MINUTES OF A MEETING OF THE FULL GOVERNING BOARD OF WESTMINSTER NURSERY SCHOOL (WNS), CREWE ON MONDAY 14th JULY 2025

Governors Present:

Emma Connor	(EC)	Headteacher
Donna Reed	(DR)	Chair
Su Garbutt	(SG)	
Neil Smith	(NS)	
Leanne Jennings	(LJ)	
Steve Hogben	(SH)	
Jill Chadwick	(JC)	
Graham Chadwick	(GC)	
Liz Austin	(LA)	
Linda Buchanan	(LB)	

Others in attendance:

Maria Wilson	Clerk to the Governors

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting commenced at 4pm with a presentation entitled: Assessment at Westminster Nursery School.

ITEM	
	PRESENTATION: ASSESSMENT AT WESTMINSTER NURSERY SCHOOL EC guided Governors through a power point. The following documents were shared during the meeting: • A copy of the power point • A termly record document – anonymised • An anonymised baseline assessment record sheet and • A sheet which was not anonymised and was not retained by Governors EC explained that: • The only statutory assessment which Westminster Nursery needs to complete is the 2-year-old progress check. Everything else the school does is optional. The next statutory assessment for children comes at the end of Reception when the Early Learning Goals provide the DfE baseline. ***Governor question: Is the internal assessment data helpful for transition?*** *Response: It is difficult to answer this question.* One Governor noted that, when they worked in education, data sent to High School from Primary Schools was rarely used. Schools find it more helpful to assess pupils themselves. • The 2-year-old progress check assesses the prime areas – communication and language, personal social and emotional development (PSED) and

physical development. The assessments do not delve into specifics. Information is collated on the child's characteristics of learning – playing and exploring, active learning and creating and thinking critically. This is the statutory minimum.

Governor question: Is the data recorded on a purchased computer programme?
Response: No. The school has its own method of recording the data.

It was noted, on the named documents shared, that there is a space for parents to comment. This is optional.

- The school creates its own baseline assessment based on prime area prompt questions identified in 2021 when the Early Years and Foundation Stage curriculum changed.

  WNS feels that it is essential to have a starting point for its children. The assessment is based on the Development Matters programme.

  The assessment is completed in weeks 1-3 of the new school year. The whole team complete the assessment with their groups at the same time

  Governor question: Do the results of the assessment feed into a process of moderation?
  Response: No, the end of term assessment is moderated.
- The timeline associated with the assessment process was shared. At the end of the baseline period the keyworker recognises celebrations and sets the child's first set of targets. This is shared with the parents.
- Alongside this process, the school uses the Wellcomm assessment. This is a language level assessment. On completion children are given a level and are allocated to a group. The groupings are fluid. Children can be reassessed, and groups can be changed.

Governor question: How many children are allocated to a keyworker?
Response: Keyworkers have up to thirteen children each. Apprentices have a maximum of four children.

Governor question: Is there a balance between children being assessed in the morning and the afternoon?
Response: There is.

Governor question: Do keyworkers have a balance between Caterpillars and Butterflies children?
Response: Yes, they do.

- Caterpillars are assessed against the Development Matters 0-3 band. Keyworkers need to use their judgement to decide if the child is on track or not on track for their age. This judgement can be subjective. There is no tick list to use.
  A copy of an internal assessment tick sheet was shared with Governors.

Governor question: Has LB been given a copy of Development Matters, shared with Governors at the Autumn 2024 FGB meeting?
Response: DR has done this.

- Consistency of marking is needed. The school is not quite consistent enough yet, which is why group-wide moderation is a priority.
- The Butterflies Class is assessed against the Development Matters 3-4 band.
- Moderation meetings are needed to compare data and identify a standard. This is a termly professional conversation.

Governor question: Has consistency improved?
Response: Yes, it has.

Governor question: Is a mutual agreement formed?
Response: Yes. The data is used to inform the curriculum moving forward.
In the summer term it was noted that this is less of a conversation.

- The tick sheet shows all children from Butterflies at the top of the page going down to the Caterpillars.
  Children are assessed on the prime areas only.
  NP stands for numerical patterns. Previously this was called shape, space and measure.

  Clerk question: Why are there so many x in the Maths NP column?
  Response: There is a high proportion of English as an Additional Language (EAL) children at the school. They do not have the basic vocabulary needed.

  Governor question: What happens to this summary document?
  Response: The document goes to EC and the information is uploaded to the school's new target tracker, Sonar Tracker.

- Using the assessment tick sheet, children are chosen for interventions with Layla name please.
- Layla provides written feedback to the keyworkers. Questions are asked – does the child still need intervention or is there something more to be done, such as SEN plans and consultation with external agencies.
- There is a half-termly conversation with EC to agree whether a child stays with intervention or is in class full-time.
- Children learn to count quickly. The development of comprehension takes more time.

