governors looking at those areas can see them and review them too. Governor: We sounded knowledgeable last time we had Ofsted because we had our areas to talk about. If all happy we can look into doing a review. ACTION – Look into booking a review of governance.	**SL**
6.	**Finance** ***Budget forecast update*** Coming back related to a point from a governor that figures aren't as bad as historical reports suggested they would be. Went away and looked again. The data presented is in full in previous governor document packs. In 2023/24 our forecast for 2024/25 was worse than the same points for 2024/25 in the current estimations. If we add in EHCPs then we'll be ending in a better position than the better position we predicted. For 25/26 we were predicting worse than when recalculated this year. Same going along all figures. There's a difference when looking at the other income because we're not adding in potential PP figures for 26/27 and 27/28. GS arrived. We're still looking at a deficit, but although we need to continue working and doing what we can, the figures could change depending on government decisions regarding funding. They forecast based on current information. We're forecasting energy costs at historically high levels rather than the predicted lower rates. Governor: That helps make more sense by comparing with previous figures. It gives more context. Governor: Do these figures include potential EHCPs? No, those will be added as extra income next year, so that will change those columns. We've had some pay change requests, which could also affect budget predictions. Governor: Can you clarify the PP figure? If a pupil is eligible for FSM, but the parents' circumstances change and they come off FSM, the child is still classed as PP for the next six years (18 terms). This is because they may have only just crossed the eligibility threshold and still need support. We could have situations where one sibling is on FSM and the other is not, as eligibility for the younger child wasn't met, but the older sibling is still within the six-year PP period.	

	Year 6 and Year 5 have low PP numbers, but Year 3 is high. Governor: What's the potential impact of the breakfast club? For small schools, it has been a real help and they're managing okay. It currently works out at around 60p per child, covering food, staff, storage, activities, etc., but it's not enough. Two local schools are part of a pilot program, and we'll get feedback from them. There's no confirmation yet on when it will be rolled out more broadly. Governor: If 60p isn't enough, what would be? We'd need to calculate that, based on the number of pupils. We could look at funding the current team who run clubs by allocating the received funds to them for this purpose. Governor: Thanks to the Headteacher and staff for your efforts and the savings you've achieved. Since September, in both Autumn and Spring terms, we've significantly reduced supply costs thanks to the SLT covering and doing what was necessary.	
7.	**Governor monitoring update** GT came in to meet with staff for Art and DT. A report was uploaded to GovernorHub for governors to read. Reporting by exception: Governor: He seemed to really enjoy his day. It's been great to have governors visiting. GT isn't a parent and has no educational background, so it was valuable to have a completely external perspective on what we do. We were able to have children talk to GT and show him the displays and work they've produced. Governor: When you visit the school and engage directly, it reminds you why you're here. Governor: It's also good for staff—they get the chance to speak to someone outside the school and share the hard work they do. It helps make governors more approachable. Governor: It was great to see the pride both teachers and children have in their work. Regarding SATs attendance from governors: Governor: It ran like clockwork. Support for students was in place when needed.	
8.	**School Improvement Plan (SIP)** Governor: It would be helpful to know as a headline whether you have any concerns about meeting any of the Summer 25 deadlines. It's not clear from the document whether the plan is on track. Also, are there any gaps from a governor's perspective, or is there more I or the board could be doing to support evidence collation? ACTION - HT will go back in and RAG-rate again in the future. We want to revisit the curriculum documents to ensure the curriculum reflects our values. We undertook leadership training, which led us to create a vision and review it moving forward. Our rules are simple, focused on the idea of good citizenship in the local area. The curriculum should be aligned with our core values. We've come a long way developing these, but we are now doing work with the school council focusing on school values, and we will ensure that threshold is still met in our curriculum. Assistant Heads are still meeting with Margo to discuss their roles and how it's going. There is a budget cost, but I believe the value they get out of it means it's worth it.	**SL**

	RADY - 67% of disadvantaged Year 6 students are on the SEN register. We expect this to be higher this year, so we need case studies drilling down into those children and the support they've had, baseline, progress, etc., in case Ofsted visits. We can't be sure if results will be the same for disadvantaged pupils. PBS scheme at Nuneaton primary school. The current highest suspensions are boys in Year 3 on the SEN register. We're looking to work in a way to support a reduction. We're providing specific approaches for individual children at high risk to ensure the goal of having them in school. Governor: With acronyms, can we get a glossary? Some are available online ACTION - Clerk to post links. Amun has done a lot of work, Chetwynd Arms has agreed to allow parents to park there to help with parking. Scooting proficiency is being addressed. We need to prove we've done as much as we can to improve parking issues on Caroline Close with the LA. Spelling scores are improving. Pupil progress meetings identified that, for Year 3, maths is very limited on the timetable, so now we're going to find time for maths as they're not drilling down enough. For what governors can do, it's mostly monitoring and visits.	**JWld**
9.	**Headteacher's report** JW left the meeting. Questions Invited: None We stuck to the format trialled last time. We receive the SIMS attendance report each term, and we're doing really well. Persistent absence is low, and we have support measures in place for most of those affected. For all children, we will record what we're doing, what we know, and any relevant interventions. Governor: How are we setting expectations? A lot of it involves working with parents, getting them in to collaborate. We're drilling down into specific issues with individual children. We need to document these stories and highlight key areas. Suspensions: We received an email from the LA acknowledging that we've had no suspensions for some time. Our suspension rate has historically been low and remains so. Lunchtime Supervisors: Their time has been reduced by 15 minutes to help with the budget. The OPAL programme has helped support this change. Governor: Any contractual issues? All changes have gone through HR. Governor: How's OPAL going? It's going really well—everything is starting to click. It is a lot of work though. Governor: Why is it a lot of work? It's mostly about tidying up, putting equipment away, and keeping things organised. Governor: How's behaviour with it?	

