



Willingham County Primary School

Meeting of the Full Governing Body on
Thursday 20th March 2025 at 7pm (WPS)



MINUTES

Present: Chris Shaw (CS) (Chair), Mona Paalanen (MP) (Headteacher), Angela Walker (AW) (Deputy Head), Jo Aldhouse (JA), Cherie Davies (CD), Lara Feather (LF), Louise Johnston (LS), Helen McCarthy (HM), and Annabel Targett (AT)

Also attending: Charlene Monk (CM), CamClerk.

| | Minutes | Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. | <p>Welcome from the Chair</p> <p>The Chair (CS) welcomed all to the meeting.</p> <p>Apologies</p> <p>Apologies were received and accepted from Matt Unwin-Riches, (MUR) (Vice Chair), Yvona Duncan (YD), Ann-Marie Garrett (A-MG), Emily Lloyd (EL), Sarah Morgan (SM) and Katy Stevenson (KS).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | <p>Declarations of Interest. *</p> <p>There were no declarations of interest concerning items on the agenda.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | <p>Minutes*</p> <p>i. The minutes of the FGB meeting, held on 16th January 2025, were submitted, and 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>No</th> <th>Action</th> <th>Owner</th> <th>Deadline</th> </tr> </thead> <tbody> <tr> <td colspan="4">Actions from the meeting of 27 September 2024:</td> </tr> <tr> <td>08</td> <td>All Governors to look at the Spring overview list by week commencing, with focus areas, planning link visits – Speak to Staff member and MP in advance of Governor visits. Ongoing</td> <td>ALL</td> <td>asap</td> </tr> <tr> <td>09</td> <td>The committee terms of reference and a scheme of delegation must be approved by the FGB – this will be addressed at the next FGB. Action – CS (Chair) to upload the Committee ToR 2024-2025 onto GovHub - Action - closed</td> <td>CS (Chair)</td> <td>Next FGB</td> </tr> <tr> <td>012</td> <td>It was noted during the meeting that the front door would pose a risk if a child wished to abscond. Facilities to look at improving the front door security. Action – ongoing – Contacted Local authority, process ongoing - Action - closed</td> <td>School Office/JA</td> <td>Asap</td> </tr> <tr> <td colspan="4">Actions from today's meeting of 16 January 2025:</td> </tr> <tr> <td>01</td> <td>Chair (CS) to send paperwork to new Governors - Action - closed</td> <td>CS (Chair)</td> <td>Asap</td> </tr> <tr> <td>02</td> <td>Deputy Headteacher to investigate providing KUDOS to staff for appreciation and look into the functionality for</td> <td>Deputy HT</td> <td>Asap</td> </tr> </tbody> </table> | No | Action | Owner | Deadline | Actions from the meeting of 27 September 2024: | | | | 08 | All Governors to look at the Spring overview list by week commencing, with focus areas, planning link visits – Speak to Staff member and MP in advance of Governor visits. Ongoing | ALL | asap | 09 | The committee terms of reference and a scheme of delegation must be approved by the FGB – this will be addressed at the next FGB. Action – CS (Chair) to upload the Committee ToR 2024-2025 onto GovHub - Action - closed | CS (Chair) | Next FGB | 012 | It was noted during the meeting that the front door would pose a risk if a child wished to abscond. Facilities to look at improving the front door security. Action – ongoing – Contacted Local authority, process ongoing - Action - closed | School Office/JA | Asap | Actions from today's meeting of 16 January 2025: | | | | 01 | Chair (CS) to send paperwork to new Governors - Action - closed | CS (Chair) | Asap | 02 | Deputy Headteacher to investigate providing KUDOS to staff for appreciation and look into the functionality for | Deputy HT | Asap | |
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| 02 | Deputy Headteacher to investigate providing KUDOS to staff for appreciation and look into the functionality for | Deputy HT | Asap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>awarding “shout outs” in Steplab to staff members. Action – closed.</p> <p>The DHT informed all that staff appreciation in the form of STEPLAB shout outs or emails had been implemented for four weeks reminding and valuing individuals from other staff members.</p> | | | |
| <p>4.</p> | <p>Head Teacher’s report *</p> <p>The Headteacher report was circulated ahead of the meeting.</p> <p>The Headteacher, MP, provided a summary of the report during the meeting noting the following:</p> <ul style="list-style-type: none"> • Attendance is on track and monitoring ongoing. • A noticeable peak in Myconcern logs during the month of January, not unusual and mainly linked to attendance. • One suspension (today 20th March 2025.) with no suspensions previously since 17th January 2025 <p><u>Staffing</u></p> <ul style="list-style-type: none"> • Agreed two staff flexible working requests. • A Teaching assistant (TA) has started Level 3 apprenticeship with a Special Educational Needs and Disabilities (SEND) focus for twelve (12) months. • One resignation of pre-school assistant from HoneyPot, the advertisement closes tomorrow, 21st March 2025 • The Mid-day lead resigned, from this post but remains as a Teaching assistant, and following an internal recruitment, another teaching assistant has taken on this role from 10th March 2025 • Staff survey results, 35 responses <ul style="list-style-type: none"> ○ Strengths in the school: Safeguarding culture is strong, staff enjoy working at the school, school has a strong focus on teaching and learning, behaviour management, values, and vision. ○ Development areas for all: provision for SEND. ○ Development area for teacher: work life balance ○ Development area for support staff: Professional development and feedback ○ A follow-on staff survey will be conducted to ask what support is needed. <p><u>Class Structure 2025/26</u></p> | | | |

