



Willingham County Primary School

Meeting of the Full Governing Body on
Thursday 21 March 2024 at 7pm (WPS)



MINUTES

Present: Chris Shaw (CS) (Chair), David Morel (Headteacher), Jo Aldhouse (JA), Kate Van Dort (KVD), Cecilia Pipe (CP), Annabel Targett (AT) Matt Unwin-Riches, (MUR), Louise Johnston (LS), Angela Walker (AW) (Deputy Head), Sarah Morgan (SM) left at 20.15pm, Lara Feather (LF), Katy Stevenson (KS), Richard Hughes (RH), Helen McCarthy (HM)

Also attending: Charlene Monk (CM), CamClerk

	Minutes	Actions																				
1.	<p>Welcome from the Chair</p> <p>The Chair welcomed all, and Guest Mona Paalanen (New Headteacher).</p> <p>Apologies received and accepted from Becca Ellard (BE) and Jennifer Hill (JH).</p> <p>Chris Woodward (CW) arrived at 7.24pm</p>																					
2.	<p>Declarations of Interest*</p> <p>There were no declarations of interest concerning items on the agenda.</p>																					
3.	<p>Introduction to New Headteacher</p> <p>The Chair welcomed and thanked New Headteacher Mona Paalanen for joining the FGB meeting this evening.</p> <p>MP is looking forward to working with the Governing Board and officially starting in her role as Headteacher after the Easter break.</p> <p>MP will be on gate duties tomorrow to meet and greet pupils and parents.</p>																					
4.	<p>Minutes (Paper)*</p> <p>i. The minutes of the FGB meeting, held on 18th January 2024, were submitted signed by the Chair as a true record of the meeting.</p> <p>ii. Actions outstanding and Matters arising. (not included elsewhere on the agenda)</p> <table border="1"> <thead> <tr> <th>Action No.</th> <th>Action</th> <th>Owner</th> <th>Deadline</th> </tr> </thead> <tbody> <tr> <td colspan="4">Actions from the meeting of 18 January 2024 meeting:</td> </tr> <tr> <td>01</td> <td>Curriculum Committee to meet with Senior Leaders to discuss the impact of the 7 areas, EYFS set up and broaden to include EYFS. <i>Including EYFS in Curriculum presentations – 3 more leads – ongoing</i></td> <td>CoC</td> <td>March 2024</td> </tr> <tr> <td>02</td> <td>DM to write to LA and appeal – 16/17 additional children (half a class) <i>No more children arriving, therefore no more funding. - Complete</i></td> <td>DM</td> <td>asap</td> </tr> <tr> <td>03</td> <td>JA to look at budget. Joint Personnel and Finance Committee Meeting – long term strategy focusing on 2024/25 and onwards. Budgets covered during May FGB. - Complete</td> <td>JA</td> <td>22 May 2024</td> </tr> </tbody> </table>	Action No.	Action	Owner	Deadline	Actions from the meeting of 18 January 2024 meeting:				01	Curriculum Committee to meet with Senior Leaders to discuss the impact of the 7 areas, EYFS set up and broaden to include EYFS. <i>Including EYFS in Curriculum presentations – 3 more leads – ongoing</i>	CoC	March 2024	02	DM to write to LA and appeal – 16/17 additional children (half a class) <i>No more children arriving, therefore no more funding. - Complete</i>	DM	asap	03	JA to look at budget. Joint Personnel and Finance Committee Meeting – long term strategy focusing on 2024/25 and onwards. Budgets covered during May FGB. - Complete	JA	22 May 2024	
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04	KVD to contact Early Years Adviser to alert LA. <i>Visit organised for 11th April - Complete</i>	KVD	
05	DM to formalise to advertise KS2 Phase Lead before half term, interview before Easter. <i>Advert out, interviews after Easter - Complete</i>	DM	asap
06	JH to step back for 6 months due to workload & RH to discuss impact and next steps.- <i>Complete</i>	CW/ RH	
07	CM to clarify how many members of panel required to ratify HT appointment decision. - <i>Complete</i>	CM	asap
08	CS to email all feedback Monday and Tuesday and confirm how many applicants received. - <i>Complete</i>	CS	asap
09	All to book in dates to observe. Summarise actions and notes. <i>Ongoing - Complete</i>	All	asap

5.

Head Teacher's report *

To receive a report from Head teacher prior to meeting with Questions inc. Budget Update

Budget

Overall, budget is looking good considering the current climate.

24/25 £45,000 in year deficit – based on current funding.

25/26 £71,000 in year deficit

Note funding potentially will increase year on year. Supply budget to be reduced due to overspend of around £7,000 up to £22,00, on each of the two budgets (illness and professional development).

Next financial year (24/25), Personal Development budget will be significantly reduced from £17,000 to £10,00. MP (New Headteacher) is aware, as is Personnel Committee.

Note, funding shortage from pension grants, (DfE based on children not staff numbers), in addition to waiting for 1 EHCP funding.

Acknowledgement of thanks to JA for all her ongoing support and hard work on budgets.

Questions raised relating to the Budget were as follows: -

Challenge: Governors asked that with the reduction of PD budget, there is a greater need to be mindful of spending, how will this be evident?

Confirmed money in training and PD budget is ideally allocated for Year 4 teachers for next year, big budgetary impact.

Challenge: Governors asked LJ, her thoughts on the budget, from a Finance perspective?

Looks good overall, in relation to Cambridgeshire Primary Schools. Arranged a meeting with LA Adviser.

Head Teacher's report *

The HT Report (Appendix 1) was circulated ahead of the meeting, thank you for all the questions received in advance, the report has now been updated with answers.

