



Willingham County Primary School

Meeting of the Full Governing Body on
Thursday 9 November 2023 at 7pm (WPS)



MINUTES

Present: Chris Shaw (CS) (Chair), David Morel (Headteacher), Jo Aldhouse (JA), Kate Van Dort (KVD), Cecilia Pipe (CP), Lara Feather (LF), Becca Ellard (BE), Annabel Targett (AT) Katy Stevenson (KS), Sarah Morgan (SM), Matt Unwin-Riches, (MUR), Louise Johnston (LS), Angela Walker (AW) (Deputy Head), Richard Hughes (RH)

Also attending: Charlene Monk (CM), CamClerk

	Minutes	Actions																																
1.	<p>Welcome from the Chair</p> <p>The Chair welcomed all, and Guest’s Gemma Hassan (GH), Inclusion Lead and Nicky Wolton-Carr (NW-C) Emotional Support Assistant.</p> <p>Noted that <i>Lara Feather (LF), Becca Ellard (BE), dialled into the meeting via Teams.</i></p> <p>Apologies were received and accepted from Jennifer Hill (JH).</p> <p>Chris Woodward (CW) arrived at 19.20pm</p>																																	
2.	<p>Declarations of Interest*</p> <p>There were no declarations of interest concerning items on the agenda.</p> <p>Action 01: Governors were asked to complete and sign the Annual Pecuniary Interest Form and declarations via GovHub if not done so.</p>	All																																
3.	<p>Minutes*</p> <p><u>I.</u> The minutes of the FGB meeting, held on 28th September 2023, were submitted signed by the Chair as a true record of the meeting.</p> <p>ii. Actions outstanding and Matters arising.</p> <table><tr><th>Action No.</th><th>Action</th><th>Owner</th><th>Deadline</th></tr><tr><td colspan="4">Actions from the meeting of 28 September 2023 meeting:</td></tr><tr><td>01</td><td>Action 01: Governors were also asked to re-sign each year, and complete in GovHub. <i>Close item – CM to chase those outstanding</i></td><td>All</td><td>asap</td></tr><tr><td>02</td><td>Action 02: Governors were also asked to complete and sign the Annual Pecuniary Interest Form via GovHub profile. <i>Close item – CM to chase those outstanding</i></td><td>All</td><td>asap</td></tr><tr><td>03</td><td>Action 03: LJ fixed term ends November 2023 – <i>Close – re-elected</i></td><td>All</td><td>Nov</td></tr><tr><td>04</td><td>Action 04: Chair to ask Gemma to provide at update at the next FGB - Complete</td><td>CS</td><td>Nov FGB</td></tr><tr><td>05</td><td>Action 05: Jo to provide a Finance / Budget update at next FGB. - Complete</td><td>JA</td><td>Nov FGB</td></tr><tr><td>06</td><td>Action 06: SUDS - DM to chase for a response – SUDS mentioned works is looking to start Feb half term. Action: Jo to chase and commit SUDS to a confirmed</td><td>DM</td><td>Nov FGB</td></tr></table>	Action No.	Action	Owner	Deadline	Actions from the meeting of 28 September 2023 meeting:				01	Action 01: Governors were also asked to re-sign each year, and complete in GovHub. <i>Close item – CM to chase those outstanding</i>	All	asap	02	Action 02: Governors were also asked to complete and sign the Annual Pecuniary Interest Form via GovHub profile. <i>Close item – CM to chase those outstanding</i>	All	asap	03	Action 03: LJ fixed term ends November 2023 – <i>Close – re-elected</i>	All	Nov	04	Action 04: Chair to ask Gemma to provide at update at the next FGB - Complete	CS	Nov FGB	05	Action 05: Jo to provide a Finance / Budget update at next FGB. - Complete	JA	Nov FGB	06	Action 06: SUDS - DM to chase for a response – SUDS mentioned works is looking to start Feb half term. Action: Jo to chase and commit SUDS to a confirmed	DM	Nov FGB	
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	07	Action 07: CS to update the Monitoring visit template. - Complete	CS	asap	
	08	Action 08: CS to invite Gemma back to provide an update on role and future plans and invite Nicki WC to also attend. November FGB agenda item. - Complete	CS	Nov FGB	
	09	Action 09: DM to provide a My Concerns 5-minute update at next FGB. - Complete	CS	Nov FGB	
	10	Action 010: Deep Dive of specific topics – Subject Leads to add as a FGB standing agenda item. - Complete	All	Nov FGB	
	Actions from the meeting of 3rd May 2023				
	06	Action 06: DM to share the flow chart / process of roles of staff, actions in the school improvement planning documentation and cycle. - Complete – move to Personnel Agenda	DM	asap	
4.	<p>Head Teacher's report *</p> <p>A report was circulated ahead of the meeting. DM provided a brief overview of the key updates.</p> <p>The Head Teacher recruitment process is ongoing, the deadline for all applicants is tomorrow. (10th November 2023) 1 application has been received so far and the Chair is hoping more candidates apply. The school has had 6 visits from potential candidates so far. AW has updated the Head Teacher Interview questions.</p> <p>Challenge: Governors asked question around the new tests, visit reports, and the theme of Safeguarding.</p> <p>DM confirmed that attendance and eating concerns (1 family contributing to 4 attendees) have hugely increased (those cases we are aware of) and inappropriate food. Key ongoing themes being managed by referrals and communication. The concerns have been raised with those parents affected.</p> <p>Action 02: DM & JE to create a mission statement for EYFS to be presented at next FGB Meeting (January 2024).</p> <p>Reviews took place on Monday for staff, with a focus on positive recognition. The main targets are summarised below:</p> <p>Target 1 - Writing focus, same as appraisal meeting.</p> <p>Target 2 – Principles of Instruction– Teachers appreciate the control and flexibility over their own professional development which can change over a year. Resulting in teaching become more efficient and effective.</p> <p>Target 3 – EYFS understanding and what subjects look like with an increase in expectations on staff preparation. Key Performance Indicators (KPI's) meeting conversations and less top level down.</p>				DM & JE