Governor question: Does Layla work one-to-one with children?
Response: No, it is more likely that she will work one-to-six.

Governor question: How long are the interventions?
Response: If it is an attendance intervention, it can take less than 15 minutes.
If the intervention is to address vocabulary issues, there are usually 3 fifteen-minute sessions.

Governor questions: Do the interventions have an impact on the data?
Response: Yes, they do.

- EC explained that the end of term assessment is worthwhile.
  It enables the keyworkers to set children targets.
  EC collates each cohort's data, as seen by the Curriculum Committee. This informs the direction of planning for the next term.
  Discussions enable Layla the opportunity to recommend children who need further support and guidance. This might be support for specific vocabulary or a recommendation for external Speech and Language support.
  The process provides an additional layer of intervention.

  Next steps are set from the prime areas as a priority for Caterpillars. More specific targets can be set for Butterflies.

  Children's books are shared with parents every term. Next steps are also shared with parents every term.

Governor question: Do the pupils get their bools when they leave Westminster Nursery School?
Response: Yes, they do.

During the presentation, the following points were made:

- EC gives Layla time to meet with parents. This does not have to be done but it can be very beneficial, especially where interventions are needed. This can be fully explained to the parents.
- Transition is helped as both Westminster Nursery and the primary schools it feeds into use the Wellcomm programme.
  All-inclusive documentation is sent across to primary schools for SEND pupils.
  Primary schools ask for the children's strengths and areas for development.
- For children with complex SEND needs this system does not work. A tool recommended by Cheshire East Inclusion is used instead. It is called Stoke Speaks Out. It is based on the prime areas. It is colour coded to show progress made by the children.
  This tool runs alongside SEN plans and Speech and Language Therapy plans.

Governor question: By saying complex needs, does this mean not suitable for mainstream education? Are these children waiting for transition to specialist provision?
Response: The children are more likely to go to a Resource Provision because their needs are not physical. No WNS children have gone to Springfield.

Governor question: What provision is made for the children if primary schools do not ask for information?
Action: SG to find out what provision is made for children from Westminster Nursery who go to schools which do not request transition information.

1.	**APOLOGIES AND ANY OTHER BUSINESS (AOB) ITEMS** The meeting was in full attendance. No additional business was raised for discussion in agenda item 15.
2.	**CONFLICT OF INTEREST** The following pecuniary interest was declared: • Su Garbutt is employed by Cheshire East. SG noted that she would have a conflict of interest when the meeting discussed the ChESS buyback. SG **agreed** to abstain from this discussion.
3.	**MEMBERSHIP** a) It was noted that there are no changes to the Governing Board. b) It was noted that there is one Parent Governor vacant post. There was discussion that a maintained school, according to its Instrument of Government, should have two Parent Governors. It was noted that, although LB's child is leaving Westminster Nursery this term, she can remain on the Governing Board until her term of office ends. EC informed the meeting that a parent governor election had been held and was unsuccessful. It was noted that anyone can be approached if they are within the permissible age range. SG was **thanked** for this advice. c) It was noted that Donna Reed's term of office is due to expire on 31.08.25. DR stated that she was happy to be re-appointed as Co-opted Governor for a further four-year term of office. DR asked Governors if they wanted her to leave the room while they discussed her offer. They did not. DR was **re-elected** by a majority decision. It was noted that Liz Austin's term of office is due to expire on 31.10.25. LA stated that she was happy to be re-appointed as Co-opted Governor for a further four-year term of office. LA asked Governors if they wanted her to leave the room, while they discussed her offer. They did not. LA was **re-elected** by a majority decision. DR and LA added that they would be happy to remain as Chair and Vice-Chair of Governors unless anyone else wanted to assume the roles. The posts are due for re-election in Autumn 2025.
4.	**PART ONE MINUTES AND MATTERS ARISING** a) A copy of the Part One minutes from the Spring Term 2025 FGB meeting held on 3rd March 2025 had been shared with Governors prior to the meeting.

Governors **approved** the minutes as a correct record of the discussion held.

b) A copy of the 03.03.25 Spring Term FGB action log had been shared with Governors in advance of the meeting.

The following discussion of the action log took place:

- **Action: Clerk to email SH to send Mornflake Oats contact details to EC**
- GC sent DR and the Clerk an email on 19.05.25 regarding PREVENT training frequency. In November the Clerk stated that Governors should complete the training annually. In the minutes it states that SCiES (the Safeguarding Children in Educational Settings Team) *recommends completing PREVENT training annually.*
  GC informed the meeting that he has read the entire UK Gov website guidance where it states in Section 70: *We anticipate that appropriate training may differ depending on a person's role. This guidance makes sector-specific recommendations, and specified authorities should ensure they undertake any training required for their sector at the earliest opportunity to ensure they are adequately equipped for their role. The frequency and type of training required may depend on factors such as the local context and risk, or the nature of their responsibilities and functions, and should be determined by an organisational assessment of training needs.*

  Having considered this information and the fact that the children at the Nursery are aged from 2-4 years old, GC recommended that Governors refresh the PREVENT training every two years, unless the Government introduce major changes or updated guidance.