Signed **Christopher Shaw**

Date **09 May 2025**

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| | <ul style="list-style-type: none">• The proposed Class structure 2025/2026 table was shared in the headteacher’s written report.• Early Years Foundation Stage (EYFS)/reception intake for 2025/2026 is a large cohort of 57 pupils and could rise.• Other local primary schools are full/oversubscribed for their EYFS/reception intake for 2025/2026.• For the 2025/2026 class structure Year 1 and Year 2 will have mixed afternoon sessions,.• The Year 6 cohort 2025/2026 will be 57 pupils, with a lower intake predicted for the following year (September 2026/2027) based on Honey-pot numbers. <p><u>Special Educational Needs (SEN) and disadvantages pupils</u></p> <ul style="list-style-type: none">• The significant increase of paediatric referrals and further SEND support is a nationwide concern as the referral system is overwhelmed and fragmented.• One Educational Healthcare Plan (EHCP) has been agreed for a Y6 pupil.• The school is currently waiting for assessments for six (6) pupils (waiting for assessment to be agreed) including two (2) pre-school pupils in Honey-pot. The LA continues to run late on these.• The Inclusion coordinator (INCo) is working on three (3) other EHCPs. <p>Action01: Headteacher to work with SENCo on capturing key points, issues, frustrations, and challenges, to include in a letter to the Local Authority regarding EHCP assessment wait times for the Chair of Governors (CS) to sign on behalf of the Governing body.</p> <p><u>Teaching and Learning, Curriculum</u></p> <ul style="list-style-type: none">• The School Improvement Adviser (SIA) visit highlighted strengths in teacher subject knowledge and pupil behaviour with the next steps focusing on high expectations in books and consistency with handwriting. <p><u>Premises and Health and Safety</u></p> <ul style="list-style-type: none">• The new internet broadband provider was on site on 20th March 2025 to survey for installation ready for 1st April 2025.• All teaching and office staff undertook the Department of Education (DfE) Cybersecurity training. <p><u>S106</u></p> | <p>CS (Chair)</p> |
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Signed Christopher Shaw

Date 09 May 2025

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| | <ul style="list-style-type: none">• S106 planning consultation has closed 12th March 2025, now waiting for next steps to be confirmed, and communicated. <p><u>SUDs</u></p> <ul style="list-style-type: none">• SUDs work to start on the two areas of the school during the last week of Spring term (week commencing 31st March 2025) and continue over Easter break.• The third area on hold due to S106. <p><u>Finance</u></p> <ul style="list-style-type: none">• Predicting a carry-forward of approximately £120,000 (used around £25,000 of carry forward this financial year, budgeted to use £65,000)• Budget building in process with staffing adjustments <p>Challenge: Governors asked that with the staff survey results around work life balance what has been recent/new staff's observations? Recent/new staff to the school have feedback that they feel fortunate, noting that workload is manageable compared to other schools.</p> <p>Challenge: Governors asked if any staff had mentioned work life balance to the Senior Leadership team (SLT)? The Headteacher confirmed that the managing of SEND pupils has been communicated to SLT from staff as affecting to their workload.</p> <p>Challenge: Governors asked if any trends had been noted for those staff who are more successful with balancing and maintaining a work life balance? The elements/trends seem to be due to personal choice. The school will continue to review and listen to staff.</p> <p>Challenge: Governors asked that with less classes in the lower years for 2025/26, KS2 will this require teachers and year group classroom adjustments? The classrooms will ideally be located next to each other. Envisage a few staff members moving around, but manageable. More information to be confirmed after the Easter break.</p> <p>Challenge: Governors asked, if there is consistency of teaching?</p> | |
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Signed **Christopher Shaw**

