**MINUTES OF A MEETING OF THE FULL GOVERNING BOARD OF WESTMINSTER NURSERY SCHOOL (WNS), CREWE ON MONDAY 24th NOVEMBER 2025**

**Governors Present:**

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| 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

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**PART ONE – NON-CONFIDENTIAL BUSINESS**

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The meeting commenced at 4pm with a presentation entitled: Introduction to Special Educational Needs and Disabilities.

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| | **PRESENTATION: INTRODUCTION TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**<br><br>EC guided Governors through a power point and shared the Inclusion Strategy for Cheshire East 2025-2026 with them.<br><br>The following notes accompanied the relevant slides:<br>• The SEND legal framework.<br>The Children and Families Act 2014 ensures that children and young people receive the necessary support to achieve their best outcomes. This statement is open to personal interpretation.<br>The Special Educational Needs and Disability Code of Practice applies to young people of 18 or 25 years of age.<br><br>***Governor Question: If a pupil is identified with SEND needs now, does that identification stay with them until adulthood?***<br>*Response: No. There is an annual review, and the identification can be withdrawn.*<br><br>The Equality Act 2010 requires schools to make reasonable adjustments to ensure disabled people are not at a disadvantage.<br>WNS does publish its SEND Policy and SEND Reports on the website annually. |

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| | A pending SEND White Paper has been delayed. There is uncertainty about whether the White Paper will recommend or will be legally binding.<br>• Local Authority picture.<br>Cheshire East has higher levels of children with an education health care plan (EHCP) compared to similar counties and lower numbers of pupils on SEN Support.<br>Claire Williamson has resigned from the Local Authority. She was very valued and respected by EC. They shared the same values. Her role has now been taken by Iain Peel on an interim basis.<br>The Inclusion Strategy shared with Governors was launched in Autumn 2025. The Strategy is being led by Sarah Clough on a one-year secondment to the Inclusion Team.<br>There is currently a Working Party reviewing future SEND banding, which EC is a member of.<br>It was noted that when Cheshire divided into East and West, most of the Special School provision was in the West.<br>It was further noted that there are significant differences between schools in the locality leading to a broad-range view.<br>• CE Inclusion Strategy 2025-2028<br>A benchmark for inclusion will ensure that all schools will be measured the same way.<br>Strengthening pathways to education for priority groups refers to looking at the correlation of pupils with attendance, suspensions and exclusions issues and looking at what has gone wrong for a particular pupil.<br>Fostering collaboration across agencies would include working with the NHS, and Health Care Workers.<br>Providing professional development aligned with local priorities refers to oracy, graduated response training and ordinarily available provision on a day-to-day basis.<br>The Working Party are passionate. They want the Strategy to be a success. There is a training budget provided.<br>• Graduated response: what is it?<br>Governors need to know this.<br>Assess – information can be gathered from speech and language therapy reports, books etc.<br>Plan – the planning meeting needs to be child centred and shared with parents.<br>Do<br>Review – the child's progress needs to be reviewed regularly (every six to eight weeks is recommended, some cycles are termly) with parents. Progress needs to be quantified. Is provision working or not will be discussed. Less than 50% provision is not working.<br>• What happens next?<br>SEND needs referring to the Early Years Forum with parent consent. This is a professional panel including medics and educationalists. The forum can open doors for pupils. There are 40 pupils discussed every month. Are pupils on the Development Matters grid or not? There is an alternative grid with pupils on a Needs Assessment as a precursor to applying for an EHCP. To apply for an EHCP you need Forum approval. The paperwork needs to be robust identifying pupil strengths, weaknesses, concerns and motivators. |