  The Clerk and SG both stated that the Local Authority asks Governors to complete PREVENT training annually. GC asked where this was written down. The response was that it is not currently written down, but from September 2025 it will be specified in the 2025 Keeping Children Safe in Education document. Also, the Cheshire East Director of Education, Strong Start and Integration will ask all Governors to read KCSiE, to complete safeguarding and PREVENT training annually. Governors will also be asked to complete GDPR (General Data Protection Regulations) training on appointment and it will need to be re-done if they are re-elected. It was noted that the children are very young, but issues could arise with families.

  Governor question: Are all Governors PREVENT compliant?
  Response: They are.
  GC proposed that Governors complete the training every two years unless there is notification to the contrary from the DfE.

  The importance of completing the training was discussed and understood.

  Governor question: Has the PREVENT training been updated post-Southport?
  Response: It has not been updated yet. A whole new PREVENT training is anticipated, but it has been postponed until September.

	It was **agreed** that Governors would wait until Spring 2026 to revisit the need to complete PREVENT training. ***Governor question: Do we still have to complete annual safeguarding training?*** *Response: Yes.* One Governor commented that the amount of training to be undertaken by a Governor will put new Governors off joining Boards. Training not being provided in different languages was also perceived as a barrier for many communities. To complete the training a level of cultural competency is needed. The assessments are very writing based and are not visual enough. **Action: Clerk to add an item to the Spring 2026 FGB agenda: To review the status of Governor PREVENT training unless there has been a Government amendment to the process** • **Action: LA to read the MIFP, Business Continuity Plan, Asset Register and SFVS.** • **Governors to pose any questions/recommend any amendments to documents read on the Governor Hub Noticeboard. To only mark the documents as read using the three dots if they have no questions/recommendations and approve the documents.** • Clearance of the wild area did not take place. It was noted that all other actions had been completed or were in progress.
5.	**CHAIR'S ACTION AND CORRESPONDENCE** DR had accompanied EC to a meeting with Claire Williamson, Cheshire East Director for Education, Strong Start and Integration, in the first week of April 2025.
6.	**PART ONE REPORTS FROM COMMITTEES AND REPORTS FROM GOVERNORS WITH SPECIAL RESPONSBILITIES** Links to the following Summer Term 2025 minutes had been made available to Governors prior to the meeting: • Premises Committee 12.05.25 • Curriculum Committee 22.04.25 and 09.07.25 • Premises – WNS Accessibility Plans Summer 2025 • Premises – WNS Gritting Policy Summer 2025 dates only • Premises – Lone Working Summer 2024 dates only adopted from CE amended – GC edit • Safeguarding Monitoring Report July 2025 **Action: Clerk to add the Finance Committee minutes to agenda item 7 for disvcussion: Financial Matters** <u>Premises Committee Summary</u> Governors were informed that:

- The rolling doors to the sheds had been completed.
- There remains a snagging list for work done, but there is no dip.
- There has been no action from United Utilities.
- The toilets need to be upgraded. The shower needs to be taken out. The facilities need to be decorated.
  The children need to be trained to use the toilet, as a priority. The legal requirements of doing this need to be reviewed.
- The classroom sinks are the wrong height and depth and need to be replaced.
- The canopy was discussed, but this is more of a wish list item than a priority. The school needs to access Speech and Language therapy more urgently.
- The school needs to create a document itemising jobs which need to be completed with their cost.

Governor question: How did the Health and Safety review go?
Response: It was excellent.

NS was **thanked** for the work he does around the site.

<u>Curriculum Committee Summary</u>
From 22.04.25 Governors were advised that:

- The percentage of pupils with English as an Additional Language has impacted upon pupil data as children transition from Caterpillars to Butterflies. The percentage of EAL in Caterpillars is 87%, an increase from 73%.
- The outdoor allotment sessions have had real impact on the children. These can reinforce different areas of the curriculum. EC is working with JC and GC to develop this.
- The Toothbrushing Scheme remains RAG-rated red. Governors suggested that the RAG-rating be amended to amber as the school has tried to address the toothbrushing situation.

From 09.07.25 meeting, Governors were informed that:

- Data for Butterflies and Caterpillars was included.
- There was an indication of numbers of children staying and leaving Butterflies. It was noted that children staying are very good speakers.
- Caterpillar self-regulation was discussed.
- There was discussion of the employment of a speech therapist for school use.