Signed

Christopher Shaw

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<p>DM provided a brief overview of the key updates.</p> <ul style="list-style-type: none"> • Spike in online safety concerns and prejudice incidents. • Tighter logging of concerns via MyConcerns • Unfortunate habits, words picked up from Youtube and TikTok, requiring education and support child and parent. • Spike in concerns possibly due to holidays, children tend to talk about home life after a holiday. • Anonymous staff questionnaire – 100% staff enjoy working at WPS, 100% agreed strong at safeguarding, requires continuous monitoring. • Writing – long term frustrations, look at EYFS closely. Sounds -Write notable change and ability to write in sentences is improving. • Pupil numbers increasing, not massively. Picking up “in year” children, with greater/more complex needs children. • Progress of EYFS, predicted only slightly higher on last year, but cohort lower baseline, so progress will be better. • RAP most up to date, termly overview saved in Governor Hub. <p>Questions raised relating to the Headteacher Report and summary were as follows: -</p> <p>Challenge: Governors asked if the “in year” children with greater/more complex needs children transferred from other schools? Yes, non-English speaking (ESL), refugee hotel, or with complex needs.</p> <p>Challenge: Governors asked a follow-on question, is this also evident at Honeypot? Yes, more children with greater/more complex needs and non-English speaking (ESL). Staff aware that this is very daunting for child with communicating and in “survival mode,” impact on EYFS.</p> <p>Challenge: Governors asked about language used when targeting achievement focusing on the numbers of pupils not meeting ARE? Move conversations needed at SMT Pupil Progress meetings, discuss other structures, using the language, as the aim if for children to get/hit the targets.</p> <p>Challenge: Governors asked had the use of language changed responses in Pupil Progress meetings? Meeting next week. During the mid-term check, February, SMT talked about language used, however, too early to see an impact. Lisa Vala & Gemma talked to staff regarding vulnerable children’s progress slower, and the impact at Secondary school. Would need to be at greater depth. Change language from different strands, about practices to impact.</p> <p>Action 01: AW& Headteacher to present new language at Pupil Progress Meetings to see if it triggers discussions.</p>	<p>DM & HT</p>
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Signed *Christopher Shaw* Date 22 May 2024

	<p>Challenge: Governors asked regarding writing attainment improvement?</p> <p>Various schemes and programmes in place to increase writing, however surprised as still low. The national is low, taking right steps but taken longer than anticipated. Massive improvements and noticeable differences in “books.”</p> <p>Year 6 moderations showed technical aspect of writing, this was introduced in January, followed by closely monitoring and accountability. Progress ongoing to tighten up and share outcomes with team. Maths is progressing further compared to writing.</p> <p>Challenge: Governors asked if the current monitoring is effective?</p> <p>Yes, however a need to improve accountability and responsibility, to “raise” learning from each other, and sharing best practice.</p> <p>Challenge: Governors asked, is the school taking a different approach from the OSFTED writing?</p> <p>Johnathan presented at January Curriculum meeting and is planning to start each unit to get to end of writing. Ensure monitoring and assessment is effective.</p> <p>Challenge: Governors asked, if staff members are being sufficiently allocated the time to plan together?</p> <p>Since being introduced in January, no additional time has been allocated, tricky as consistency is required. Planning is the key issue, with job shares, pressures, one person planning English, one maths, ideally all plan together, not individual team member. Talking time in teams to collaborate, great framework in place, consideration for next term.</p>	
<p>6.</p>	<p>Honeypots Report</p> <p>KVD shared the Honeypots Report (appendix 2) in advance of the meeting and provided a verbal update on key points during the meeting.</p> <ul style="list-style-type: none"> SEND provision is extraordinarily strong, county known. Every child is different therefore a great need to tweak accordingly. Hannah often feels unsupported as she is very competent in her role. <p>Action 02: Gemma & Nikki to work with Hannah to share knowledge around SEND provisioning.</p> <ul style="list-style-type: none"> Numbers continue to increase, 50 children due on roll September 2025, in addition to registering unborn children. Clear admissions policy highlighting priorities of allocation. <p>Challenge: Governors asked KVD if there is scope to increase setting size?</p> <p>Action 03: KVD will follow up with LA Adviser, as known specialist in the area.</p>	<p>Gemma & Nikki</p> <p>KVD</p>

Signed

Christopher Shaw

Date

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	<ul style="list-style-type: none"> • Next term, 2-year-old funding, out of 12, 10 funded places. Funding was discussed at the Finance & Premises Committee, all in agreement to increase fees to match funded fee. • Superstar sports coach to continue, every 3 weeks, considerable progress in listening skills, enjoyable for the children, included in the budget for whole of next year. • Part of NELI, pre-school trial September 2024, covers three hundred settings, countrywide, two groups, allocated 1 group at random either intervention or monitoring, all staff to receive training. 	
<p>7.</p>	<p>Financial Budget Update</p> <p>Update given during HT Report.</p> <p>Official end of budget year tomorrow (22 March 2024). Mon/Tue carry forward confirmed. Minimum £120,000,</p> <p>Action 04: JA to provide a budget update at the next Finance & Premises Committee Meeting.</p>	<p style="text-align: center;">JA</p>
<p>8.</p>	<p>Safeguarding Update*</p> <p>Consistency of logging by members of staff, more logging EYFS for consistency and by office staff as they have more communications within the settings. DSL increased number of logs.</p> <p>Challenge: Governors asked if events can be filtered by theme in year group? Yes, working through the report to gain more detail. Online safety and behaviour online increases as child gets older and accessing issues for younger children. Patterns evident across families and year groups not, age specific.</p> <p>Challenge: Governors asked if the school is aware of themes? Yes, meeting weekly and conversations around themes being asked. Last 30 days has seen an increase in behavioural issues due to parental divorce and separation.</p> <p>Challenge: Governors asked if EFYS are continuing to report? Yes, due to child talking more freely and less guarded, age related.</p>	
<p>9.</p>	<p>Committee Updates *</p> <p>Personnel</p> <p>Items covered:</p>	

Signed *Christopher Shaw*

Date 22 May 2024

- Staff Wellbeing survey, positive overall. Staff felt supported in managing stress and work life balance however unease with DM leaving.
- Management structure next year, no change.
- Recruitment - Advert live for Phase 2 Leader/Class Teacher with a closing date end of April. Change in office staff, resulting in advert for Clerical Assistant/Attendance Lead.
- On/off sickness management
- Few flexible working requests.
- Budget cut for training

Curriculum

Minutes from the last meeting (14.03.24) to be uploaded to GovHub.

SM provided an update. In summary the Committee covered:

- Fantastic Subject Lead presentation, fluency, passion and articulate.
- Justine - maths, cross over in EYFS, some challenges, adopting art with a sense of numbers, and operating different teaching methods.
- Johnathan – English - walk around.

Challenge: Governors asked with the maths discussions that took place a while back, are we making progress?

This relies upon the confidence of staff and good delivery. Teachers are confident to adapt and stick to priorities showing consistency, tracking content etc. Most teachers, know core principles, and have strong trained TA's providing interventions. Pupil voice, noted student attitude towards maths, is positive. This is beginning to show through in results.

Challenge: Governors asked out of 16%, are these children with significant needs?
Yes.

Challenge: Governors asked how does this compare to last year?

Better.

Children are enjoying reading, however limited by books. Phonics assessments this week and last week.

Johnathan, English Lead has introduced five tier words, which are taught per half term across the school, and a planning framework for teachers, to address skills, and provide a picture of what proficient writing tasks look like and clarification of next steps, and how to measure impact.