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	<p>Challenge: Governors asked if the staff were comfortable with the principles of Instruction and targets around their own Professional development?</p> <p>Yes, the staff are happy with the time they can dedicate towards their own Personal development sessions and support.</p> <p>Challenge: Governors asked if the targets and areas, are appropriate?</p> <p>The KPIs have been agreed by the SMT, with scope to challenge and support teachers at all career stages; the targets have specifically been set with an increased emphasis on less top-down influence.</p> <p>Challenge: Governors asked if the teachers with similar targets could be presented with the opportunity to work together?</p> <p>Yes, the school with try and support time taken for personal development by researching the impact in the classroom in advance. School are trying to strike the balance to give “time” verses personal development being part of the job/role.</p> <p>Challenge: Governors asked if the staff are happy with peer-to-peer observations?</p> <p>Yes, so far, no issues. Set expectations that observations fall part of an individuals’ personal development. Confidence and steps towards long term and comfortable coaching each other.</p>	
5.	<p>Honeypots Report</p> <p>KVD provided a verbal update, noting that the new children and new staff continue to settle in really well.</p> <p>Early assessments and Parents Evening is taking place on Tuesday. A few children have been recommended for Speech and Language referrals. Introduced “Superstar Sports” 3 weeks ago, this is proving to be very successful with increased child involvement, promoting physical development, listening and attention skills.</p> <p>7 new children will be joining the setting in January, 75 children total from January 2024.</p> <p>Challenge: Governors asked KVD is there more children or more children choosing to go to Honeypots?</p> <p>KVD confirmed that there are more 2-year-olds, and Honeypot has a very good reputation.</p> <p>Challenge: Governors asked KVD could the increase in children be due to parents working from home, and more flexibility with childcare cover required?</p> <p>Yes.</p>	

