

**WOODLANDS MEED  
LEARNING & WELLBEING COMMITTEE MEETING  
VENUE: Woodlands Meed College, Birchwood Grove Road, Burgess Hill RH15 ODP  
Monday, 3<sup>rd</sup> March, 2025 at 4.00pm**

**COMMITTEE present: Adam Rowland (AFR), Marion Wilcock (MGW), Rose Griffiths (RG), Deborah Scott (DS), Simon Virgo (SV), Sue Hawkes (SH), Miriam Owen (MO)**  
All governors invited to attend

**Associate Members present: Gillian Barton (GB), Nola Bennett (NB), Chris Carter (CC), Thomas Brown (TB) Heather Trott (HT), Martin Woods (MW), Mark Rogers (note associate members do not have voting rights)**  
Clerk: Louisa Rydon (LR)

<b>BUILDING UNIQUE FUTURES TOGETHER</b>
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<b>MINUTES</b>	
<b>1.</b>	<b>Welcome, Introductions and Apologies</b> There were no apologies.
<b>2.</b>	<b>Declaration of Interests</b> None to declare.
<b>3.</b>	<b>Approval of last minutes dated 11<sup>th</sup> November 2024</b> The minutes were approved and signed as a true record.
<b>4.</b>	<b>Matters Arising/Action Grid</b> a) <u>Has a refresher assembly been run on the different types of achievements and have they been included in staff training?</u> Yes.
<b>5.</b>	<b>Notice of AOB</b> None.
<b>6.</b>	<b>Reports for Autumn term received</b> a) <u>school and college – attendance, behaviour and skills achievements</u> <i>College</i> <ul style="list-style-type: none"> <li>• Increased attendance at college. GB felt new buildings were an incentive. Plans in place for those with continued persistent absence. Distance from college was seen as a contributing factor in some cases.</li> <li>• Work on what amounts to bullying has led to more accurate recording.</li> <li>• Calming rooms are being used successfully and training planned to ensure monitoring is taking place. Governors clarified that the calming rooms were being used for the correct reasons by pupils and that 2 were sufficient.</li> </ul> <i>School</i> <ul style="list-style-type: none"> <li>• The slight dip in attendance was attributed to consistent non-attenders. CC reported on the support offered to parents to combat parental anxiety. Governors celebrated the 100% attendance of a number of pupils and that there was evidence demonstrating improvements in attendance following intervention plans. They were concerned that the fining system used by WSCC proved to be ineffectual and did not impact on serial non-attendance. GB reported that absenteeism was now a large part of DSL training.</li> <li>• No changes to report in behaviour, and reporting on Bromcom was now accurate.</li> </ul>

	<ul style="list-style-type: none"> <li>The calming rooms were being used effectively and in one case a persistent non-attender was being coaxed into school. Staff were looking at ways to ensure use of the calming room was appropriately recorded.</li> </ul> <p>b) <u>School and College – Curriculum, teaching and learning</u></p> <ul style="list-style-type: none"> <li>TB reported on the new skills builders and the successful trials in Maths and English. Recording of progress was more accurate and would be added to SeaSaw. It was felt it was a more consistent system than Learning ladders, supported staff CPD and reduced costs. It would be rolled out into other subjects as it embedded. On questioning, governors understood the skills builder would allow parents and pupils to understand the targets, how to improve and see clear progression.</li> <li>MW reported on progress and how improvements in teacher assessments would lead to increased accuracy with targets. Governors asked if percentages were impacted by the ability of the cohort but were reassured that targets were individually set for the pupils.</li> </ul> <p>c) <u>Complex Needs curriculum</u></p> <ul style="list-style-type: none"> <li>MR updated governors on the developments and the successful initiatives strengthening the curriculum and experience for students. The YOTO story boxes had proved so successful, it was hoped to roll them out to all pupils. MGW commented that the Inspector who had recently visited had particularly highlighted the excellent work taking place in the PMLD classes.</li> </ul> <p>d) <u>Careers Compass Report</u></p> <ul style="list-style-type: none"> <li>WM continued to reach the benchmarks. NB credited her team for the fantastic achievements and the number of employers involved. There was clear evidence of meaningful career opportunities for pupils and RG had thoroughly enjoyed the recent careers event. The DfE were about to publish the implications for the statutory guidance following the 10 year review of the Gatsby Benchmarks.</li> </ul>	
<p><b>7. Developments on Post 19 provision</b></p>	<p>Governors and staff were disappointed no agreement with Chichester College had been reached.</p> <ul style="list-style-type: none"> <li>AFR was following up with several organisations before going to Claire Hayes at WSCC.</li> <li>MGW to speak to Brown Jacobson, if appropriate, on how to set up, operate and fund SPIs once feedback received from AFR.</li> <li>Post 19 committee meeting to be arranged for Summer term.</li> </ul> <p>Governors continued to be concerned about the lack of options for young people in the area between Horsham and Chichester.</p>	
<p><b>8. Develop format for governors' subject leader visits</b> - report from MGW</p>	<p>The original form suggested by the school improvement advisor had proved to be over complicated. Governors recognised the importance of a strong monitoring system and would start with the three governor subject leads before rolling out to other subjects/areas. SH had used the governor questions at her English monitoring visit. As her first visit, there had been a lot of information, but she felt it was a good starting point and the learning walk was invaluable.</p> <ul style="list-style-type: none"> <li>Governor subject leads to arrange termly visits with subject leaders and email questions in advance for focused meeting.</li> <li>Reports to FGB (after committee agenda item)</li> <li>AFR to contact BH about virtual IT/assistive technology visit.</li> </ul>	<p>MS/BH/RG termly Agenda LR AFR</p>
<p><b>9. Are there any barriers to a broad and balanced curriculum?</b> (constant agenda item)</p>		