Date **09 May 2025**

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| | <p>Yes, however responsive teaching needs to be revisited. This is noted as the next Steplab action. From observations, staff interactions with pupils are not always consistent.</p> <p>Challenge: Governors asked if the school could share resources with cluster schools for EHCP referrals, processes, applications, and support?</p> <p>The school is in a good position managing pupil needs in school and providing support. However, the delay in EHCP applications is detrimental to the wider school, and a very frustrating, time-consuming process.</p> <p>As pupils are no longer observed by specialists/professionals, until the EHCP process, the pupil is possibly not receiving the best provision, with teachers initiating specialist/professional decisions when not experts in SEND.</p> <p>Challenge: Governors asked if there were any trends from the reported incidents?</p> <p>No underlying trends or concerns from the reported incidents.</p> <p>Challenge: Governors asked what is the financial impact of cross charging honeypot?</p> <p>The school charges honeypot a percentage (%) of pupil count, based on pupil numbers.</p> <p>Governors' questions, challenges, and support, in advance of the meeting with answers, is covered under Appendix to FGB Minutes 20th March 2025: HT Report Questions from Governors</p> | |
| <p>5.</p> | <p>Honeypots Report</p> <p>The Honeypots Manager did not provide a written report in advance of the meeting however the Headteacher provided a verbal update as part of the headteacher report that was circulated in advance of the meeting and covered under agenda item 4. Headteacher report.</p> <p>The headteacher has a meeting scheduled with the Honeypot Manager (KVD) and SENDCo in the next few weeks.</p> <p>The results of the Honeypot staff survey indicated staff felt happy and incredibly positive.</p> <p>The headteacher informed the governing body that the Honeypot Admission Policy, that was uploaded to Governor hub in advance of the meeting is required to be ratified by the FGB.</p> | |

Signed **Christopher Shaw**

Date **09 May 2025**

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| <p>10.</p> | <p>Governor Business</p> <p>iv. Policy Review</p> <p>All policies were uploaded to Governor hub in advance of the meeting.</p> <p>b. Honeypot Admissions Policy</p> <p>Challenge: Governors asked if there is a model Local Authority (LA) Admissions Policy?</p> <p>The headteacher confirmed that there is not a model LA Admissions Policy. However, the criteria for admissions within the honeypot Admissions policy is the same as the LA admissions criteria.</p> <p>The latest addition to the policy is around attendance and attendance monitoring for pre-school ages, reflecting schools' attendance monitoring procedures.</p> <p>Challenge: Governors asked if there is an understanding of those pre-school pupils who do not take their allocated slots/sessions?</p> <p>Not at the moment however there will be an increased expectation from September 2025 to monitor pre-school age pupils' attendance.</p> <p>Challenge: Governors asked if preschool tracks late attendance?</p> <p>Yes, preschool tracks late attendance by taking a register at each pre-school session.</p> <p>Challenge: Governors asked what the expectation will be for parents if their child is unable to attend their preschool session from September 2025?</p> <p>The expectation will be that parents call/inform honeypot that their child will be unable to attend their preschool session.</p> <p>All Governors to review and confirm acceptance of the Honeypot Admissions Policy - approved.</p> <p>c. Acceptance use and e-safeguarding policies.</p> <p>The headteacher confirmed that the new updated version requires approval. There were no questions or comments from governors.</p> <p>All Governors to review and confirm acceptance of the Acceptance use and e-safeguarding policies - approved.</p> | |
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Signed Christopher Shaw