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6.	<p>Financial Budget Update</p> <p>JA provided a Financial Budget Update and ran through the Budget report.</p> <p>In summary the Main school is £41,788.92 in (surplus/profit), Honeypot in (surplus/profit), £21,023.00 and devolved capital is £123.25.</p> <p>The projected Year End for the main school includes Teacher Pay finding.</p> <p>This is a first draft of the budget, including last year's Census.</p> <p>Subsequently the school has lost 7 children since and the funding toolkit is £5,000 less than last year. Census for 23/24 is included in the budget. 7 more children have started at the school since, with 5 of the 7 children being non-English speaking. (Resources are in place to support).</p> <p>Honeypot – will utilise the capital freeing up KVD to concentration on other Management tasks.</p>	
8.	<p>Deep Dive – Presentation from Gemma Hassan (GH), Inclusion Lead and Nicky Wolton-Carr (NW-C) Emotional Support Assistant.</p> <p>The Deep dive presentation consisted of a end of first year update, review of initial intent for the role, implementations, how the implementations have been received, and the impact of the changes.</p> <p>First GH presented the following:</p> <p>Last year, the systems approach available was consistent across the school with a child centre approach and providing an overview to families and staff. The communication between home and school has improved significantly however communication has decreased when the child is in school, resulting in a strong need to improve, by supporting and empowering the teachers/staff.</p> <p>Demonstrated progress with emotional support by developing TA Teams and skills being used and established within preschool before transitions.</p> <p>A good oversight of increased needs of vulnerable children (history and plan) as the team have specifics in place each week. Currently GH and NW-C meet twice weekly to look at actions and Early Help Assessment's.</p> <p>Weekly meetings have been supported by the Liquid Logic Support Officer take place which entails conducting accounts and actions, updates on cases and plans for next steps.</p> <p>Challenge: Governors asked how is the information (action plan, actions, assessments, next steps) tracked?</p> <p>All cases are tracked via Liquid Logic. The database is very confidential; however, the information can be accessed, if needed by the LA/School should anything happen to GH and NWC.</p> <p>The Assess Plan Do Review (APDR) process changed last year as the process was not child friendly enough and impacted on staff workload.</p>	

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	<p>The document is now a 1 page, rolling document, per child over the year.</p> <p>Introduced Afternoon teas, however these are not mandatory for parents and turn out has been limited but the conversations are found to be very valuable. This year's focus is on information sharing, for all parents not just SEND parents.</p> <p>In September the team created and implemented baseline and exit packs for their interventions, whereby strengths and difficulties can be noted in a questionnaire, providing external representation. This acts as a baseline with the children for intervention and exit data and is a measurable process.</p> <p>Support for pupils in the last year has included alpaca visits, dog therapy, in the form of 1 weekly session for a 1:1 with high needs child, 1 weekly group session. In addition to weekly canine therapy for 2 children, talking therapy for two children and Centre 33 support for two children.</p> <p>Challenge: Governors asked the impact of the therapy, any difference?</p> <p>Yes, the child with high needs who has alpaca therapy, is a very different child very positive outcome.</p> <p>The child with intense anger issues, has talking therapy, is still struggling, but some progress and no risk plan in place now.</p> <p>Challenge: Governors asked do you get feedback from parents and carers?</p> <p>Yes, feedback received from a parent has been positive feedback.</p> <p>Challenge: Governors asked if informal feedback is sort?</p> <p>Yes, but difficult to measure, often slow progress. As some children are recommended through safeguarding, it is confidential and sometimes it means that parents' own needs result in them not really understanding their child's own needs.</p> <p>Challenge: Governors asked if you have seen any impact being with the children?</p> <p>Yes, both GH and NWC have seen observable differences / progress in children from the interventions offered.</p> <p>Challenge: Governors asked for numbers of children they are supporting?</p> <p>Last academic year 100 vulnerable including 38 SEND children were being supported, now supporting 121 vulnerable including 46 SEND, 10 with EHCP's plus another one being confirmed and 26 EAL (non-English speaking) children. In EYFS 18 vulnerable children</p> <p>Challenge: Governors asked why are the numbers so high?</p> <p>This is due to an increase of SEND and Pupil premium. A significant increase compared to local but not national averages. The system is now picking up on more vulnerable children including those children with</p>	
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	<p>attendance issues.</p> <p>Part of his year's focus is on well-being of staff and children. Raised awareness of Mental Health through Mental Health Day. Provided Dodgeball, breakfast, cake and staff wellbeing ideas. Next steps will be to develop website to raise general awareness of the Intervention service with pastoral support, and an "about" section.</p> <p>Carry on with information sharing afternoon teas to develop communication with parents.</p> <p>NW-C – presented on the following.</p> <p>Five years ago, undertook Emotional Literacy Support Assistant (ELSA) programme and has worked with groups of children regulating anger, social skills, bereavement, anxiety and medical conditions, and providing time to talk regarding family situations.</p> <p>The need for Language and communication skills support has increased. Lunch time clubs, including Lego block building, colouring, word games, puzzles etc to encourage child to be open. Sensory circuits take place every school morning, which results in a significant difference with pupils' routine and energy.</p> <p>A few years ago, introduced the online referral form, which includes a question of whether staff have spoken to the parents and what the outcome that staff and parents/carers are looking for.</p> <p>Tracking progress and different interventions has improved for teachers and has assisted with health assessments and progress training. Safeguarding concerns is often the trigger for support.</p> <p>For NWC PD, she is attending emotional health and well-being service webinars with different presentations by Centre 33, Eating Disorders, Counselling programmes and a free 30-minute professional consultation on any child offered for information and resources.</p> <p>Attending residential trips with Year 5 and Year 6 offering support to those children that have not stayed away from home before and trying new things.</p> <p>Governors thanked both for their updates.</p> <p>Challenge: Governors asked if the curriculum covers a psychology of learning, how does this link to vulnerable children and can we support in other ways?</p> <p>Foremost the child needs to be happy and emotionally healthy to learn therefore the emphasis is on tailoring to the child not the subject area. In summary, staff will continue to plan and deliver lessons in the "Willingham way" but teachers and Tas changing in the moment to meet the needs of the children.</p>	
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	<p>Challenge: Governors asked how often do you meet with the TAs?</p> <p>Two meetings weekly as not all TAs are able to be out of the classroom at one time but get all TAs together once a term. Provide a child awareness and training overview with TAs observing each other, targets and providing a termly overview.</p> <p>Challenge: Governor asked what is the communication for training Teachers and TAs?</p> <p>Impossible, unfortunately as TAs are always with the child due to employment hours. It proves difficult to get the extra two hours a day to set up meetings, this is a massive challenge.</p> <p>Challenge: Governors asked if TA's have any other suggestions?</p> <p>Tried various options however at TA's are not all together at one time currently looking into other options.</p> <p>Challenge: Governor asked regarding communication, lots of parents picking up in the OFSTED report, how do we measure and address the issue?</p> <p>Currently no surveys are planned. Information is provided on the school website with contact details and email address for family intervention support.</p> <p>A wider parent / carer survey is conducted, annually for parents to feedback and this includes SEND, to provide a baseline to measure progress.</p>	
9.	<p>Safeguarding Update*</p> <p>Meeting with the PHSE Lead on the 18th of November. JA providing training and recruitment records. School council dates to be confirmed.</p>	
9.	<p>Committee Updates *</p> <p>Personnel</p> <p>In summary, the Head Teacher recruitment process is underway, maternity post will be covered longer term with supply, a TA vacancy is outstanding, all policies are up to date and two flexible working requests have been received.</p> <p>One member of SLT is leaving at Christmas, Jason Sayers due to personal reasons. Teachers were informed today; parents will be informed tomorrow.</p> <p>Considering the Phase Lead role recruitment being left for the new headteacher and in the short term to slim down to a Team Leader role. 2 x short term management payments (TLR3) for Year 3/4 and 5/6 to</p>	