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| | Apply for funding to support the pupil with additional time/actions. Who is doing the provision map. There is no time in the day to do it.<br><br>***Governor Question: What is the timescale for an EHCP application to be granted after it is submitted by a school?***<br>*Response: Legally it is 20 weeks, if the school has a very complex child. There is a current spike in demand for EHCPs. There is not enough Education Psychologist time. There is currently a delay to the 20 weeks.*<br><br>WNS has applied for funding for three high needs pupils.<br>The Forum reviews and makes recommendations for schools to follow. It might recommend EHCP application, top-up funding or referral to the Autism Team etc.<br>• Our school at this point in time.<br>The school may now have 6 pupils with complex needs, all of whom have a SEN Support Plan.<br>The school has one pupil with communication and interaction needs and some social interaction difficulties. This pupil is making progress.<br>WNS has its own speech therapist, as agreed by Governors.<br>• Main areas of need were listed.<br>In Early Years children can display all categories areas of need.<br>• Early SEND needs.<br><br>***Governor Question: Is Item 3, distress at transition times referring to inside out or outside in?***<br>*Response: It can be from end to end of the room. The pupils need to have verbal skills. Patterns are difficult to identify. Is the issue because the child is 3-years old or because they have SEND? Pupils cannot be diagnosed for autism until the age of 7 or 8.*<br><br>EC explained that a consistent approach to identification is needed. WNS base identification on experience and knowledge of their children.<br>• Wider professionals we have worked with were listed.<br>EC stated that wider professionals are used for external verification.<br>• Support in our classes.<br>Which child should I watch? Members of staff look at speech, gesture etc. High-quality adult interactions need to use simplified language.<br><br>Governors need to look at how the children are being supported.<br>When Governors look at SEND in Spring 2026, they need to look at pupil books. The teacher will direct Governors to the pupil(s) to observe. Governors need to talk to the teacher after the lesson visit.<br><br>EC was **thanked** for her presentation and the handouts.<br><br>The Clerk opened the meeting managing items 1-3 election of Chair. |
| **1.** | **APOLOGIES AND ANY OTHER BUSINESS (AOB) ITEMS**<br><br>The meeting was in full attendance. |

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| | One item of additional business was raised for discussion in agenda item 16: Sustainability. |
| **2.** | **CONFLICT OF INTEREST**<br><br>The following pecuniary interest was declared:<br>• Su Garbutt is employed by Cheshire East.<br><br>No conflict of interest with the business of the meeting was raised. |
| **3.** | **ELECTIONS OF CHAIR AND VICE-CHAIR**<br><br>The Clerk advised the meeting that she had received one nomination for Chair of Governors: Donna Reed.<br>There were no further nominations received.<br>DR **accepted** the nomination and was duly **elected** as Chair of Governors for one year.<br><br>The Clerk advised the meeting that she had received one nomination for Vice-Chair of Governors: Liz Austin.<br>There were no further nominations received.<br>LA **accepted** the nomination and was duly **elected** as Vice-Chair of Governors for one year.<br>It was noted that GC would shadow LA during 2025-2026. |
| **4.** | **MEMBERSHIP**<br><br>There was one change to membership of the Governing Board. A Parent Governor was elected from 21.11.25 for the term of four years: Dewi Agostini.<br>It was noted that she was not present for this meeting as a decision was made to allow her to join committee meetings before an FGB.<br><br>**Action: NS to compete the DBS check for Dewi Agostini**<br><br>The Clerk advised the meeting that no Governor on the board was on the Section 128 barred list for financial and management misdemeanours.<br><br>No terms of office are due to expire before the Spring 2026 FGB meeting. |
| **5.** | **PART ONE MINUTES AND MATTERS ARISING**<br><br>A copy of the wrong Part One minutes were shared with Governors in advance of the meeting. They did not reflect EC's amendments.<br><br>JC also asked for one element of the minutes to be amended.<br><br>**Action: Clerk to amend the Part 1 14.07.25 minutes and upload to Governor Hub** |