Challenge: Governors asked if the current library books are assisting with reading?
£2,000 funded money has been set aside to update the library books.

Action 05: Sarah Boyle, to talk to Jonathan and school council, regarding Reading Ambassador's and shared voice.

Finance and Premises

Signed

Christopher Shaw

Date

22 May 2024

	<p>LJ provided a verbal update. Items covered:</p> <ul style="list-style-type: none"> • Drainage – Anglia Water and South Cambs ongoing dispute over responsibility. • Design of new build, Contractors visiting on Monday, potential start date half term, or Summer. • Submitted school SFVS. • work to be undertaken on asset registration. • Section 106 – no update, taking time. <p>Action 06: CS to sign off and approve SFVS in GovHub.</p>	
<p>10.</p>	<p>Governor Business*</p> <p><u>Governor Training and Board Development*</u></p> <p>i. Governor Training and Board Development*</p> <p>KS attended Safer Recruitment Refresher Training.</p> <p>MUR attended the Improving Outcomes for Disadvantaged Pupils Training. This covered how Pupil Premium is spent and how Pupil Premium spend is reported to FGB. This information is published on the school’s website and is currently shared prior at FGB but not integrated. In summary the school has spent more on PP than budgeted for.</p> <p>Agreed that Governor need to report back at FGB. September review Last year’s Pupil Premium was reviewed in September.</p> <p>Action 07: JA to inform Governors when a date has been arranged to review Pupil Premium spend.</p> <p>ii. Link roles for 2023 / 2024 – unchanged.</p> <p>iii. School visit – key dates and planning</p> <p>KS – meeting next week.</p> <p>SM visit undertaken.</p> <p>AW and AT to organise a check in assessment.</p> <p>MUR –maths visit (15th March)</p> <p>MUR shared with all that the afternoon tea session that took place was very well attended, 10 in total. Suggested advance notification in school newsletter and more advertising of the event, informing parents of what provisions we are offering, would be beneficial to increase attendance.</p> <p>Action 08: MUR to send write up report to CS.</p> <p>JH to step back for 6 months due to workload and rejoin September.</p>	<p>JA</p> <p>MUR</p>

Signed

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	<p>iv. Recruitment needs</p> <p>Formal application received from a prospective Governor via direct email from Governor for Schools online, showing interest. CS to meet on Saturday to discuss further.</p> <p>Skills Audit – good idea to update the Skills Audit, since last few years to identify any “gaps” and “vacancies.”</p> <p>Action 09: CS to send skills audit to all Governors to complete and feedback.</p> <p>v. Policy Review – up to date</p> <p>vi. FGB Dates – review academic year dates and update - noted.</p>	CS/ALL
11.	<p>Summary of Actions*</p> <p>See table at end of minutes.</p>	
12.	<p>Date of Next Meeting*</p> <ul style="list-style-type: none"> • The next FGB meeting is scheduled for Tuesday 30th April (inc. Budget) at 7pm <p>2024 Summer term</p> <ul style="list-style-type: none"> • Thursday 4th July <p>Personnel – Monday 29th April 2024</p> <p>Curriculum – tbc</p> <p>F&P – Tuesday 30th April 2024</p>	
13.	<p>Review the Impact of this Meeting and AOB*</p> <p>The Chair thanked DM on behalf of the Governing Board for his time in his role as Headteacher. During this time DM has listened to feedback, supported teachers and staff, adopted styles, and operated an open and transparent communication which has been invaluable to the Governing Board.</p> <p>DM thanked all the Governing Board for there fantastic work and support, and time committed to the role.</p> <p>AOB</p> <p>None</p>	

There being no further business, the meeting closed at 8.45pm.

Signed *Christopher Shaw*

Date 22 May 2024

Table of Outstanding Actions

Action No.	Action	Owner	Deadline
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02	Gemma & Nikki to work with Hannah to share knowledge around SEND provisioning.	G, N & H	ASAP
03	KVD will follow up with LA Adviser, as known specialist in the area.	KVD	April 2024
04	JA to provide a budget update at the next Finance & Premises Committee Meeting.	JA	April 2024
05	Sarah Boyle, to talk to Jonathan and school council, regarding Reading Ambassador's and shared voice.	SB	ASAP
06	CS to sign off and approve SFVS in GovHub.	CS	ASAP
07	JA to inform Governors when a date has been arranged to review Pupil Premium spend.	JA	ASAP
08	MUR to send write up report to CS.	MUR	ASAP
09	CS to send skills audit to all Governors to complete and feedback.	CS	April 2024

Signed

Christopher Shaw

Date

22 May 2024

Appendix 1

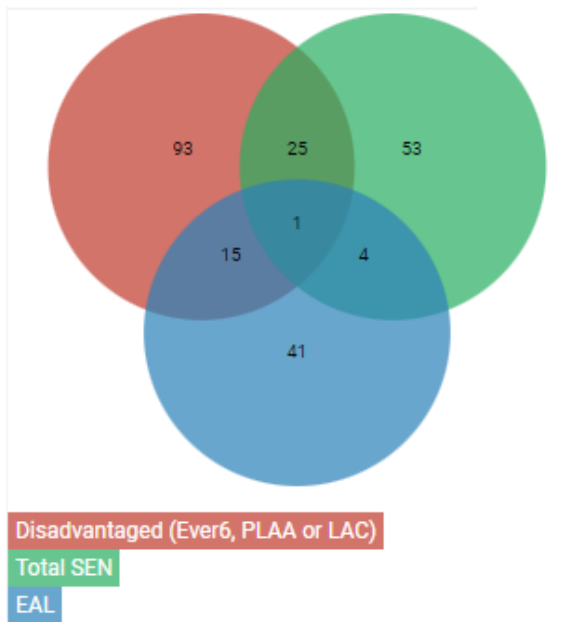
Head's Report to FGB 21.03.24

Whole school			
Cohorts			
General	Whole school		
All Pupils	424	H0 Honeypot E2 - N2	74 pupils
Male	219	Y1 Y1 KK/SB Year 1	26 pupils
Female	199	Y1 Y1 SoP Year 1	26 pupils
Pupil Premium	109	Y2 Y2 BP Year 2	25 pupils
Not Pupil Premium	315	Y2 Y2 JE Year 2	27 pupils
Ever 6	89	Y3 Y3 JS Year 3	29 pupils
Not Ever 6	335	Y3 Y3 SP Year 3	28 pupils
Disadvantaged (Ever6, PLAA or LAC)	93	Y4 Y4 LS/LC Year 4	29 pupils
Not Disadvantaged	331	Y4 Y4 MB Year 4	27 pupils
FSM	88	Y5 Y5/6 HM Year 5 - Year 6	29 pupils
Not FSM	336	Y5 Y5/6 JB Year 5 - Year 6	29 pupils
In Care/LAC	1	Y5 Y5/6 JG Year 5 - Year 6	29 pupils
Not LAC	423	YR YR GC Reception	23 pupils
Post Looked After	4	YR YR MB/CP Reception	23 pupils
Term Of Birth: Autumn	158		
Term Of Birth: Spring	105		
Term Of Birth: Summer	161		
Services Child	4		
Not Services Child	420		