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	<p>manage and lead on behaviour and curriculum within each team. Then introduce a new Phase Lead in Easter, if not continue introduce the Phase Lead in September. The short-term role will not be a permanent role. If we don't recruit a Head Teacher until September, we need to have a conversation soon.</p> <p>Challenge: Governors asked with budgets in mind and changes isn't it's helpful to know more from a resource perspective to manage?</p> <p>If a Head Teacher is not recruited by September, we obtain the Phase Lead. If the Head Teacher starts sooner, from a finance perspective there is still a saving on Jason's salary plus the Head Teacher salary range for the new role is below the current Head Teacher salary resulting in building extra capacity for summer term.</p> <p>Challenge: Governors asked regarding the option of two TLR'3s to be considered?</p> <p>This would be lower, in total, than the current TLR 2, as no line management responsibilities.</p> <p>Challenge: Governors asked who would be responsible for the line management in the meantime?</p> <p>This will be considered and confirmed once the new Head Teacher is in posed. Will discuss in 2 - three weeks and at SLT.</p> <p>It was appreciated this is huge change and it is important that all staff feel supported during the Head Teacher and Leadership changes, in addition for parents and carers. Familiar to have two existing staff members acting up and provided an opportunity for others to step up. In the strongest position to manage the new curriculum, SLT and staff. Need to carry on communicating lines and delegation is key.</p> <p>CS provided all with notes via e-mail regarding the Head Teacher position in advance of the meeting. As previously mentioned currently 1 application has been received and hopes additional applications will be received by the closing date tomorrow.</p> <p>Action 03: CS to circulate all HT applications to the panel for short listing Tuesday (14th November) afternoon, with interviews to follow on Tuesday and Wednesday (21st and 22nd November) the following week. Discuss and agree the assessments. Currently the assessments consist of four main activities, observing lessons, meeting with Subject lead members, coach step up, different levels of leadership communication planning and school council discussion.</p> <p>Challenge: Governors noticed that school council is the only interaction with children? Can there be a consideration for more activities with children directly?</p> <p>Yes, all agreed this should be considered however need to be careful of</p>	<p>CS</p>
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	<p>how to quantify the interaction and make the assessment compatible.</p> <p>Discussions took place around the in-tray exercises, agreed to include a budget/finance/data related task.</p> <p>Action 04: more discussions around HT assessment and in tray exercise to take place on Monday.</p> <p>Governors acknowledged organising leaving party for DM.</p> <p>Curriculum</p> <p>KS provided an update – the Curriculum meeting took place on 19th of October. During the meeting there was a Pupil Premium funding review and document strategy. This will be used going forward for all children covered under Sports Premium Review. Positive feedback regarding swimming taking place in a two week block per year group.</p> <p>Looking into a gaining a licence to access a minibus to provide group travel for children attending various clubs enabling more children to be active. The Terms of Reference, Attendance and Safeguarding Policies were agreed.</p> <p>Finance and Premises</p> <p>The Finance and Premises meeting took place on 4th of October. Discussed, reviewed, and agreed the Working time regulations, Letting policy and No Dog Onsite Policy. The Terms of Reference was agreed, signed, and uploaded to GovHub.</p>	CS & All
10.	<p>Governor Business*</p> <p><u>Governor Training and Board Development*</u></p> <ul style="list-style-type: none"> i. Governor Training and Board Development* <ul style="list-style-type: none"> a. The new list of training for the year has been circulated. All to update and sign up. MUR attended a virtual course on Recruiting a Senior Executive Leader b. Complete KCSIE updated training on-line. ii. Link roles for 2023 / 2024 – unchanged iii. School visit – key dates and planning – AT provided a verbal update the document can be found on GovHub. <p>RH attended a virtual meeting with IT regarding cyber safety, levels of control, licence's etc.</p> <p>Action 05: RH write up and link to GovHub</p> <ul style="list-style-type: none"> iv. Recruitment needs – none at present. v. Policy review – none at present. 	RH

