Willingham County Primary School

Meeting of the Full Governing Body on

Thursday 9th July 2026 at 7pm (WPS)

MINUTES

Present: Mona Paalanen (MP) (Headteacher), Chris Shaw (CS) (Chair), Angela Walker (AW) (Deputy Head), Jo Aldhouse (JA), Matt Unwin-Riches (MUR) (Vice Chair), Cherie Davies (CD), Lara Feather (LF), Louise Johnston (LS), Lucy Poskitt (LP) Annabel Targett (AT) Emily Lloyd (EL), Helen McCarthy (HM), and Yvona Duncan (YD) joined remotely

Also attending: Charlene Monk (CM), CamClerk, Naomi Mckie, (Head of KS2) left at 7.30pm

Guest: Elysia Allen- Potential New Governor

The minutes are recorded in the order in which items were discussed during the meeting, which may differ from the published agenda.

	Minutes	Actions
1.	**Apologies** Apologies were received and accepted from Sophie Cunningham (SC), Sean McCann (SM) was not in attendance. **Appointment of Co-opted Governor** The Chair introduced Elysia Allen as a candidate for the vacant Co-opted Governor position. Governors noted her relevant skills, experience and educational background, which would strengthen the Governing Body. It was also noted that she is a parent of a child at the school. The Headteacher raised concerns regarding the current balance of the Governing Body, noting the high proportion of parent governors and the need to maintain sufficient impartiality, particularly for panels, HR matters and committees. Governors discussed the challenges of governor recruitment and acknowledged that vacancies had remained unfilled despite ongoing recruitment efforts within the community. The Chair also noted that one Co-opted Governor and one Parent Governor were due to leave at the end of the academic year. Following discussion, the Chair proposed, the appointment of Elysia Allen as a Co-opted Governor. The Governing Body unanimously **approved** the appointment with immediate effect. The Chair confirmed that, following this appointment, two Co-opted Governor vacancies remain, with a further Parent Governor and Co-opted Governor vacancy anticipated at the end of the academic year**.** Action01: Clerk to undertake paperwork for New Co-opted Governor Action02: Chair to write to new parents in September to promote current Governing Body vacancies.	**Clerk** **Chair**
2.	**Declarations of Interest. ***	

	None	
3.	**Minutes*** i. The minutes of the FGB meeting, including confidential minutes, held on 14th May 2026, were submitted, and signed by the Chair as a true record of the meeting. ii. Actions outstanding and Matters arising (not included elsewhere on the agenda)	

No	Action	Owner	Deadline
Actions from meeting held on 6 November 2025:			
06	Chair to invite KS2 Phase Lead to FGB05/6 meeting. **Action - closed**	Chair	FGB06
Actions from meeting held on 19 March 2026:			
01	Headteacher to provide an update (FGB06) on the behaviour trial, including impact, adaptations to learning, and staff feedback once the model is more embedded. **Action - closed**	Head	FGB06

4. KS2 Phase Lead

The Chair (CS) welcomed the guest speaker Naomi Mckie, (NM) Head of KS2 to provide an update on progress since her initial presentation to governors 18 months ago.

Head of KS2 (NM) reported:-

- The KS2 leadership structure is now well established
- Key improvement initiatives are embedded across the phase and closely aligned with KS1.
- Significant developments include:-
    - The implementation of a revised English curriculum
    - Strengthened approaches to reading, writing and retrieval practice
    - Improved moderation processes
    - Greater consistency in teaching and learning.
- Writing outcomes and pupil confidence have improved, particularly through a greater focus on explicitly teaching writing skills.
- Progress in mathematics continues, although oracy remains an area requiring further development and embedding.
- Governors noted the positive impact of weekly phase meetings, ongoing professional development, coaching through StepLab, and increased collaboration between phase leaders.
- Improvements in behaviour monitoring and support for pupils with additional needs were also highlighted, with the use of MyConcern enabling effective oversight and targeted intervention.

Challenge: Governors asked why did the oracy trial not have the intended impact, and was feedback sought from staff and pupils?

Feedback was gathered from staff, particularly Teaching Assistants (TAs). While there were some positive outcomes, implementation varied between classes and