	No. The new building had made a real difference with increased space and opportunities. There was currently no impact from works on phase 2.	
<b>10</b>	<p><b>How is student wellbeing?</b>  <i>Discussion on the best way to report on this.</i></p> <ul style="list-style-type: none"> <li>NB presented the WSCC school health check list which Woodlands Meeds had signed up to. Governors appreciated it would help understand the health and wellbeing of children with SEND and allow for targeting of services and provision. Results to be reported at the next meeting.</li> </ul>	Agenda 2/6/25
<b>11</b>	<p><b>Report on current staff absence, wellbeing &amp; training</b>  AFR went through the report and governors passed on their thanks to Sandra Feltham for the detailed analysis and her ongoing work to ensure training and the recruitment process worked well.</p>	
<b>12</b>	<p><b>Safeguarding</b>  CC/GB reported on the busy term and the amount of time taken over safeguarding issues. Governors asked if the cases were manageable for staff from a personal point of view. CC felt the team approach and WSCC support used at WM ensured it was, though governors did appreciate the issues they had to deal with. Staff remained 'respectively curious' about each case ensuring they understood the full details.</p>	
<b>13</b>	<p><b>Confirmation to committee that these policies have been reviewed:</b>  <u>School</u>  Humanities - yes  <u>College</u>  Citizenship - yes  Humanities &amp; RE - yes  <u>School &amp; College</u>  Art – confirmation to next meeting  Computing - yes  Curriculum statement – on website and to be updated in September.  DT - yes  English - yes  Food Technology -yes  Gardening – check with Alan Robinson  Homework - yes  Maths - yes  PE - yes  PSHE - yes  Performing Arts – confirmation to next meeting  Science - yes</p>	<p>Agenda 2/6/25</p> <p>Agenda 2/6/25</p> <p>Agenda 2/6/25</p>
<b>14</b>	<p><b>Anything to add to the Risk Register</b>  No.  Governors did see the sense of keeping an up-to-date acronym list as distributed at the financial training course for SEND schools. To be kept as live document on the governor drive.</p>	LR 7/3/25
<b>15</b>	<p><b>Impact of governors' action/discussion for pupils</b>  <b>College new build having positive impact on pupil engagement and behavior.</b>  <b>Evidence showed successful use of calming rooms.</b>  <b>Interventions for low attendance have shown improvements in attendance</b>  <b>Success of new Skills builder system demonstrated.</b>  <b>Good progress in complex needs curriculum.</b>  <b>Continued investigation into post 19 provision.</b>  <b>Meaningful careers programmes for students in place.</b>  <b>Improved understanding of role of subject lead governors.</b>  <b>Process for measuring student wellbeing found.</b></p>	

	<b>Evidence of robust safeguarding.</b>	
<b>16</b>	<b>Date of Next Meetings</b> Monday, 2nd June at 4pm, College	

SIGNED.....*Rose Griffiths*.....DATE.....2<sup>nd</sup> June 2025.....

<b>ACTION GRID March 2025</b>			
7	Post 19 provision: follow up with Claire Hayes, WSCC before any decision to contact Browne Jacobson.	AFR	✓
8	Subject lead reports to termly FGB meetings. Check BH happy to do virtual visit for IT/assistive technology.	LR AFR	Working party arranged
10	Results of WSCC school health check for pupils with SEND to next meeting.	Agenda	To next meeting
13	Confirmation gardening, Art and Performing Arts have been reviewed.	TB	✓
14	Acronym list to be kept updated on sharepoint	LR	Ongoing