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	<p>FGB Dates – review academic year dates and update.</p> <p>2024 Spring term</p> <ul style="list-style-type: none"> • 18th January • 14th March – rescheduled to 21st March. <p>2024 Summer term</p> <ul style="list-style-type: none"> • 2nd May (inc Budget) – rescheduled to 30th April. • 4th July 	
11.	<p>Summary of Actions*</p> <p>See table at end of minutes.</p>	
12.	<p>Date of Next Meeting*</p> <p>The next FGB meeting is scheduled for Thursday 18th January at 7pm.</p> <p>Personnel – 9th January 2024</p> <p>Curriculum – 9th January 2024</p> <p>F&P -16th January 2024</p>	
14.	<p>Review the Impact of this Meeting and AOB*</p> <p>The Chair reflected on how positive it was to hear from Gemma and Nicky and the HT assessment feedback.</p> <p>Sharing and discussing views on the Head Teacher interview and assessment content Provisionally short-listing date of Wednesday 22nd November (evening)7.30pm. Present a decision to whole FGB to ratify and make an offer at a later date.</p> <p>Action 06: CS to co-ordinate an invite for HT short-listing - Wednesday 22nd November (evening)7.30pm.</p> <p>Action 07: My Concerns – DM to record a loom training and circulate a link.</p>	<p>CS</p> <p>DM</p>

There being no further business, the meeting closed at 9.00pm.

Table of Outstanding Actions

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Actions from the meeting of 9 November 2023 meeting:			
01	Action 01: Governors were asked to complete and sign the Annual Pecuniary Interest Form and declarations via GovHub.	All	asap
02	Action 02: DM & JE to create a mission statement for EYFS to be presented at next FGB Meeting (January 2024).	DM & JE	Jan FGB

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04	Action 04: CS & All - More discussions around HT assessment and in tray exercise to take place on Monday.	All	asap
05	Action 05: RH write up notes from the virtual meeting with IT regarding cyber safety, levels of control, licence's etc and link to GovHub	RH	Jan FGB
06	Action 06: CS to co-ordinate an invite for HT short-listing - Wednesday 22 nd November (evening)7.30pm.	CS	asap
07	Action 07: MyConcern – DM to record a loom training and circulate a link.	DM	asap
Actions from the meeting of 28 September 2023 meeting:			
06	Action 06: SUDS -Action: JA to chase and commit SUDS to a confirmed date.	JA	Jan FGB

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Appendix 1: Questions and answers relating to the HT report

Safeguarding

- There continue to be high numbers of safeguarding issues being recorded each month - what are the key themes of these?