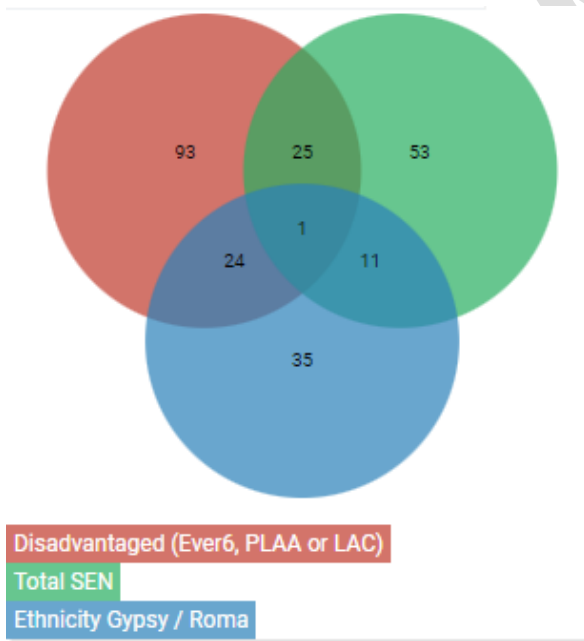
Signed *Christopher Shaw*

Date 22 May 2024

Disadvantaged and Vulnerable



Cohorts	
General	Whole school
All Pupils	87
Male	40
Female	47
Pupil Premium	87
Not Pupil Premium	-
Ever 6	83
Not Ever 6	4
Disadvantaged (Ever6, PLAA or LAC)	87
Not Disadvantaged	-
FSM	82
Not FSM	5
In Care/LAC	1
Not LAC	86
Post Looked After	4
Term Of Birth: Autumn	36
Term Of Birth: Spring	25
Term Of Birth: Summer	26
Services Child	-
Not Services Child	87

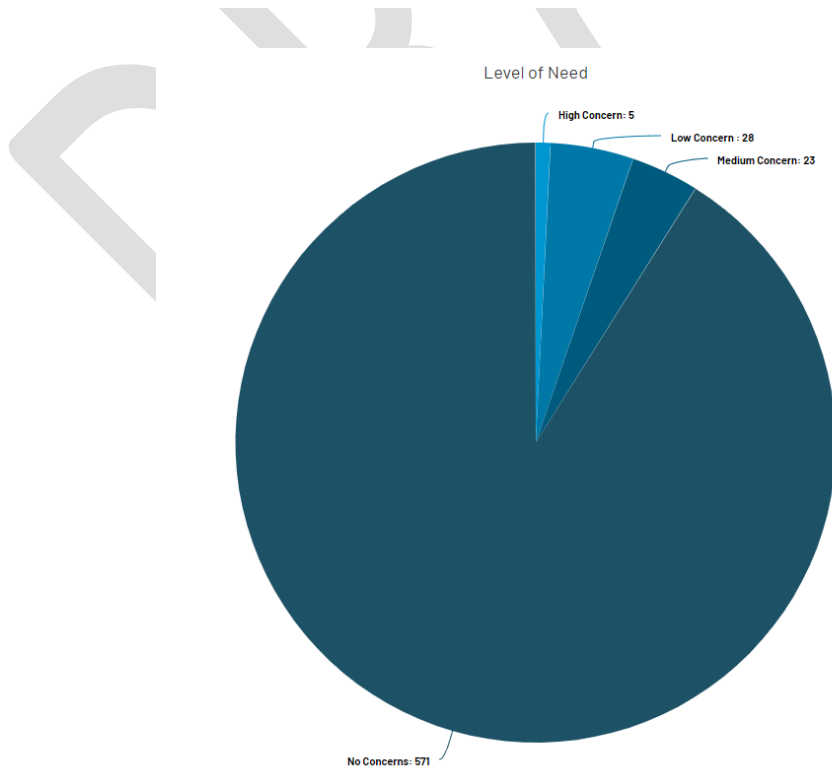
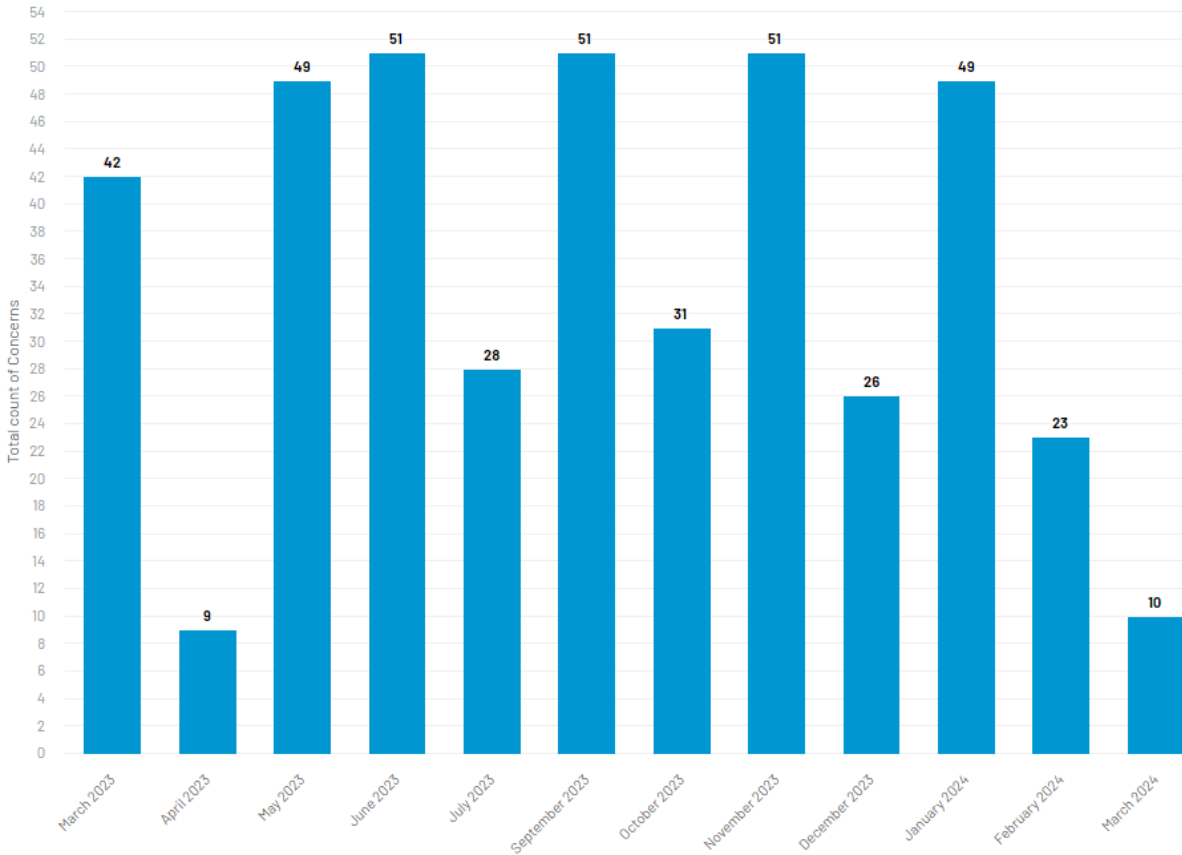