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| | **Action: Governors to mark the amended Part 1 14.07.25 minutes as read on Governor Hub**<br><br>The action log was reviewed. All actions were noted as either completed, in progress or pending, apart from the following:<br><br>**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** |
| **6.** | **CHAIR'S ACTION AND CORRESPONDENCE**<br><br>EC and DR attended the Governor Conference on 17.10.25.<br>Their feedback was very good, especially regarding the Ofsted Framework talk. The provider was the ex-headteacher at Audlem.<br><br>EC presented very well about Schools' Forum at the Conference.<br><br>DR explained to Governors that she had corresponded with the Local Authority and Governors regarding EC's back-pay. |
| **7.** | **COMMITTEES AND NOMINATED GOVERNORS**<br><br>The Chairs and Vice-Chairs of each committee were elected at their meetings.<br><br>Committee terms of reference were approved at their meetings.<br><br>Additional Link Governors were noted:<br>Transition – SG<br>Sustainability – GC<br><br>Looking at the ad hoc committees:<br>***Governor Question: Which terms of reference documents are missing?***<br>*Response: Complaints and Appeals.*<br><br>**Action: SG to provide a Complaints Panel terms of reference** |
| **8.** | **GOVERNORS' CODE OF CONDUCT**<br><br>The Clerk informed Governors that the NGA 2025 Code of Conduct was shared with them in the Start of Year Documents folder, not in the compliance section of Governor Hub.<br><br>**Action: Governors to sign in Start of Year documents on Governor Hub** |
| **9.** | **PART ONE REPORTS FROM COMMITTEES AND GOVERNORS WITH SEPCIAL RESPONSIBILITIES**<br><br><u>Curriculum</u><br>The following overview was provided: |

- The first meeting was held on 21.10.25.
- Thanks were extended to NS for the informative minutes shared in advance of the meeting.
- The baseline date for Caterpillars is very good.
  60% of the children had moved over from the summer.
  35% of the cohort are identified with SEN needs, with two children having complex needs and three non-verbal pupils.
  Some pupils still have a problem with self-regulation.
- In Butterflies, 22% of the cohort are identified with SEN needs.
- The Prime overviews are very good. Speech and Language show 72% of pupils on track with 31% on track in English and 34% in Maths. School is addressing these areas in the Spring Term.

***Governor Question: There is a high percentage of SEND need. Is this the highest level for a long time?***
*Response: In the 2025 Y6 cohort there were 7 children with an EHCP. That was the highest number known to school.*
*The Local Authority are directing children to WNS.*

<u>Premises and Engagement</u>
The following overview was provided:
- Bathrooms were noted as a priority for WNS as the school is encouraging children to get out of nappies.
  Quotes were shared with Governors.
- The school is currently compliant.
- The Sustainability Plan was shared. The school has done well.

<u>Chairs</u>
Governors were advised that there have been two Chair's Committee meetings.
The first meeting was on 10.10.25. The Committee:
- Reviewed ToRs.
- Discussed staffing apprenticeships.
- Discussed safeguarding.
- Discussed the Headteacher performance management and appraisal reviews (Part 2).
- General Data Protection was discussed.
- Training for Governors at Full Governing Board meetings was an agenda item.
- Pay was reviewed.
- There was discussion of approaching a new Governor.
- Sections of the SDP were reviewed.

In the second meeting on 21.11.25, the following items were discussed:
- Feedback from the staff learning walk, and its outcomes and implications where pockets of strength and areas for development were identified.
- Safeguarding Governors had a thorough update on each child.
- SEND.
- Future pupil numbers.
  In January 2026 there will be 52 children in Butterflies – 41 15-hour provision and 11 30-hour provision.