  Governor question: Why is this needed?
  Response: Only the most complex of children receive speech therapy through the Local Authority. The school's concern is for those children below this level. Intervention is needed to support many children.
  EC explained that one child had to wait six months for a meeting with speech therapy.
  EC added that other schools are buying in speech therapy.
  Last year Chatty Learning was offering speech therapy for £7,200 on a one-year contract. References were sought. They were very positive. The school has purchased the contract. The school will be entitled to two days per half-term with a rolling caseload. They will see between 12 and 16 children.

Chair's Committee held on 22.04.25

A verbal report from this meeting was received, as the minutes are not shared:

- The Governance Constitution was discussed.
- The committee terms of reference were reviewed.
- A Transition Link Governor role was agreed.
- The roles of Chair and Vice-Chair were discussed.
- It was agreed that the school needed an electronic sign-in system to make it GDPR compliant.
- The Headteacher mid-year performance management review took place.
- Term dates for 2025-2026 were approved.
- Staffing was reviewed.
- The School Development Plan and Governor Development Plan were discussed.
- The skills audit and staff survey were changed.

Confidential business was discussed within the Part 2 agenda.

Chair's Committee held on 09.07.25

A verbal report was received:

- Feedback was received regarding the Governor Constitution.
- The limitations of the Cheshire East Training Programme for the Nursery sector were discussed.
- A change to the FGB meeting dates for 2025-2026 sent by the Clerk was discussed and recommended. The aim is to spread meetings across the evenings of the week.
- Staff workload was discussed.
- Management of attendance was discussed. The school uses three letters to track attendance. This is not statutory for children attending Nursery education. The letters have been written in-house. Letter 1 is a general letter. Letter 2 invites the parents to a meeting in school. Letter 3 is more assertive in outlining that the child's attendance is low or has dipped.

Governor question: Children and parents like stars/stickers, could something like this on a classroom chart act as an incentive?

Response: This can be considered.

Attendance could be celebrated in the monthly newsletter.

It was noted that the Education Welfare service cannot be used.

Keeping Children Safe in Education (KCSiE) suggests door knocking to get children into school. Westminster Nursery would not have enough members of staff to do this. The Clerk suggested that a Governor could accompany a member of school staff. One Governor volunteered. There were concerns about insurance cover and relationships with other families.

- The 2025-2026 Governor Development Plan and skills audit documents were reviewed again.
- Committees, the website and learning walks were discussed.
- Staffing structure was discussed again.

	SEND Link Governor Report A copy of the SEND Link Governor Report had been shared in advance of the meeting. Key points were: • Concerns regarding transition – with some schools prepared to meet needs and others refusing to meet children's needs. • During her Learning Walk, LB met with Teaching Assistants (TAs). They found training opportunities very valuable. They liked the resources available to them. There are specific resources for 6-month-old children which provide textural and auditory experiences. The school focuses on the things the children are passionate about and purchases resources to fit their needs. It was noted that training develops staff confidence and enables them to challenge the children's learning. One training experience was Positive Handling provided by Springfield School. The training provided staff with good techniques to use. Governors commented that the SEND Link Governor Report was **lovely to read**. Safeguarding Link Governor Report DR explained that: • She receives weekly reports from EC. • From September 2024 until July 2025 there have been 14 children classified under safeguarding arrangements. One child left the school in July 2025. Six of the children are transitioning to primary school in September. All six have had meetings with their new school. • On 09.07.25, DR had a formal meeting with EC to discuss safeguarding. Domestic violence is the main reason for inclusion on the safeguarding register. There is one looked after child who is on the register. All paperwork was reviewed. The Section 175 Safeguarding Audit was read and signed. The Single Central Record was reviewed and signed. All Governors had completed safeguarding training.
7.	**FINANCIAL MATTERS** The following documents were shared with Governors in advance of the meeting: • Finance WNS Bad Debt Summer 2025 • Finance WNS Best Value Statement 2025 • Finance WNS Charging Policy WNS Summer 2025 • Post Budget Meeting Papers – Anon – Summer Term 2025 • Minutes for Finance Meeting 23.06.25 were available in the Finance folder on Governor Hub Receive Finance Committee 23.06.25 Update NS explained that the following actions had been completed: • JC has completed half-termly checks of the school's physical funds held in school from September 2024. • The transaction limit on the credit cards has been altered. • A third cheque signatory has been added – a full-time TA.

- In September 2025 there will be twelve 2-year-olds accessing morning and afternoon sessions. Thirty hours funding is available for 2-year-olds.
- The school has received a childcare expansion grant to provide sleep-safe mats.

Governor question: Will this affect Lunch Club?
Response: The two aspects are separate – one is for the 2 -year-olds and one is for the 3-year-olds.