Date 09 May 2025

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| | <p style="text-align: center;">a. ICT Acceptance Use Policy – this will now include AI.</p> <p>This was a duplicate agenda item, same as agenda item c. Acceptance use and e-safeguarding policies.</p> | |
| 6. | <p>Finance Budget Update</p> <ul style="list-style-type: none"> • As covered as part of the headteacher report agenda item 4, the school is predicting a carry-forward of approximately £120,000 (used around £25,000 of carry forward this financial year, budgeted to use £65,000) • The Schools Financial Value Standard (SFVS) is complete and reflects budget updates. <p>Action02: CS to sign off SFVS for submission 31st March 2025.</p> <ul style="list-style-type: none"> • National Insurance (NI) announced today (20th March 2025) allocations of contributions, £2,500 less than budgeted. • The Chair of Finance & Premises (LJ) informed all that the school’s financial position is generally better than other schools. • School reserved funding of 3% for pay awards but current DfE recommendation is 2.8%. • The School Finance Manager (JA), mentioned that the schools building insurance premium has increased from £14 per pupil to £24 per pupil, as the cap has now ended with the LA. <p>Challenge: Governors asked if the school receives voluntary parental contributions, for school trip for example?</p> <p>There was a poor/low uptake when the school last requested a nominal voluntary contribution for a school trip/activity.</p> | CS (Chair) |
| 7. | <p>Planning</p> <p>Covered under agenda item 6, Headteacher Report.</p> | |
| 8. | <p>Safeguarding Update*</p> <p>Covered under agenda item 6, Headteacher Report.</p> | |
| 9. | <p>Committee Updates *</p> <p><u>Personnel</u></p> <ul style="list-style-type: none"> • Chair of Personnel, (HM), summarised key points from the meeting that took place 10th March 2025. • Long discussion regarding the results of the staff wellbeing survey <ul style="list-style-type: none"> ○ Strengths in the school: Safeguarding culture is strong, effective behaviour policy, pupils learn, and parents are supportive. | |

Signed **Christopher Shaw**

Date **09 May 2025**

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| | <ul style="list-style-type: none">○ Challenges in school: teachers work life balance, provision for SEND.● Wellbeing working party providing more regularly events, well received by staff.● A free breakfast with be provided for teachers during Year 6 Standard Assessment Tests (SATs) week (12th – 15th May 2025)● Creation of a staff birthday calendar● Agreed two flexible working requests and extended one.● Class structure for 2025/26● Resignation of pre-school assistant from Honeypot● Teaching assistant (TA) has started Level 3 apprenticeship with a SEND focus (12 months)● Mid-day lead position filled.● Reviewed a Staff absence requests <p>Challenge: Governors asked if the school could sustain more apprenticeships?</p> <p>Yes the school could sustain more apprenticeships as a grant covers the course, releasing the staff member to study is the only cost to the school. An apprenticeship offers the sharing of best practices, knowledge and has a positive impact on the wider staff team.</p> <p><u>Curriculum</u></p> <ul style="list-style-type: none">● Curriculum Committee member (AT) summarised key points from the meeting that took place 13th March 2025.● Presentation from EYFS and Key stage 1 Phase Lead highlighting:<ul style="list-style-type: none">○ improvements since Ofsted○ Reception to Year 1 transitions○ Data (improvement in maths, literacy, Communication, and language)○ Sounds Write curriculum – impacted by children with no/little English, stuck too closely to the script, adaption is required.● Ratified policies● Safeguarding and behaviour report indicating the number of pupils/staff involved not number of incidents. Governors will now receive this report regularly. This was recommended on the last safeguarding review. | |
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Signed **Christopher Shaw**