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| | In January 2026 there will be 20 children in Caterpillars – 3 of whom will be 30-hour provision.<br>WNS is still exploring funding eligibility.<br>• The new Parent Governor was emailed and invited to complete induction in January 2026. It was noted that it would be unfair for the person to start at this meeting.<br>• Governors looked at and discussed EC's preparation for the forthcoming FGB.<br><br>**Action: DR to provide new Governor induction for Dewi Agostini**<br><br>Governors were informed that minutes from the Chair's meetings are not shared on Governor Hub.<br><br><u>SEND Link Governor Report: LB</u><br>LB was thanked for a very good and accessible report shared before the meeting.<br><br>LB shared the following with Governors:<br>• She had attended training with counsellors at Cheshire East regarding Joint Strategic Needs Assessment which was along the same line as EC's presentation.<br>There was discussion of transition from Caterpillars to Butterflies to main school. This is a stressful time for parents, who need support.<br>Cheshire East has a parallel vision and values to WNS.<br>Rachel Pickles, from Cheshire East, constantly used WNS as an example of good practice.<br>EC added that in 2024-2025 Rachel Pickles dropped into the WNS Coffee Morning. It was an informal meeting where parents shared their anxieties.<br>This has led to two children receiving enhanced transition.<br>EC informed Governors that Cheshire East can guide parents to schools.<br>Other schools are making provision for children in need to reduce their disadvantage.<br>• Members of staff had attended Learned Helplessness training. The example shared was how to support a child to put their coat on. Modelling showed children how to take their coat off its peg and put the coat back on.<br>The aim is to develop resilience amongst the children. To prevent them standing and waiting for help.<br>It was noted that this is an Ofsted observation strand.<br>The school has a self-help strategy.<br>• WNS's dedication to its children is excellent.<br><br>Governors were informed that two 2-year-old children with complex needs have been directed to WNS through Cheshire East.<br><br>***Governor Question: Is our SEND percentage over the national average for Nursery provision?***<br>*Response:* All Headteachers are noting an increase in pupils with SEND. Needs are becoming more complex.<br><br>***Governor Question: If a school's SEND reputation is good will more pupils be sent?*** |

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| | *Response: WNS has historically worked well at including children. Children get good provision at WNS.*<br><br>It was noted that inclusion is a key Ofsted Framework priority.<br><br><u>Safeguarding Link Governor Report: DR</u><br>DR informed Governors that:<br>• She met with EC on 03.11.25.<br>• Traditionally safeguarding training needed to be completed every three years. Moving forward Y1, Y2 and Y3 staff will safeguard train every three years. Due to Early Years reforms from September 2025, safeguarding training for Early Years now needs to be completed every two years.<br>The whole school will need to train in one block. This will be a significant cost to WNS.<br>• She witnessed entry to school and exit from school procedure, as part of safeguarding procedures she is trailing. |
| **10.** | **FINANCIAL/COMPLIANCE MATTERS**<br><br>NS guided Governors through the following points:<br>• The school's carry-forward for Y1 (2025-2026) and Y2 (2026-2027) is positive. Money might need to be ear mark reserved to protect staffing.<br>The carry-forward for Y3 (2027-2028) is in deficit because of pupil numbers. Children who will come to WPN will not be born in 2027, so it is difficult to project pupil numbers. The Y3 budget will improve every term.<br>Training highlighted has been factored into the budget.<br>WNS manages its budget carefully. It chooses its projects well.<br>Each line of expenditure contributes to the Consistent Financial Report.<br>This is used to complete an annual benchmarking exercise. Benchmarking in Cheshire East is impossible as WNS is the only Nursery provision.<br>NS explained that he benchmarks against the smaller primary schools. This is good practice. It is also an element of the School Financial Value Standard (SFVS).<br>Source of funds is determined by block funding allocation and pupil numbers.<br>There is a termly census creating adjustments which impact on the schools.<br>The Y2 budget figures vary. Figures can vary within a year.<br>The school already has ear marked funds to complete premises recommendations.<br>• There is no annual accounting of the Unofficial School Fund. There is approximately £17k in a bank account.<br>Pat Le Grice is the external auditor.<br>The audit certificate and account details were sent to Cheshire East in September 2025.<br><br>It was agreed that Pat Le Grice would remain as the auditor for 2025-2026.<br>• The use and impact of the Pupil Premium Grant information is incorporated in the Headteacher's Report.<br>A termly update is posted on the school website.<br>Governors were advised that Early Years Pupil Premium is funded differently – it is £1 per child. |