	the approach did not achieve the level of consistency intended. Lessons learned will inform the next phase of development. **Challenge:** Governors asked has the revised Teaching Assistant deployment improved pupil progress? Yes. TAs are now assigned to specific cohorts rather than moving between classes and phases. This has increased consistency, strengthened relationships with pupils and teachers, and contributed to improved pupil progress. **Challenge:** Governors asked does this differ from previous arrangements? Previously, TAs often worked in different classes across the day. The revised model enables teachers to plan more effectively with a dedicated TA, maximising support and intervention opportunities. **Challenge:** Governors asked do TAs feel more involved in school improvement and classroom practice? Yes. TAs have reported feeling more valued and integrated within year-group teams, resulting in a positive shift in ownership, engagement and accountability. The DHT noted a clear shift in mindset, with TAs feeling more empowered and confident in their role and increasingly viewing themselves as an integral part of the year-group team. This has strengthened their contribution to both classroom practice and wider school improvement initiatives. **Challenge:** Governors asked how is consistency monitored across subjects and classes? Monitoring takes place regularly through lesson observations, StepLab coaching and half-termly reviews. Strong consistency has been observed in mathematics, writing has improved significantly, and monitoring has identified oracy as an area requiring further development. **Challenge:** Governors asked the KS2 Lead, what have been the main successes and what are the future priorities? Key successes include improvements in writing, increased pupil confidence, effective use of TAs, stronger curriculum delivery and improved mathematics outcomes. Future priorities include further embedding oracy and continuing to strengthen mathematics provision. **Challenge:** Governors asked how is individual pupil progress monitored? Progress is reviewed through termly assessments, standardised tests, moderation activities and regular pupil progress discussions. Additional review opportunities have been built into teachers' directed time to ensure pupils remain on track.	

	Challenge: Governors asked how are pupils who are working above age-related expectations challenged? Teachers are expected to adapt lessons and provide appropriate challenge within classroom learning to meet the needs of higher-attaining pupils, as they do for children needing additional support. **Challenge:** Governors asked if additional challenge is provided through homework? No. The primary focus is on providing challenge through high-quality classroom teaching and adaptive practice. **Challenge:** Governors asked if staff training focused on supporting higher-attaining pupils? This is addressed most explicitly in mathematics training. More broadly, professional development focuses on improving classroom practice and ensuring teaching meets the needs of all learners.	
5.	**Head Teacher's report *** The written Headteacher's report had been circulated prior to the meeting and covered: executive summary, current context, successes and challenges, attendance, safeguarding and child protection, staffing, standards and achievement, parental engagement, school improvement, curriculum, teaching and learning, SEND and disadvantaged pupils, premises, health and safety, finance, and the behaviour trial update. Governors had submitted questions in advance; responses are recorded in Appendix 1. The Headteacher highlighted the following key points during the meeting: <u>Successes</u> • Improvements were evident across key performance measures. • The recent LA writing moderation was a positive experience, following curriculum developments to strengthen writing outcomes. • Phonics screening results improved significantly to 79%, representing a 10% increase on the previous year and narrowly below the school's 80% target. • KS2 outcomes were positive, with results at 89%. • Year 6 SATs data was not yet available due to delays in publication. • The school had been identified by the LA as one of the top 20 primary schools eligible for additional interim EHCP funding through the proxy indicator formula. **Challenge:** Governors asked how will the additional EHCP funding be used? Funding will support the recruitment of a Teaching Assistant and contribute towards the appointment of an Intervention Teacher.	

Staffing

The DHT had resigned, and the first recruitment round had been unsuccessful. The Chair reported that although there had been a good level of interest and reasonable number of applicants, the interview process had not identified the right candidate, with the right skills and experience need to succeed in the role and support the school's long-term vision and inclusive ethos.
Governors supported the decision and thanked the Deputy Headteacher for their contribution to the school, support of the governing board and overall dedication to their role.

Challenge: Governors asked what are the next steps for DHT recruitment?
The post will remain advertised throughout the summer. A prospective candidate is due to visit the school, and interviews are planned for the third week of September. Alternative options are also being explored to ensure the right appointment is made. It was confirmed that the school would only appoint the right candidate for the role and school.

Behaviour Trial Update

The Headteacher reported that:

- 25 pupils had been identified through the new behaviour monitoring system:
    - 4 Intensive Support
    - 5 Targeted Plus
    - 16 Targeted Support
- Pupils requiring support were spread across all year groups, with the highest numbers in EYFS, Year 1 and Year 2.
- The system was providing useful information for leaders and improving staff awareness of behavioural needs.
- Cases were reviewed regularly by phase leaders and senior leaders.
- Dedicated weekly review time had been established for case owners.
- Changes in support levels required approval from two senior leaders.
- The behaviour policy would be updated to reflect the new system and pupil voice opportunities would be further developed.

Behaviour Governor Visit

Link Governor (LF) reported the following, on her recent Behaviour visit:-

- The system is robust and provided strong leadership oversight.
- Regular review processes ensured staff have the information and strategies required to support pupils effectively.
- While some pupils have made progress, none have yet moved out of the monitoring process.
- A learning walk had been undertaken to review consistency in the implementation of the school's revised behaviour approach.

- Positive use of praise and rewards was observed alongside increasing consistency between classes.
- The Headteacher added that there had been no staff resignations, which reflected positive staff morale and a supportive working environment.
- Since September, line management responsibilities for Teaching Assistants had moved closer to class teachers, enabling staff who know pupils best to direct support effectively.