- There has been a variation in staff training. An additional member of staff is SENDCo training to help with maternity leave cover. A grant has been received to support this for one year.
- The school is anticipating a one-year National Insurance top-up grant.
- There have been no annual purchases made. Security for the sheds was discussed – rollers doors were approved for three sheds.
- School Fund Money (received from parents and families) amounts to £11,443.33. Is this correct, please, it does not match with the amount in one of the documents?
- An update on earmark reserved funds was shared. The specific projects identified were to improve the school entrance and provide a canopy. EC explained that this money can be repurposed. The school would like to put some of the money towards capital funding to support bathroom refurbishment.
- Staffing needs to be protected.
- The School Financial Value Standard was submitted to Cheshire East on 28.03.25.
- The Manual of Internal Financial Procedures and Business Continuity Plans have been updated.
- A verbal contracts report was given.

<u>To approve the final budget for 2025-2026</u>
NS explained that:

- WNS had a positive carry-forward from 2024-2025
- WNS is projected to have a positive carry-forward from 2025-2026 into 2026-2027.

Governor question: Has this information been shared with Governors?
Response: It is on page 19 of the budget papers.
It was noted that Governors do not need the whole budget paper package, just the 3-Year Plan and the Source of Funds document.

- WNS has a healthy budget.
- The Finance Committee recommend the 2025-2026 budget to Governors.

Governors **approved** the 2025-2026 budget.

<u>To approve the purchase of annual contracts and arrangements for the purchase of services to the school</u>
NS explained that:

- These two items are linked.
- The school has needed to purchase IT support, as there is no longer a service level agreement with Cheshire East.

	The school has purchased a service level agreement with Schools IT Support, the Cheshire East breakaway company. This agreement has saved the school money. • The school uses EGRESS for its emails. • The ChESS purchases were reviewed at the Chairs Committee and the Finance Committee. These are the purchases made from Cheshire East. They include service level agreements for the checking of legionella, HR, Fire Risk Assessments and more. The school does not purchase the Cheshire East Training SLA because they use the Learning Link (NGA). <u>To approve the staffing structure for 2025-2026</u> This item was referred to the Part Two agenda. <u>To ratify FGB approval and Submission of the SFVS by 31st Mach 2025 deadline</u> Governors **ratified** this. <u>To ratify the MIFP, Business Continuity Plan and Asset Register</u> This item was not ratified. <u>To confirm completion and submission of the S175 Safeguarding Audit</u> Completion and submission were **confirmed.** Two areas of the audit were RAG-rated amber: i. Attendance. ii. Training to be completed by EC and Shan name please. ***Governor question: Does someone complete the safeguarding training?*** *Response: Yes, the SCiES Team (Safeguarding Children in Educational Settings).* ***Governor question: Is this done in school?*** *Response: No, it is done online.* ***Governor question: Can Governors attend?*** *Response: Yes.* ***Governor question: Will the training help with safe sleeping?*** *Response: SCiES training does not deal with safe sleeping.* ***Governor question: Has DR seen the S175 Audit?*** *Response: Yes.* ***Governor question: Do Governors need to see the Audit?*** *Response: No.*
8.	**PART ONE HEADTEACHER'S REPORT AND MATTERS ARISING** The following documents were shared with Governors prior to the meeting: • Headteacher's Report July 2025 • EYPP Summer 2025 Impact Statement • Parents opinions collated May 2025 • Westminster SDP 2024-2025 June RAG • SDP ideas 25-26

- Westminster Governor visit 01.05.25

EC guided Governors through her Report:

- Staffing – Mrs Blocksidge and Miss Merrick are covering the maternity leave and absence.
- Training – EC is liaising with LB regarding her conversation with TAs about training.
- Staff wellbeing has been stretched due to illness and absence. Members of staff have been covering for their colleagues. Using agency staff can be a challenge and can cause more work because they do not know the children.

  Governor question: Is there anything Governors can do to support the staff?
  Response: The member of staff on maternity leave should return to work at October half-term 2025.
  DR explained that she had spoken to all members of staff. The feedback was consistent with that received by LB and EC.

  Governor question: Should thank you letters be sent to members of staff?
  Response: Two letters have been sent.
- It was noted that Claire Williamson (Cheshire East Director of Education, Sure Start and Integration) commented that WNS is a calm and happy school.
- The SEND Link Governor Report was received from LB.
  It was noted that SEND workload is significant.
- The Safeguarding Link Governor Report was received from DR.
  DR added that she had met with LJ to talk about CPOMS and filtering.
- The number of EAL children on roll has dropped.
- Attendance data is higher than in the Spring Term 2025. The school has managed to avoid the outbreak of chicken pox locally.
- School continues to communicate with parents using the newsletter and blogs. Members of staff meet and greet all families every day to make them feel welcome.
  There was a 100% return for the parent survey.