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| | NS explained that there is a new funding portal available, where a child can be added and consent forms signed. Initially WNS had 4 PP children. NS has questioned another 48 children. The school might benefit from increased numbers moving forward.<br><br>***Clerk Question: Is this part of the Cheshire East auto-enrolment process noted in the 2025 Autumn Director's Report?***<br>*Response: No. This is a form transferred from Synergy to Liquidlogic.*<br>• The school receive a 'good assurance' for the 2024-2025 SFVS submission. Governors and NS were **thanked** for this.<br><br>NS and JC will meet in January 2026 to start the 2025-2026 SFVS.<br><br>**Action: NS/JC to start the SFVS**<br>• The Manual of Internal Financial Procedure, incorporating the Business Continuity Plan, is in progress.<br><br>**Action: Clerk to add approval of the MIFP to the Spring Term FGB agenda** |
| **11.** | **PART ONE HEADTEACHER'S REPORT AND MATTERS ARISING**<br><br>Governors **thanked** EC for her detailed report.<br><br>EC guided Governors through the following:<br>• Mrs Clark is back from maternity leave.<br>• The school has a new apprentice: Miss Goldstraw.<br>• There has been a lot of staff development and training.<br>• Pupil and staff wellbeing have been priorities.<br>There have been children who have struggled at drop-off time. Strategies to support these children have been employed – welcome provided by the same person and moving children away from the door as soon as possible. For some of the children, the upset has not lasted long. It is more of a 5-minute protest.<br>• There are two new pupils in Butterflies.<br>• One Caterpillar is in Iraq.<br>• Toddler Time sessions are working well. Pupil numbers are supporting the school financially, keeping its finances healthy. On Friday morning there were 9 children. The organisers are the same people. Parents register with their friends.<br>• EC is on the Education Safeguarding Board. Key issues in the local area are county lines and illegal drug dealing. Whilst the children are too young to be involved in these activities, the issues could affect their families.<br>• The school has received no reports of radicalisation or PREVENT. There is right-wing animosity in the area. This could create an element of discomfort and fear in the community.<br>• ***Governor Question: Does the school receive an AI-generated attendance target?***<br>*Response: No. Attendance reporting is not a statutory requirement for a nursery provision.*<br>EC advised Governors that Ofsted will ask the school about its attendance. |

WNS has sent out letters emphasising the positives of attending school regularly – continuity of learning and development of friendships.
WNS has sent out one Stage 2 letter.

***Governor Question: Why does WNS subtract data relating to illness?***
*Response:* Attendance reporting is not statutory for WNS.

***Governor Question: Will Ofsted ask about attendance?***
*Response:* Yes.

***Governor Question: Why, if it is not statutory?***
*Response: Some children do not attend every day. They might attend on Monday and Tuesday but then stay at home with parents for the rest of the week. It would be beneficial for children to attend every day, but this cannot be enforced.*
It was discussed that it is about educating parents that being in school is a holistic experience for children and it provides them with a routine. It is not a childcare facility but education, which children are missing out on.
Education is statutory for children in the term after their 5th birthday.
There is a correlation of non-attendance and children from disadvantaged families.
If SEND pupils (none at WNS) miss school or have erratic attendance they lose their continuity in achievement and can regress.
Attendance data does not have to be reported to the DfE.

***Governor Question: How does WNS make sure that it is culturally inclusive?***
*Response: The school does not just have a day for its religious festivals. All children have a sense of belonging. All children are valued as individuals. Culture inclusivity is not an add-on. We compare houses and clothes. Cultural inclusivity is integral to school life. Halal foods, minus gelatine, are provided.*

- Parental engagement has been seen in the Stay and Play sessions.
- In the November School Development Plan, many items have been started, but some have not been completed. There are still two terms to complete the work.
- Baseline assessments have been completed.
  Moderation will start soon to collect assessment data.
  There are positive trends in personal and social development and language skills.
- The school looks at what each PP and Early Years child needs to develop and funds this where possible. Examples include: 121 story time; fine motor skills improvement, nurture and support with self-regulation.
- There is a good variety of wider engagement for children.
- The school has completed a fire drill.