Signed *Christopher Shaw*

Date 22 May 2024

Safeguarding

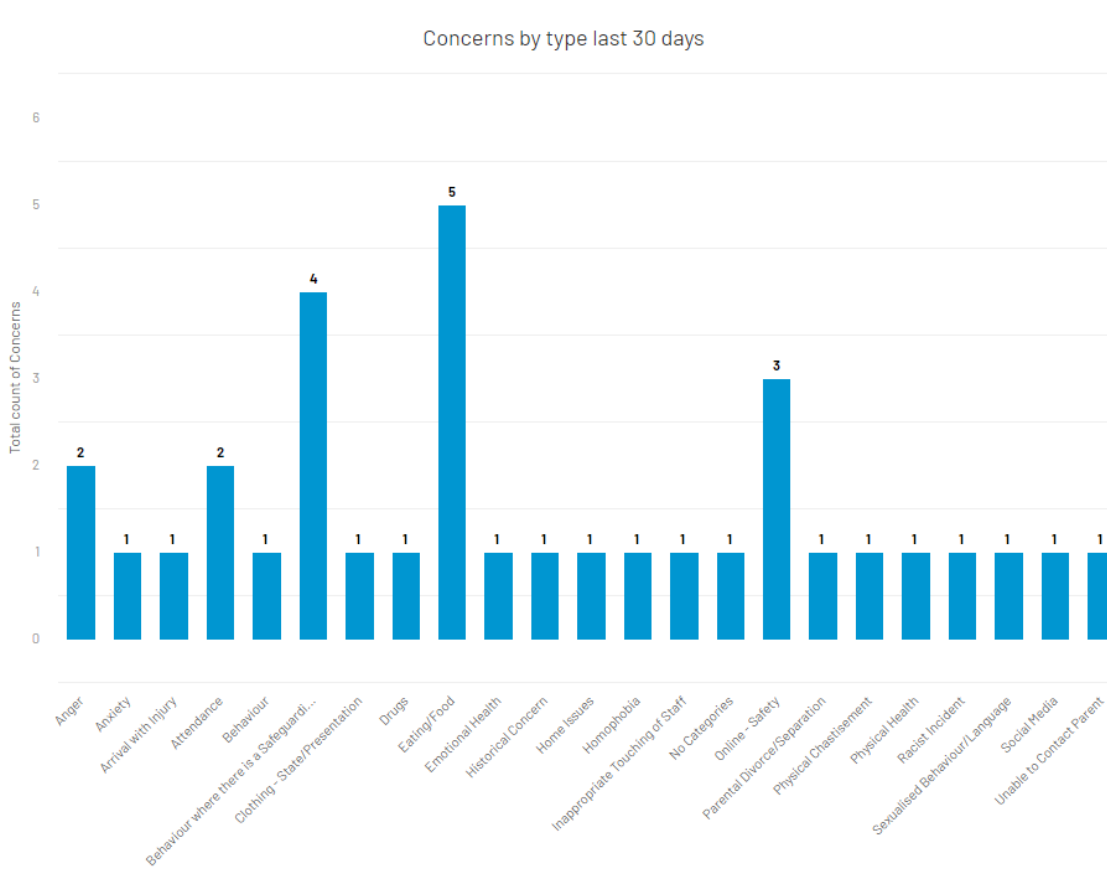
Concerns by Month



Signed *Christopher Shaw*

Date 22 May 2024

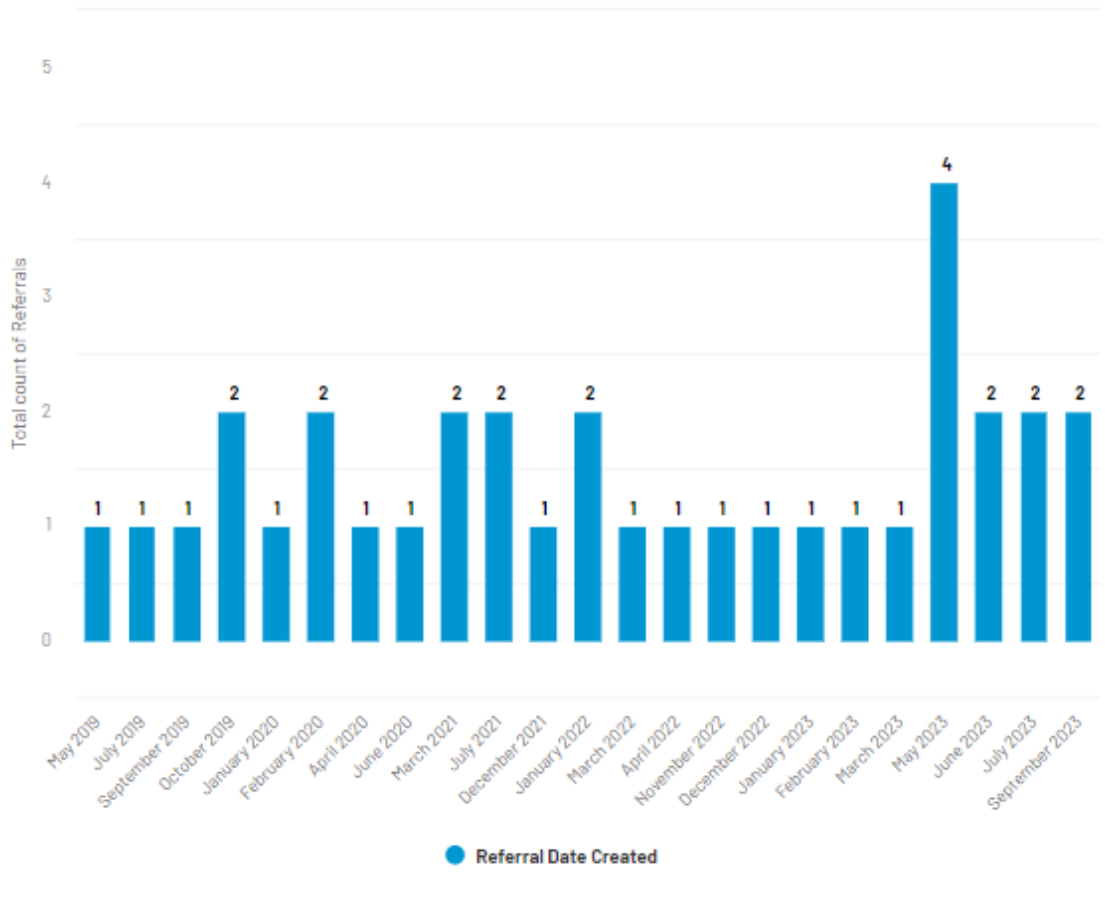
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DRAFT