Date **09 May 2025**

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| | <ul style="list-style-type: none"> • Local Authority safeguarding – due to capacity the LA can not conduct a safeguarding review this academic year. The latest safeguarding review from 2023 has actions to review. An action plan has been created from this. <p>Challenge: Governors asked if the data was expected?</p> <p>Not all the data has been collated yet as tests/assessments are currently ongoing due to pupil sickness absence.</p> <p>Challenge: Governors asked if the Year 6 secondary school transition dates have been confirmed?</p> <p>Yes, the Year 6 secondary school transitions dates have been confirmed, and Northstowe Secondary School are offering transition days this year for 2025/26 intake.</p> <p>The headteacher will be visiting and meeting with the headteacher at Northstowe Secondary school next term.</p> <p><u>Finance & Premises</u></p> <ul style="list-style-type: none"> • The Chair of Finance & Premises Committee, (LJ), summarised key points from the meeting that took place on 13th March 2025. • Premises updates covered under agenda item 6 Headteacher Report. • Approved new maintenance and grounds contract | |
| <p>10.</p> | <p>Governor Business*</p> <p>i. Governor Training and Board Development*</p> <p>New Governor (CD) will be attending the NGA New Governors Training course.</p> <p>ii. School Visits – key dates and planning Spring Term 2025</p> <p>Link Governor (EL) undertook a Governor Link Role Honeypt, EYFS and KS1 Phase lead visit on 16th January 2025. The written report has been uploaded to Governor hub.</p> <p>Link Governor (LF) undertook a Governor Link Role visit provided a verbal summary as follows: -</p> <ul style="list-style-type: none"> • Discussed policy changes and consistencies in the Behaviour policy. • Noted that the behaviour policy offers a warm but firm approach for pupils on the school premises and trips. • The policy states rewarding positive behaviours daily buy issuing house points, golden awards etc to pupils. | |

Signed **Christopher Shaw**

Date **09 May 2025**

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| | <ul style="list-style-type: none"> • The policy states for challenging behaviour, reminders are given, based on various levels of severity and reflective of age. • Teachers feel well empowered and Teaching assistants (TAs) re fresh policies. • New lunchtime club offers interventions. • Positive pupil survey feedback received based on the behaviour policy. • The written report will be uploaded to Governor hub. <p>Challenge: Governors asked at what point would a parent be notified of their child’s behaviour?</p> <p>For serious incidents only or specific boundaries parents would be informed. For smaller low-level reoccurring challenging behaviour, a parent would be notified.</p> <p>Action03: Headteacher to speak to School Council staff member to request a pupil voice feedback survey to be conducted.</p> <p>Link Governor (HM) undertook a Wellbeing monitoring phone call with Office manager, who chairs the Wellbeing group.</p> <p>Link Governor (LJ) will be attending the Local Authority (LA) finance meeting.</p> <p>iii. Recruitment needs.</p> <p>The Chair of Governors, (CS) informed the board of two upcoming leavers, ending 31 August 2025, both Co-opted Governors (SM & KS).</p> | Headteacher |
| 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 1st May 2025 at 7pm. (including budget)</p> <p>Personnel – Monday 28th April 2025</p> <p>Curriculum – 30th April 2025</p> <p>F&P – 22nd April 2025</p> | |
| 13. | <p>Review the Impact of this Meeting*</p> <p>The Chair reflected that the meeting provided good positive discussions around a variety of topics.</p> | |

There being no further business, the meeting closed at 8.41pm.

Signed **Christopher Shaw**

Date **09 May 2025**

Table of Outstanding Actions

| No | Action | Owner | Deadline |
|---|---|---------------------------|----------|
| Actions from the meeting of 27 September 2024: | | | |
| 08 | All Governors to look at the Spring overview list by week commencing, with focus areas, planning link visits – Speak to Staff member and MP in advance of Governor visits. Ongoing | ALL | asap |
| Actions from this meeting 20 March 2025: | | | |
| 01 | Headteacher to work with SENCo on capturing key points, issues, and challenges, to include in a letter to the Local Authority regarding EHCP assessment wait time for Chair of Governors to sign on behalf of the Governing body. | Head, SENCo CS (Chair) | Spring 2 |
| 02 | CS(Chair) to sign off SFVS for submission 31 st March 2025. | CS (Chair) | 31.03.25 |
| 03 | Headteacher to speak to School Council staff member to request a pupil voice feedback survey to be conducted. | Head | Spring 2 |

FGB Future agenda items

10th July 2025 – Annual Governance Planner

Signed **Christopher Shaw**

Date **09 May 2025**



Appendix to FGB Minutes 20th March 2025:

HT Report Questions from Governors

Governor questions

Class Structure

- Please can you talk us through the proposal and impact this will have on teaching, and what solutions we will put in place to address the need to focus on Phonics, Reading and Maths for Yr1?