  Governor question: Were any parents approached to become Governors?
  Response: They were but they said no.
- Wider engagement for the children has included football coaching, work on the allotment, visits from the PCSO and working to support the local foodbank.
- WNS has had two students though the Safer Opportunities Programme.
- The Cheshire Wildlife Trust is working with WNS to build and plant the pond.
- Following the visits of Claire Williamson and Kirsty Brudenell (Head of Inclusion), EC has submitted training opportunities which WNS could provide for the Local Authority. Interest has been shown, but there is an awareness of how difficult it is to release members of staff for training.

  Governor question: Would this training be paid for?
  Response: Yes, it would be.
  EC added that the training suggested had been fully costed.

Governor question: Would providing the training take EC away from school?
Response: Six packages have been offered. Some would involve visitors attending WNS to observe the use of interventions, Wellcomm etc. SENDCos could visit us, and we could visit them.
It was noted that the proposal is cost neutral. The proposal would not be detrimental to WNS.

EC was **commended** for making such an offer to Cheshire East,

- There is nothing significant to report regarding Health and Safety.
- There have been seven incidents/accidents affecting members of staff – 2 falls and five caused by children with additional needs, where members of staff have been either kicked, hit or bitten. One pupil has a risk assessment in place. These accidents/incidents were the motivation for the Positive Handling training. Are you happy for this information to remain in Part One?

  Concern was raised that these incidents/accidents are not PRIME reported. It was explained the incidents are only reported on PRIME if the person needs to go to hospital.

  Governor question: Does the school keeps its own internal record of incidents/accidents?
  Response: It does.

  Governor question: Are the risk assessments reviewed?
  Response: Risk assessments are reviewed annually. For some pupils, they are reviewed termly.
- The school has practised its fire drill procedure.
- 2-year-olds will be eligible for 30-hour funding from September 2025.
- Data has benefitted from the school's work done with fine motor skills.
- Impact is what the school and Governors should be looking at.
  Governors were **impressed** by the impact statements and close monitoring carried out by EC and all members of staff.
- There are no major changes in funding. WNS receives £1k for every 2-year-old.
- The School Development Plan had already been discussed.
  It was noted that the RAG-rated red section was beyond the school's control.
  Item 1.6 – Use recommended interventions which target areas of need for pupils following assessment and tracking and monitor their effectiveness - deferred to 2025-2026.
  Item 3.3 – Join toothbrushing scheme - training is available via a webinar which can be accessed immediately. This item is RAG-rated red because children have not benefitted due to an NHS delay.
  Item 4.1 – CPOMS will be introduced from September 2025.
  Item 4.3 – Maintain strong Governing Board it had been discussed that this item would move to RAG-rated amber because Governor Link visits have been done.
  Item 4.6 – Consider actions towards improvement and upkeep of buildings and grounds refers to ongoing small repairs. The school has been without a member of staff. Cleaning hours were reduced in the Autumn Term. Mylene name

please can do the weeding, or it can be allocated to someone on an ad hoc basis. Someone external could be employed.
Item 4.7 – Make information about school more accessible - the school needs time to provide more recent photos.

EC explained that all the basic priorities would continue into 2025-2026. In addition, the school will launch the Cheshire East One Plan Strategy to focus on inclusion, attendance and disadvantaged pupils. This Plan is consistent with WNS's ethos and values.

Governor question: Is equity a golden thread?
Response: It is.
WNS is in an area of deprivation.

- There is a training package which Governors can access – Challenge in Education. EC has shared the link, login and password. The training is comprised of small modules. WNS staff are all attending the course.

Action: Governors to let GC know if they attend the Challenge in Education training

- The number of SEND children has increased.
  Nick Clark is a two-day per week SENDCo.
  Sian Smith is also training as a SENDCo.
  Governors need to know what SEND looks like in the curriculum. Their knowledge is developing.
- WNS is investigating Learning Outside the Classroom funding for the allotment project.
- High quality interactions training is taking place. Layla is working alongside the Speech Therapist.

Governor question: Does the two days per half-term of the Speech Therapist include training time?
Response: No.

Governor question: Is the training just observation?
Response: Yes, it is.
The two days per half-term does include plan writing time.

- The school has already progressed its attendance procedures with the three letters discussed earlier in the meeting.

The following points refer to the SDP ideas 2025-2026:

- 6. The school is healthy, happy and safe. The bathroom refurbishment will make this even better.
- 7. Safeguarding will be enhanced by completion of the new PREVENT training, safeguarding training and the use of CPOMS.
- 8. From September 2025 the school will need to have a Sustainability Lead and Link Governor, as part of a national directive. The school needs to create an action plan including the installation of heat pumps, LED lighting and the wildlife initiatives.
  WNS has already achieved some of its sustainability goals.