Signed *Christopher Shaw*

Date 22 May May 2024



Level of Need	Number of Pupils
Early Help	18
Child in Need (S17)	1
Child Protection (S47)	1

Other Information
Since Sept. 2023

Exclusions	0
Prejudice-related incidents	9
Bullying behaviour investigations	3
Formal Complaints	0
Low Level Concerns	28

Signed *Christopher Shaw*

Date 22

Attendance

		Whole school as at 2023/24			
Cohorts		Attendance (Spring)	Attendance (2023/24: Autumn pt2)	Attendance (2023/24: Autumn pt1)	Attendance (2023/24: Start)
General		Whole school as at 2023/24			
All Pupils	350	95.87%	94.77%	96.99%	95.84%
Pupil Premium	98	93.95%	91.63%	94.21%	92.87%
Not Pupil Premium	252	96.6%	95.97%	98.04%	96.97%
FSM	88	93.58%	91.32%	93.63%	92.43%
Not FSM	262	96.62%	95.9%	98.07%	96.95%
In Care/LAC	1	91.36%	100%	100%	100%
Not LAC	349	95.89%	94.76%	96.98%	95.83%
Post Looked After	4	95.37%	96.28%	98.55%	97.38%
Services Child	4	100%	93.92%	98.57%	96.18%
Not Services Child	346	95.83%	94.78%	96.97%	95.84%
SEN		Whole school as at 2023/24			
SEN E	11	94.16%	95.95%	97.67%	96.77%
SEN K	40	92.41%	92.18%	95.82%	93.94%
Ethnic Groups		Whole school as at 2023/24			
Ethnicity Gypsy / Roma	35	91.25%	86.51%	90.08%	88.24%
Ethnicity Other Gypsy/Roma	-	0%	0%	0%	0%
Ethnicity Traveller of Irish Heritage	2	95.68%	75%	86.43%	80.56%
Live Groups		Whole school as at 2023/24			
Whole school, Travellers	38	91.33%	85.54%	90%	87.7%

Signed *Christopher Shaw*

Date *22 May 2024*

Documentation to read.

RAP/100 Day Plan

Spring 2024 Monitoring Overview.

Willingham SIA LA NoV – Specifically PP visit (page 5).

Summary of Ofsted English Subject Report - <https://www.gov.uk/government/news/ofsted-report-shows-reading-has-improved-but-writing-and-spoken-language-need-more-focus>

Executive Summary

- Continued increase in new pupils arriving at the school (7 since last FGB), including 3 refugees and one pupil previously at risk of PEX. No further funding is available to the school to support any of these children.
- Update from SUDs – “The procurement exercise has concluded and we are looking to issue the appointment letter to the successful bidder either later this afternoon or tomorrow which is great news. I will be in touch as soon as I can share more details of the contractor so we can arrange suitable dates/timings etc.”
- Update from S106 – See initial indicative drawings saved in Gov Hub.

Quality of Education

- Following visits to other settings and watching Ofsted reports on C&L, the structure of EYFS provision has been altered to allow for greater adult to child interaction and assessment opportunities. This has increased the amount of targeted teaching; allowed greater management of the environment; and allowed easier capture of communication and language data. Planning proformas and the way that Independent Practice opportunities are planned have been further developed to become more responsive to the pupils’ needs. This has also allowed for greater ownership from the TAs in the classroom. Team have developed the layout of the environment, which has created a space for targeted group work and increased the amount of outdoor learning across the week. Subject Leaders have further increased their understanding of the EYFS and added 7 areas of learning to the ICS&Rs. SMT have watched the NELI whole-class approach training and Honeypot are signed up to the EYFS1 trial.
- Writing non-negotiables can now be used to support planning in writing across all areas of the writing curriculum. Staff have been given time to develop their understanding of both formative and summative writing tasks and to review the tasks within their planning; the impact of this in staff planning and children’s work has not been seen as clearly as was hoped. Staff have also been given time to support their in-year moderation of pupils’ work and this has provided greater focus for future planning to ensure that objectives are ‘known and shown’ in writing. Teachers and TAs have been provided with resources to support their understanding of the level that pupils are aiming for (both in SPAG and in writing) by Year 6. As a result of HP pupils being encouraged to write their own name tags, some pupils are showing greater ability to do so

Leadership and Management

- Megan Wicker and Jonathan Baugh will continue in their temporary roles until the summer.
- HT transition meetings have taken place across the half-term.
- Provisional Budget 2024-25

Signed

Christopher Shaw

Date

22 May 2024

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- Based on 13 class structure and the 337 pupils on census day (350 pupils currently on roll)
- Includes replacement for KS2 Phase Lead
- Includes £120,000 carry forward from 2023-24 (roughly £15,000 in-year surplus from 2023-24)
- Includes some staffing re-organisation that will be discussed fully at Personnel and with FGB at a later date
- Still awaiting some additional funding from EHCP (circa £10,000)
- School has lost out by around £6,500 on the DfE Pension Grant, which is based on pupil numbers rather than the actual number of teachers.
- Significant cut to Staff Development Supply budget

- **2024-25**

Total Revenue Income	£2,104,247
Carry Forward	<u>£ 120,000</u>
Total	<u>£2,324,247</u>
Expenditure	£2,148,342
In year deficit	£ 44,096
Balance	£ 75,904

- **2025-26**

Total Revenue Income	£2,136,474
Carry Forward	<u>£ 75,904</u>
Total	<u>£2,212,378</u>
Expenditure	£2,208,109
In year deficit	£ 71,635
Balance	£ 4,270

- Currently Year 3 puts the school into a balance deficit
- Year 2 and 3 figures are based on funding rate remaining at the currently level. Historically, there has always been an uplift. Based on a similar uplift for 2025-26 from 2024-25 levels that we saw in 2024-25 from 2023-24 levels, this would result in roughly £50,000 increase in funding in Year 2 and £100,000 in Year 3.
- This would then leave a small carry forward into Year 4.