	The children are working together well. The biggest issue is in the den area, there's some fighting over dens and issues with mowers running over items left out. The children aren't always good at tidying up afterwards. There are no major concerns from recent monitoring. Where we've had conversations with ECTs, we've seen improvements. Assessment: Teachers have implemented changes to standardised scores for the first time and have carried out ranking. We can now identify the bottom 20% and show Ofsted what we're doing to support those pupils. We're having proactive conversations about children who are not making progress, to ensure early intervention. ECTs are receiving their full entitlement. Positive Behaviour Support training is underway via the consortium and is going well. Prevent training has been completed. Governor: Would it be worthwhile getting governor training on what the new Ofsted framework will really look like? There may still be changes to the framework. Once finalised, we can look into arranging that. SEND and Vulnerable Groups (VG): Six referrals have been made to the EdPsych. We're trying to intervene early with these pupils.	
10.	**Spring data review** PPT shared at the start of the meeting. Presented by MW. There is progress in Year 3, apart from maths. There were gaps in the Year 2 curriculum. Governor: Is that due to a transfer between different curricula in schools? Yes, we have to ensure that pupils have consolidated Key Stage 1. One of the issues is that, while there are able children in the cohort, teaching was aimed at the top, and those who needed more concrete learning missed out. As a result, the gap has widened for those without a strong foundation. Governor: Do you expect that trend to continue? We've asked the class to have longer maths sessions than previously scheduled. Since there are no longer KS1 SATs, we rely on our own baseline assessments. There is no summer maths test in NFER, so we're going back to the Year 2 curriculum to identify where the gaps are. Governor: Do Whitestone follow the same curriculum? They say they use the Mastery approach but do not follow a set resource. Governor: The baseline test, will that be carried out here? Yes. We trialled using an autumn Year 3 test, but we've found it more effective to use the Year 2 test to identify the gaps. Year 4 is now in a better position across all areas. Writing is still rated amber. Although results are improving, we would like to see more progress. Some pupils didn't achieve what was expected but still scored better overall. We can see that children are moving in the right direction. We are assessing more harshly than the national tests would suggest. Governor: The key thing is that you're trying to get them to reach their full potential.	

	Governor: Writing is currently at 60%. How do we know what your expectations are? We are being critical of ourselves. We want to push for more, especially since this is only a 1% increase on last year. Year 5 is showing great improvements. We believe the spring term reflected cautious grading, and we expect higher results in the summer. Year 6 has shown great improvement in writing. There is a high percentage of SEND pupils. The Maths SATs are challenging, so we've implemented multiple interventions to boost confidence. Governor: So, although you expected worse outcomes than previous years, the results are better than anticipated? Yes, the progress is strong. While we may not achieve the same results as in past years, we've seen significant improvement from pupils' starting points. Maths: The gender gap in Years 4 and 5 has decreased. Governor: Do you still run a girls' maths club? No, but we are exploring ways to build girls' confidence, such as having students lead activities. Gaps are narrowing. Governor: Is there a factor contributing to the dip in performance during autumn? Is there anything we could consider or learn from other schools? We can certainly ask other schools what they're doing. Governor: Why does the dip occur? Teachers are new to the cohort, and planning isn't yet tailored to the specific group. There's also a long summer break, and autumn brings shorter, darker days. Each year group starts afresh, so autumn tests may cover areas not yet taught. The NFER tests focus on a broad curriculum, which helps us identify weaknesses, but it means children are tested on topics they may not have encountered yet. All other areas are included in the full report for governors to read in detail if they wish. Governor: The report is very comprehensive. If we were to sit with an Ofsted inspector, this level of detail would be extremely helpful. ACTION: Please email any follow-up questions. ACTION: Going forward, all acronyms should be written out in full on first use.	**ALL** **SLT**
11.	**Safeguarding** Up for review for governors, questions invited. Action plan from audit updated. All in hand.	
12.	**Staffing** ***Proposed staffing changes*** To be covered in pay committee.	
13.	**AOB** ***Artwork that has been put around school has been implemented to support the values.*** Governors invited to view the works.	

14.	**Date of next meeting and meeting close** P&S - Monday 14th July 2025 5:30pm	

Previous meetings actions

Meeting actions	**Who / Date for completion**	**Update**
Complete Declarations of Interest on GovernorHub	ALL / Before next meeting	Complete
Confirm agreement to Code of Conduct	ALL / Before next meeting	Complete
Governors to read KCSIE	ALL / Before next meeting	Complete
Skills Audit to be completed	ALL / Before next meeting	Ongoing
Training records to be updated	ALL / Before next meeting	Ongoing

Chair of governors

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