	GC was asked if he would become the Sustainability Link Governor, working with the Premises Committee. He agreed to do this. ***Governor question: Is the Governors' role to champion sustainability?*** *Response: Members of staff will develop sustainability. Governors will support their work.* • 9. There is work to do to accommodate 2-year-old children – where they will sleep, lunches and the timetable will need to be tweaked. • There was discussion of Sonar training. • There will continue to be moderating meetings. • Priorities 1 – 3 will span 2 years. There will be a Phase 1 and a Phase 2. • Many items of the SDP will roll-over. • The SDP has been written using the Ofsted sections. EC was **thanked** for her comprehensive report.
9.	**DIRECTOR'S REPORT SUMMER 2025** A copy of the Report had been shared in advance. The following points were discussed: • There will be further changes to the Early Years and Foundation Stage curriculum starting in September 2025. • Schools need to be aware of Martyn's Law. There is a link to the Law in the Director's Report. • **Action: Clerk to share a copy of the Keeping Children Safe in Education Policy and the DfE Maintained Governance Guide on Governor Hub** It was noted that KCSiE might change in the Autumn Term 2025.
10.	**GOVERNOR DEVELOPMENT AND TRAINING** The following documents were shared with Governors in advance: • Audit 2025.2 • Governance development plan 2024-2025 • Link Governor Learning Walk Focuses 2025.6 • Staff survey results for Westminster Nursery School • Westminster Nursery Committees 2025 and 2026 • Westminster Website main headings 25.6 a) DR talked Governors through the results of the skills audit and Governor survey. She noted that all Governors had completed Stakeholder training – green. The visibility of Governors had improved – green. School training was good – green. Early Years SS priority – green. The pink rating shows knowledge. ***Governor question: Is the new skills audit on Governor Hub?*** *Response: It is.*

It was noted that the Governor Hub skills audit is generic, not personalised as the WNS audit is.

DR explained that there were some surprising responses:

- Governors lack confidence to discuss.
- Governors have no experience of governing in other schools (top mark 2).

SG has completed Exclusions training.

Governor question: Were the questions reviewed at the Spring FGB meeting?
Response: No, they were reviewed at the Chair's meeting.

b) Response to the staff survey was very good. They identified the school's strengths. They discussed the improvement in Governor visibility. They stated that the Governors make them feel at ease. SEND is to be addressed.

The following Governor priorities would be incorporated into the 2025-2026 Governance Development Plan:
i. To further develop Governor's SEND knowledge.
ii. To further develop Governor visibility.

c) A copy of the committee membership for 2025-2026 had been circulated in advance of the meeting. For the purposes of personal development and to improve experience, changes have been made.
Dates for meetings will be sent out separately. NS is trying to accommodate all peoples' needs.

d) A list of Link Governors was shared with Governors in advance of the meeting.
The Learning Walks for 2025-2026 were set as follows: Autumn 2025 and Summer 2026 to focus on the Governor curriculum area. The Spring Learning Walk needs to focus on SEND.

Governor question: Has the focus been set?
Response: Focal points need to come from Development Matters.
An example was shared with Governors.
It will be useful for the Governors to see the learning targets.
It will be useful to see how the learning targets are recorded.
It will be useful to see how the learning targets are recorded on the walls.
Governors are welcome to pop into classrooms for half an hour prior to Governing Board meetings.
All Governors **agreed** on the importance of observing SEND. This is highlighted in the Learning Walk Guidance.

The importance of Governor engagement is central to an Ofsted inspection.

All Governors have website checking responsibilities. Governors were asked to email NS if they encounter any issues with the website, prior to the FGB.
Governors receive a list of roles (a job description) when they complete their induction.

e) To receive a report from the Training Link Governor
GC **confirmed** that he had uploaded a copy of the training matrix to Governor Hub.

The skills audit had been redacted. Yellow = the lowest scoring skill. He suggested ignoring the skills referring to the role of Chair and those referred to Headteacher Performance Management.

The skills to focus on are:
I know what the school's strategic priorities are and
I understand how my governing board engages with stakeholders - pupils, parents, staff and the wider community – and how this informs decisions.

Based on these foci, training has been identified from the NGA – Working Together – Building a Team and Improving Organisation (to be completed in Spring 2026) and Strategy Living Values and Managing Risks (to be completed in Summer 2026). Are these the correct titles, please? I cannot find them on the Learning Link.
Safeguarding training must be completed in the Autumn Term 2025.
PREVENT training will be reviewed in Spring 2026.

A new report sheet will be sent out.

f) To receive feedback from Governors who have attended training courses since the previous termly meeting of the Governing Board.
SP had completed Early Years training with Fiona Burke-Jackson.
DR had completed Environmental Sustainability training. The training was good. Schools need a Climate Action Plan. Information needs to be shared with the Local Authority. It was noted that WNS already does a lot of this – there is a meat-free day in the dining room and the school embraces outdoor learning. The Premises Committee will follow this up in the Autumn Term 2025.