Personal Development

- Young Carers policy now been written based on Centre 33 guidance. Nicky Wolton-Carr has completed her Young Carers Champion training. All pastoral interventions and therapies run by the school are assessed through a baseline and exit SDQ assessment – assessments show that all pupils have made progress. Sensory circuits shows significant impact on the pupils and provides excellent value for money. Despite private therapist impacting significantly on a small number of pupils, the value for money cannot be justified going forwards. Calendar of Mental Health events is included as part of a member of staff's appraisal.
- Staff have spent some time understanding the selection of texts within the literature spine and beginning to consider how to further build diversity without breaking down the fundamental principles of selection to ensure breadth of reading experience.

Signed *Christopher Shaw*

Date 22 May 2024

Gov's Questions:

Safeguarding

- There is a bit of a pattern emerging relating to concerns by month, i.e. one high and then one lower month. Why is this please?

This is quite possibly because each had a holiday at some point within that month. We often also get a spike after a break, which can be because children talk more about what they were doing at home, or because they are spending more time in a chaotic/unsafe environment.

- There has been a spike in online safety concerns and behaviour with safeguarding concerns, as well as a rise in prejudice related incidents since Sept 2023 - what is being done to link the concerns with our PSCHC curricular so we are addressing relevant topics with children?

We continue to provide pupils with online safety education both within the computing curriculum and within PSCHC. On top of their units on online safety, the first computing lesson of each half term is dedicated to online safety.

Diversity education is also ongoing, through PSCHC, assemblies and daily modelling/interactions with pupils. We have encountered spikes of incidents in the past when groups of pupils pick up, often homophobic, language from internet videos. We always take these incidents seriously, log and share with LA recording system and speak with pupils and parents when it occurs.

There has seemingly been an increase in the use of messaging apps by many of the yr 5 & 6s, this has been addressed in class and also by providing guidance to all parents/carers of these year groups.

- The forth graph within the safeguarding section hasn't been updated since Sept 2023, please can we request an update or can you cover off with Katy (safeguarding link) in your next meeting with her?

This graph has been updated, but there have not been any referrals since September directly from the school. Although we have been involved in referrals from other agencies, we have not initiated any.

Attendance

- The In Care / LAC attendance has dropped off considerably since Autumn 2 - why is this please?

There is one child in this group, there will be big swings in the overall percentages when the number in the group is very small. (The number in the group is always shown in the second column.) The child had three days of illness in the spring term, there is nothing concerning in this- the rest of the year's attendance is very good.

Signed *Christopher Shaw*

Date 22 May 2024

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- What can we learn from the positive improvement in attendance for the Ethnic and Live groups this last term, and have we made any changes that will be long term changes to maintain these improved levels?

When you look at the attendance for each half term, there are peaks and troughs (Aut 1 lower, Aut 2 higher, Spr 1 lower, Spr 2 higher). The reasons for absence are 'T' travelling for work, illness, and other circumstances (GRT specific, going to stay with family in time of need). With the other circumstances, we phoned families daily to get the children back into school, e.g. offering to get the children into a local school for a short-term. We don't do anything different for any cohort, we talk to parents when children are absent, we put in monitoring structures such as medical evidence for low absence and having more frequent reviews, e.g. 8-week monitoring periods.

Quality of Education

- How will SMT measure and track the impact of the changes to the structure of the EYFS provision, and when can we receive an update on this?

Jason will be working with the team over the summer term to review the impact. Anecdotally, staff are reporting that the learning environment is quieter and calmer already. Early Reading lead is reporting that pupils are progressing well with their phonics and writing skills.

- Writing - why are SMT not seeing an improvement in staff planning despite the additional investment of time and focus in this area? What has not translated from the PD sessions, and what is being done to review and improve this?

This is something that will be investigated during the next 100 days. The SMT will be taking plans that produced the best outcomes and progress and will be looking to codify what is different/best practice about these plans. Translation of training into planning, delivery and progress is not always as direct and linear as we would wish, as the process is a complex one. Once codified, it may be that more training is needed, or sharing of the most effective models might support greater consistency.

- Writing - how has writing been address in all subjects by subject leaders so there is the correct focus in each subject but a consistent focus throughout the curriculum, linking back to the key principles of formative and summative writing tasks?

Foundation Subject Leaders (particularly humanities and science) have spent time looking into and upskilling themselves in understanding the types of writing appropriate for their subject disciplines. During the disaggregated training days in the summer term, they will be monitoring the impact of the training provided earlier this year.

Leadership and Management

- How are our pupil numbers looking for 2024/2025 intake in EYFS and across the wider school?

Signed *Christopher Shaw*

Date 22 May 2024

FGB Minutes 21/03/2024

School currently has 351 pupils on roll, with a small number on the portal pending admission. Numbers for EYFS next year look similar to this year, circa 45 pupils.

Personal Development

- Is there an opportunity, without creating too much additional work, to further communicate the breadth of experience that our staff have in relation to disadvantaged children, and the offering provided to them, i.e. website? I feel there is a real lack of awareness from parents / carers in this area

Communication for certain aspects of the Inclusion team needs to be further developed over the coming months; this was also highlighted in the yearly staff questionnaire. There is a clear trade-off of workload to enable this, which would require shifts in both mindset and also, shifts in compliance with certain statutory documentation from teachers to allow facilitate.

Summer Term Overview

- This looks a little incomplete compared to normal, why?

This is because of the point at which it was uploaded. Each SMT meeting, building towards the end of each term will see further additions to the overview. I have uploaded a more up-to-date version and the team will share another as the new term starts.

- Given the change in HT it's important the SMT monitoring and support actions are clear for everyone, especially the staff, so we maintain the level of teaching etc, please can these be added?