***Governor Question? Has WNS practised a lockdown procedure?***
*Response: No. The process is in place. Members of staff know what to do. It would be alarming for the children to do a practice. The bathroom is the space designated for children to hide.*

***Governor Question: Is the procedure refreshed on INSET days?***

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| | *Response: It is.*<br>It was noted that some schools do a practice with members of staff only.<br><br>• There have been no major First Aid issues.<br>• Currently finance is based on hourly rates.<br>At the December Schools Forum Meeting, there will be no modelling because the budget papers were received late.<br>• The school has enjoyed a range of visitors.<br><br>***Governor Question: Are there any challenges in securing an EHCP?***<br>*Response: The challenge is with the lack of Educational Psychologist appointments.* |
| **12.** | **DIRECTOR'S REPORT**<br><br>A copy of the Autumn 2025 Director's Report was shared with Governors at the start of term.<br><br>The Clerk guided Governors through the following points:<br>• The school is following the Cheshire East priorities of discussing attendance, inclusion and disadvantaged pupils.<br>• Governor training – discussed.<br>• Complaints training.<br>• The new Ofsted Framework – discussed.<br>• Martyn's Law – discussed.<br>• Teachers' Pay – discussed.<br>• Pupil Premium funding – discussed. |
| **13.** | **GOVERNOR DEVELOPMENT AND TRAINING**<br><br>GC **thanked** Governors for completing the start of year training – Essential Safeguarding for Governors.<br><br>GC had explained that he had identified two further training modules which have been withdrawn from circulation this year – Working Together: Building Team and Improving Organisation and Strategic Living Values reaching your vision, managing the risk.<br><br>**Action: GC to review the Introduction to the Strategic Role of Governance and Understanding the Role of Governors in Your Setting training modules before asking Governors to undertake the training**<br><br>GC attended a Plan for Sustainability in Schools ZOOM course from Governor Hub Knowledge. It was a good course. It was interactive. It gave GC a better understanding of the route to take and priorities to identify.<br><br>It was noted that sustainability is a priority on the SDP.<br><br>The slides from the course are on Governor Hub. Governors were invited to send questions to GC. |

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| | **Action: Governors to look at the Sustainability in Schools training slides and send questions to GC**<br><br>LB has completed Cyber Security and Governors training. It included e-safety elements. It was noted that e-safety is constantly changing.<br><br>***Governor Question: Would you recommend the training?***<br>*Response: Yes.*<br><br>***Governor Question: Was it an NGA course?***<br>*Response: Yes.*<br><br>***Governor Question: What age ranges did the training apply to?***<br>*Response: From 2/3-year-olds to teenagers. It covers friendship, domestic issues and coercion. It is necessary to be aware of this.*<br><br>**Action: Governors to complete voluntary Cyber Security training through the NGA**<br><br>DR completed NGA Sustainability training with the NGA in June and Safer Recruitment training in September.<br><br>**Action: SG to upload the CE Digital Monitoring slides to Governor Hub**<br><br><u>Literacy Learning Walk: DR</u><br>DR said that the focus of the learning walk was mark making and tools used, so she decided with EC to focus on one child and how the child approached the resources:<br>• The child developed her hand/eye co-ordination using felt tips to follow lines.<br>• Children, as a group activity, used chalk to draw to music.<br>• Children used tweezers to pick up dinosaurs and colour match to bowls.<br>• Children painted using cotton buds and then brushes.<br><br><u>Expressive Arts Learning Walk: LA</u><br>LA said that:<br>• Her learning walk fitted into the school vision of learning through imaginative play. There was role play and parallel activities. The example shared was of lunch being made in the house. LA was phoned to say that lunch was ready. Good language skills were seen.<br>• Caterpillars put their wellingtons on to go to town.<br>They phoned for a fire engine because there was a fire.<br>Two children were dressed as firemen with their hoses.<br>• There was an airplane overhead and the pupils mirrored the plane's actions.<br><br><u>Allotment Visit</u><br>GC completed a Butterflies visit on 01.10.25.<br>• The children were supposed to be digging, but there was heavy rain the day before. So, the children waited whilst GC did the digging, removing the potatoes. The children collected and counted the potatoes. |

- The children were distressed about the damage to the worms. They had to be rehoused.
- The children then moved to the sweetcorn, where they walked and harvested by twisting and pulling. There were two sweetcorn for each child.
- Using the same technique of gently twisting the pear tree was harvested.
- The apple tree was low hanging. Apples were in free flow.
  There was a shower of rain which caused lots of screams. Is this correct?