With the suggested structure of teaching in two Y1 and two Y2 classes from 9-12.00, we have the opportunity to cover the core subjects (phonics, maths and writing) before mixing the year groups. This way, the children will be taught year group content in smaller groups.

- Given the potential changes in Financing given the loss of a small cohort and EYFS being larger - is there sufficient funds to consider 14 classes or not?

Due the current reception cohort being so small (41) with hardly any increase across the year, we would be using all of our carry forward and could even struggle to balance the budget for more than one year, if we were to explore 14-class structure. This is something we will have to plan for 2026-2027 academic year, as it is not advisable to mix Y2-Y3 as it crosses over a key stage. The academic upside for the 14 classes this year does not outweigh the financial burden it puts on our budget.

School Improvement / Teaching and Curriculum

- What SMT observations have taken place around the four Step Lab objectives that have been covered, and what observations have been made? Are we seeing greater consistency in teaching in these areas?

By Easter, all full-time teachers have had 4 observations, one for each step. The observations have focused on the specific step and there's been enough evidence in all occasions to say that the teacher has met that target. Part-time staff would have had 1-2 observations depending on their working hours. The coaches have definitely noticed consistency and a commented that there's been a clear focus for all staff.

- Linked to the LA Improvement visit feedback - can we align future Step Lab focus areas and objectives to the feedback and improvement areas that have been noted?

That has already been planned and the next Steplab whole-school step is "Give individual feedback" which will be introduced at the same time as teachers are reminded about the What To Do guidance linked to Responsive teaching.

- When do we expect the DofE interim report? Do we anticipate any major changes that will impact our curriculum planning, teaching or approach, i.e. knowledge rich focus?

The DfE Interim report was published yesterday (18.3.2025). The link is here:

https://assets.publishing.service.gov.uk/media/67d9617b594182179fe08778/Curriculum_and

Signed **Christopher Shaw**

Date **09 May 2025**

[Assessment Review interim report.pdf](https://schoolsweek.co.uk/curriculum-review-signals-primary-content-cut-and-fewer-gcse-exams/) Helpful summary is here:
<https://schoolsweek.co.uk/curriculum-review-signals-primary-content-cut-and-fewer-gcse-exams/>

It mentions knowledge-curriculum as a strength and highlights the issues around SEND and vulnerable children.

H&S

- The four incidents is a significant increase on previous terms - is there a root cause that needs to be addressed?

I don't believe there is. These incidents were all accidents and there was no common thread. The LA have asked me to provide more information for 2 of them, but have not come back with any further actions.

HP Admission Policy

- Does our priority list align with DoFE guidance?

Yes, the Admissions policy is in line with the Local Authority admissions.

RAP and 100 day plan

- How are we tracking against the deliverables set to achieve the school objectives, in particular those in red - are they going to be addressed before the end of the current period in May?

The bigger RAP review will happen before the end of the current period, during which next targets will also be set. Some of the actions marked red have become irrelevant due to changes we have made, and hence it won't be necessary to review.

SEND

- SEND Kit visit- feedback and actions taken since the visit? (Apologies, I forgot to include this in the original report)
- We have a SEND visit from the Local authority on 22.1.2025
- The key strengths of the school were identified as:
- Consistency across classrooms with low demand environments to reduce cognitive load.
- Manipulatives were visible in classrooms and modelled by both class teacher and TA to support learning
- The school has a well-resourced sensory room and emotional support space which is utilised to support pupils with a range of needs. An emotional support assistant is based in this space and is able to offer support throughout the day.
- Adaptations happen in the classroom and were observed during the visit. This included flexible grouping, scaffolding and modelling.
- Work is differentiated and then adapted in 'real time' according to how the pupil is performing.
- In most instances pupils with SEND cover the same work as their peers but this may be adapted to meet need.

Next steps:

Signed **Christopher Shaw**

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- Consider noting in books where support is offered to pupils either via adults in the room, by resource, grouping or outcome.
- Audit of the SEND Register and Monitoring Register might be helpful to look at numbers, type of need, strategic planning for the year ahead and any training that would be useful.
- The school marking and feedback policy has been updated to reflect the action above.

Signed [Christopher Shaw](#)

Date