The INCo actions are usually put into the overview at the end of the term and at the end of the 100 day plan review, they will be added. Other SMT monitoring actions will be added once we have sat down with Mona and gone through the RAP. Monitoring for Subject Leaders isn't being added into the overview for this term, as we don't have any subject leader release time for the summer term (we are going to use twilights/disaggregated INSET as time for all teaching staff to complete subject leadership actions).

RAP

- You've spoken previously about reviewing how we set targets to focus on the number of children not meeting standards - has this been discussed further with SMT and what is the plan to review how targets are made?

This has been developed through SMT meetings and will be further embedded during the PPMs over the next two weeks. This is a process of changing mindsets and foci and will take a few cycles of assessment and PPMs to become the norm.

- There is no Autumn '23 attainment data - why not? Please can this been added and verbally communicated to FGB.

Signed

Christopher Shaw

Date 22 May 2024

FGB Minutes 21/03/2024

Updated and shared on Governor hub. This data has been shared with Curriculum and FGB previously but was missed off the RAP document.

- What have been the main learnings for objective 2, there is no impact summary, that have influenced the targets / objectives for the period 21.Mar - 29.Jun 24?

This was completed in SMT post the Head's report coming out – please see below:

Children in EYFS are now utilising and practising their phonics in books with fewer words ('first steps' and 'launchers' collections) and procedures are now in place to ensure that Y1 pupils are also progressing through independent practice books. Children in Y2 now have access to 'reading fodder' when they have progressed past SW books. Anecdotal evidence from teachers is suggesting that pupils are more successful in reading full sentences and text, particularly on the board and paired reading opportunities have been far greater. Phonics interventions have been taking place for Y2 pupils, which has resulted in only 3 pupils likely not to pass the phonics screening recheck. 1 Pupil (25%) in Y3, who did not pass in either Y1 or Y2, has now passed. Oral blending and segmenting in EYFS1 showed a significant increase in frequency. Reading Ambassadors and Reading blog are beginning to raise the profile of reading in the school. Library Subject Lead has completed a review of the staff opinions and use of the school library – SIR has been circulated to SMT.

- Can you provide an update on the progress made against the specific targets set for individual leaders in Maths, Science, Humanities and French.

These targets will most likely disappear from the RAP, we were experimenting with format. All subject leaders have their own action plans and catch up with their Senior SLs about targets and progress in their subjects.

- From Meghan's presentation at Curriculum Committee, it looked like strong steps had been taken to address the EYFS environment - so I wondered why the 2024 achievement target has been slightly reduced?

The baseline for this current cohort was lower than last year, so although the target is lower, this would represent good progress for this group of children (only 52% of pupils were at the expected level in PSED for example).

- It seems that predictions for writing attainment in both KS1 and KS2 are quite low - I think writing has been a focus for a while so is the current strategy working well enough?

The low predictions and attainment levels in writing are a concern, which is why there has been further focus on supporting the fundamentals and understanding progress in writing this year. If current progress continues and targets are met, this will show improvements in outcomes at the end of the year, both on 2023 Statutory outcomes and previous year cohort outcomes. The school will continue to review and adapt the approach until progress improves.

- Do you think enough is being done to improve Phonics in years 1 & 2 given the attainment results for 2023 were lower than the national average?

Signed

Christopher Shaw

Date

22 May 2024

FGB Minutes 21/03/2024

Currently progress in phonics is looking good and there is a large amount of work going into supporting attainment. As discussed in the Curriculum meeting, there are daily interventions and focused support for significant numbers of pupils. The team also continue to review the efficacy of our delivery of Sounds-Write and the independent practice that the children are participating in. We are currently targeting 83% for the Y1 phonics screening check, which would be an 11% improvement on last year and likely would be above the national average.

DRAFT

Signed *Christopher Shaw*

Date 22 May 2024

Appendix 2

Honeypot Report 18/03/2024

Staff questionnaire results

I enjoy working at HP	Strongly agree	Agree	Neither agree or disagree
I enjoy working at HP	7		
Staff behave in a professional manner	5	2	
The physical environment in the preschool is good	6	1	
Parents are supportive		7	
I feel that I am making a difference	3	4	
I feel valued at work	4	3	
I am able to strike a balance between work and home life	1	6	
I feel that I am/would be supported in managing stress associated with my role	5	2	
I feel that I can express my opinions and am listened to at work	4	2	1
I feel that preschool leadership consider workload and wellbeing when making strategic decisions	3	4	
Leadership at the setting is clear and focused	6	1	
I understand the values and vision for the setting and the school	6	1	
Children are generally respectful and well behaved	6	1	
Staff treat children with respect and in line with HP values and guidance	6	1	
Children in the setting want to learn	5	2	
Support for children with learning difficulties is good in our setting	7		
I feel supported in providing effective provision for children with learning difficulties	6	1	
Support for children with pupil premium is good in the setting	5	2	
Professional development is well managed and focussed	6	1	
Feedback around my performance is clear and constructive	5	2	
Staff have the highest expectations of pupil achievement	5	2	
The curriculum that I deliver is progressive, well planned, and aspirational	4	3	
The safeguarding culture in our setting ensures that all pupils are kept safe from harm	7		
I believe that the HP curriculum prepares our children well for transition to WPS	7		
I would be in support of the setting trialing a 'wellbeing scheme'	7		

Overall this I feel is extremely positive especially regarding support for children with SEN as well as safeguarding and preparation for transitions into school. Most importantly staff enjoy their work! Numbers continue to be strong going forward with a robust waiting list.

The new two year old funding starts after Easter and this has reduced the number of parents that are now paying which is good and will be increasing two year old fees from September 2024 to match the funding rate of £8.

Currently:

12 two year olds in the setting and 10 of those are now funded.

We have decided to continue with the Superstar sports sessions which we have every third week into the next academic year. The children have really enjoyed these and making great progress both with ball skills and listening to instructions whilst improving confidence.

Signed

Christopher Shaw

Date

22 May 2024

NELI

This is a scheme used in school to support children with speech and language.

They are starting a trial of a preschool version which we have been accepted onto, which is extremely exciting.

This will be from September 2024 and we will either be part of an intervention group or a controlled group, this will be decided after screening has taken place, we are very much hoping to be part of the intervention group.

Staff will receive training and guidance throughout the process and this will help support the children with all language and communication. It is based around a story and uses puppets and a range of other resources during focused groups to retell that story or focus on specific words depending on the level of need.

DRAFT

Signed

Christopher Shaw

Date

22 May 2024