The concerns by type can be seen in the report above. Attendance and eating, home issues and parental separation/divorce are key themes.

- Are there any further actions the school can do to address the key themes that are emerging?

The families these concerns relate have had previous concerns logged. The four attendance logs are related to one family, which have ongoing support/monitoring through TAF (Team Around the Family) meetings. Several logs relate to a parental separation and understanding the court order, with both parents presenting their lawyer's understanding of a court order, which were in contradiction to each other. With no longer having a LA legal department, the court unable to share information with us, it has meant school reading and making it's own judgement on a court order, while recommending that each lawyer writes back to the court. Eating/food remains a theme as it has for a while, we have offered free Breakfast Club to a number of families, not all take up offer. These logs relate to children being hungry (we then provide food) or inappropriate breakfast being given (conversations are had with parents, but tricky area, parental choice).

Attendance

- There continues to be a gap between whole school attendance averages and those pupils from an ethnic background, what is being done to address this?

We act when any child's attendance is concerning (process of letter 1; pastoral meeting if appropriate; 2nd letter inviting to a Parent Contract Meeting; setting a short-term target; requiring medical evidence to authorise absences due to illness; penalty notices).

Some of the absences are for 'Travelling for Work', when the children accompany a parent who has to work in another location. This is a protected right of the GRT community. We follow the Cambs LA Legal Panel advice on requirements for this travelling, e.g. no travelling for one day; must let the school know the return date; if travelling for more than a few days, we would offer to contact the local school so the child(ren) could be educated at another school for a short period. The reality is we have to authorise any 'T' Travelling absences.

We know there are a few families within the GRT community whose overall attendance percentages are below 96% and this is not entirely/at all due to Travelling. With these families, we follow our usual protocols, as well as offer a variety of other support/ incentives to the parents/children, e.g. EHA, wraparound care, rewards for child, ESA time.

- If the same actions are being taken as before, how is the school looking to learn from other good practice from the wider school community, i.e. visiting other schools etc?

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Each school has a Local Attendance Officer who meets the Attendance Team at least once a year (moving to once a term at some point) during which we review and rate school practices; the LAO recommends actions both for the wider school and for managing families with persistently low attendance.

In addition to this, both members of the Attendance Team attend the termly LA Attendance network meetings, during which practice is shared.

Quality of Education

- Is there a date when the mission statement for EYFS will be completed and circulated to governors? It would be good to have this before the next FGB and then invite JE to the January FGB to talk through his proposal.

Jason has written a first draft which has been sent to the EYFS team and SMT. EYFS teachers are coming to Monday 27th November SMT meeting to discuss it so we can meet our deadline of having the statement finalised by the end of the Autumn term. Yes, it could then be emailed to the FGB before the Spring 1 meeting, ready for Jason to explain and discuss it at the meeting.

- Has there been any feedback from staff on the main targets set?

Initial appraisal meetings were on Monday (6th). Staff agree that writing needs to be a focus and so understanding of the target; many staff brought up common barriers/problems to work through. Some staff said they were appreciative that the second target (Principles of Instruction) was flexible in choosing different elements of the POIs across the year, they felt they had more ownership of own PD. JE commented that quite a few staff had already made progress on their third target (subject leadership and EYFS) and had been proactive in seeking out information/talking to EYFS.

Leadership and Management

- What support will WPS receive after signing up to the SW assessment pilot and how is it being incorporated into the current practices?

This will be through the SW support team that we are already working with. Megan Bowers (Early Reading Lead) will be overseeing and liaising with SW.

- Has the school benchmarked the PiRA and STAR assessments against wider best practise to ensure these are the best way to assess pupil progress and for teachers to learn from the data?

SMT and subject leads met to review our assesment procedures. Annabel Targett (Curr. Gov.) attended the meeting. We discussed what we currently assess, what we want from our assessments and the different assessments that are available.

- How will the ARK assessments differ from PUMA, and what benefits will WPS gain from the change?

As the assessments are aligned with our termly curriculum content, the benefit is we will be testing the content that we have taught. Although to some extent this does not matter as the purpose of our termly tests is to give us a data point to compare year-on-year progress (cohort through school,

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as well as specific years), teachers will no longer have to ask children to 'just have a go' with questions relating to content not yet taught.

Both PUMA and Ark are standardised tests, which is what we would always want for our termly data points; it ensures we get a sense of where we are in comparison to other schools. Both tests have a format similar to SATs in terms of layout and types of questions.

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