JC added that on her allotment visit:

- She was watching physical development and interaction.
- She observed similar tasks developing motor skills.
- She explained to the children that the strawberries in the bed had gone to sleep,
- Under the fruit tree the children saw an opportunity to build a den. They will do this next year.
- There were some grapes left. They were picked individually and handed out. They tasted very sweet.
- Children followed instructions well.
- Gross motor skills were employed to grip, pull and hold.
- Fine motor skills were used to gently place produce into buckets.
- There were sensory moments touching the carrot tops.

<u>Equality Link Governor Visit – LJ</u>

In Caterpillars, LJ observed:

- Circle time where children were engaged. Some children were confident, other needed additional nurture.
- Children's emotions.
- Toothbrushing.
- One child was out of the circle. The member of staff managed the situation tactfully.

In Butterflies, LJ observed:

- Snack time.
- The atmosphere was nurturing.
- There were activities for those children who did not want a snack.
- The children were happy.

<u>Governor Development Plan</u>

DR guided discussion through the Plan to RAG rate actions:

| | RAG rated/comment |
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| Action Accountability | |
| 1 | Amber |
| 2 | Green |
| 3 | Red |
| 4 | Amber because Claire Williamson was the driving force |
| 5 | Green |
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| | Action Strategic Leadership | |
| | 1 | Green |
| | 2 | Amber |
| | 3 | Amber |
| | 4 | Green. Pro-formas for completed walks are on Governor Hub |
| | 5 | Green. Attendance at FGBs is very good |
| | 6 | Green |
| | 7 | Amber. October advertised for a Parent Governor. Nothing in November. December to contain a summary of Governor activity. |
| | 8 | Red. Governors were invited into school to have their photo taken on 4th December 2025. |
| | **Action: Governors to join the school to have their photo taken** | |
| **14.** | **SCHOOL POLICIES**<br><br>The following policies had all been listed for approval:<br>• Child Protection and Safeguarding<br>• Whistleblowing<br>• Behaviour<br>• SEND<br>• Pay Policy<br><br>Approval was completed at Committee level.<br>Governors **ratified t**he policies in this meeting. | |
| **15.** | **MEETINGS**<br><br>Governors **agreed** the dates for the following FGB meetings:<br>Spring Term 2026: Wednesday 4th March<br>Summer Term 2026: Monday 13th July | |
| **16.** | **ANY OTHER BUSINESS**<br><br>**Action: Clerk to add an item to the Spring Term 2026 FGB agenda: Sustainability Update and to show how sustainability is considered in all decisions made – item to follow premises update**<br><br>GC agreed to talk to members of staff about sustainability in February 2026.<br><br>GC discussed a short-term sustainability project for the school:<br>To increase the school and local area biodiversity and to support pollinators, sunflowers could be planted. The suggestion is for each child to plant one sunflower with some extras planted in the case of failure. The children could then take their sunflowers home at a minimal cost. | |

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| | To facilitate this project large yoghurt pots need to be collected. GC agreed to collect the pots.<br>Community involvement could be encouraged. Parents and carers could be involved. This will help the children to develop their fine and gross motor skills.<br>Governors **approved** the project.<br><br>***Governor Question: Could we involve local streets?***<br>No answer was given to this question.<br><br>***Governor Question: How can we develop the Sustainability Plan?***<br>*Response: EC wrote the Plan. It captures what WNS has done and is doing. It needs to be formalised and reiterated.*<br><br>***Governor Question: Should it be an agenda item?***<br>*Response: Yes, it could have a slot on the Premises Committee agenda.*<br><br>It was noted that NS has signed WNS up for fully renewable energy at a potential estimated cost of £39 difference for the year. |

The meeting moved to the Part Two agenda.

The meeting ended at 6.32pm.

…… Chair

…… Date