Action: Premises Committee to discuss the Environmental Sustainability action plan

Governor question: So, are we replacing the engagement training module?
Response: The engagement training has been completed by all Governors. It is being replaced by two new courses.

g) The following Learning Walk feedback was received:

DR used the Development Matters sheets as her starting point. She observed fine motor skills across both groups. She saw the children working both in the classroom and outside. She observed them using fine motor skills to hold pencils and scissors. Support for children was very discreet. The children were learning all the time. Their skill level was very high. Members of staff spoke to DR during the Learning Walk. She did not have to ask them questions. DR noted what an asset the school's staff are.

LB visited Caterpillars where she observed a nurturing environment which enabled children to thrive. She observed new attachments being created. She observed equality and diversity in practice. The children's emotional needs were responded

to. Children gravitated to all areas of the room. It was interesting the see how the room works and how it gels. Free-flow play led into small group activities. The children showed confidence working outside.
LB also visited Butterflies where the children demonstrated their friendship and their independence.

PSED was observed to see fine and gross motor skills. This was a two-stage process. Both Caterpillars and Butterflies were involved in planting. Butterflies worked at the allotment which was awe-inspiring for them. They helped with watering the plants. They examined the ponds. They tended to the strawberry plants. They were fascinated by JC's Magic Box (the compost box), making comfrey tea and the carrots.

Indoor and outdoor resources were observed to see how they enhance child-learning and development and how they engage the children. The visit was on the hottest day. The Governor was looking to see if there were enough resources for play and exploration. If not, what was needed. There was also a focus on what might need to be replaced because it was worn out.
SH noted that a sleeping area will be needed. EC responded that the school is purchasing sleep-mats for the 2-year-olds who will come to WNS in September for the first time since the pandemic. All placed are booked. Parasols etc will also be needed.
It was noted that the children love being outside. Many of them do not have a garden at home. They benefit from the fresh air. They can burn off some of their energy. They can observe wildlife and can grow their own produce (18 potatoes). There was a request for Carol Klein to be included in the curriculum.
The work outside the classroom helps to develop co-ordination, teamwork, listening skills and an understanding of colour and shape.

Governor question: How are the EAL children managing with Word Aware?
Response: Word Aware is being used with a small group of children. The children watch greetings and copy them. They play with shape trays. The children are very enthusiastic. There is constant reinforcement – are we ready to learn? Are we ready to listen? Are our eyes ready?
It was noted that the session took place in the Family Room and the children saw the water lilies on the wall. They sat well. They worked with lollipop sticks making shapes – circle, square and triangle. There was good co-operation. Repetition led to knowledge.
Members of staff were asked what they do with the information they collect about the children. They feed the information back to the key workers.

JC shared the experience of the allotment morning, an example of learning outside the classroom. This session involved speaking and listening.
There were two groups. They showed an awareness of dangers from the traffic, getting to the allotment. Some children were reserved as this was a more hands-on activity.
The first group was very attentive. The second group was very amusing regarding the shed. They questioned why the plants were covered with nets. At the end of the session they washed their hands, sat down and recapped. All children were

	involved. There was talk of bees and honey. The tools were good, and the children asked where they could dig. JC was overwhelmed by the way the children listened and worked towards the instructions given. Transition information is on Governor Hub. This will be reviewed early in the Autumn Term 2025.
11.	**SCHOOL POLICIES** The following policy documents were reviewed and approved at the named curriculum meeting: Premises: • Accessibility Plans * • Gritting Policy * • Lone Working Policy * Finance: • Bad Debts Policy * • Best Value Statement * • Charging Policy * Chairs: • Disciplinary Policy • Grievance Policy and Procedures • Organisational Change HR Policy • Pensions Discretions Policy • SEND Policy Policies noted with an * were shared with Governors prior to the meeting. There were no policies presented for approval at the Curriculum Committee.
12.	**TERM DATES** Governors **approved** the 2026-2027 term dates including INSET days as shared with them prior to the meeting.
13.	**GOVERNANCE STATEMENT** **Action: Clerk to add an item to the Autumn FGB agenda: To approve the Governance Statement** Historically the Governance Statement has been sent to parents in July with the July Newsletter.

	Governor question: Has there been a July 2025 newsletter? *Response: Yes, there has.*
14.	**MEETINGS** The following FGB meeting dates for 2025-2026 had been shared with Governors on the meeting agenda: Autumn 2025: Monday 24th November Spring 2026: Monday 9th March Summer 2026: Monday 29th June. **Action: Clerk to try to resolve the Summer 2026 FGB date issue** At the meeting the Spring 2026 date was changed to Wednesday 4th March. After the meeting the Summer 2026 date was changed to Monday 13th July.
15.	**ANY OTHER BUSINESS** No other Part One business was raised for discussion.

The meeting moved to Part Two.

The meeting closed at 7.05pm.

…… Chair

…… Date