Challenge: Governors asked have pupil or parent views been gathered?
Parents have been informed through the school newsletter. Pupil voice is captured throughout the process and has been formally recorded. Further work will take place in September.

Challenge: Governors asked are pupils talking more openly about behavioural issues?
Pupils are aware of the support available. Most concerns relate to younger pupils during unstructured times such as lunchtime.

Challenge: Governors asked what triggers are being identified and are parents aware?
Teachers are encouraged to reflect on triggers and adapt planning and support accordingly. The focus is on strengthening classroom-level responses before escalating concerns.

Challenge: Governors asked are learning approaches being adapted sufficiently to support success?
Teachers are expected to plan appropriate scaffolding and utilise Teaching Assistant support where needed.

Challenge: Governors asked has increased teacher responsibility improved consistency and ownership?
Early evidence suggests the approach is working, supported by pupil outcome data.

Challenge: Governors asked how are staff finding the changes and how is feedback gathered?
Feedback is shared through team meetings and ongoing professional dialogue. Staff report that pupils are engaged and responding positively.

Challenge: Governors asked how is accountability managed within the behaviour system?
A: Behaviour concerns are tracked through MyConcern and reviewed by teachers and leaders. The process is supportive rather than punitive, with staff wellbeing remaining a priority.

	Challenge: Governors asked are Teaching Assistants coping with these changes? Feedback has been positive, with examples of effective collaboration between teachers and Teaching Assistants. Action03: At FGB02 Headteacher to provide feedback on staff responses to increased classroom ownership and accountability, including the impact on teaching standards. **Challenge:** Governors asked are there behavioural trends within younger year groups? Most concerns relate to pupils with higher levels of need, including those requiring EHCP support. Three new EHCP applications have been submitted in EYFS. The mixed Year 1/2 structure had proved challenging for some pupils and will not continue next academic year. **Challenge:** Governors asked are staff comfortable with next year's class structures? Yes. Teachers are using additional planning time to prepare for September and are engaged in constructive transition discussions. Governors noted that not all pupils progress from Honeypot into EYFS. **Challenge:** Governors asked how did discussions with Cottenham Village College (CVC) – notably the headteacher, English and Maths curriculum leads progress? Headteacher reported that discussions were positive, open and constructive, with a shared commitment to strengthening the relationship. Opportunities are being explored for curriculum links, Year 7 transition work, Sports Premium activities and wider cluster collaboration. The Chair welcomed the positive relationship-building with CVC and noted the importance of maintaining strong links with the school's catchment secondary school, particularly around transition and safeguarding. The HT confirmed that CVC was the LA feeder school and would remain the main secondary school in the area where relationships were built but that WP was open to work with all schools that pupils might attend.	**Headteacher**
6.	**Brief Finance Budget Update** The School Business Manager (JA) provided a brief budget update. It was noted that:- • The budget remains in the early stages of the financial year. • Current factors affecting the budget include staffing savings arising from the Deputy Headteacher vacancy during the autumn term, additional SEND funding and a reduction in Sports Premium funding, which is now partially funded at approximately £8,000.	

	• Governors were reminded of the requirement to receive and review the PE and Sports Premium Impact Report for 2025–26 and to ensure it is published on the school website by 31 July 2026. • The School Business Manager also advised that changes to Free School Meals eligibility from September may increase the number of eligible families. • Increased eligibility could lead to additional Pupil Premium funding, with households earning below the qualifying threshold able to apply. **Challenge:** Governors asked is there an obligation to communicate the changes to the FSM to families? The school will continue to encourage eligible families to apply. Funding allocations are linked to census data, and it is important that families entitled to support are identified. **Challenge:** Governors asked has the quality of school meals improved? The current catering contract is due to be retendered. The process is underway and will require sufficient notice to the existing provider. The intention is to begin the tender process in September, with implementation anticipated around February/Easter, subject to procurement and notice period requirements.	
7.	**Leadership and Management – Decision Required** The Headteacher advised governors that the school is currently 25 minutes below the DfE minimum requirement of a 32.5-hour school week. To ensure compliance, the Headteacher proposed extending the school day by 5 minutes, with the school day continuing to start at 8.45am. Governors **approved** the proposal to extend the school day by 5 minutes. Governors noted that the change would require five to seven Teaching Assistants to start work at 8.35am rather than 9.00am, resulting in an estimated additional staffing cost of £5,700 in the current year and £10,000 in a full year. **Challenge:** Governors asked will newly recruited Teaching Assistants also start work at 8.35am? Yes. All newly appointed Teaching Assistants will work the revised start time.	
8.	**Planning** i. Review of Academic Year – key learning / areas for improvement / priorities for next year. a. School Development Plan (SDP) – review of progress and priorities The School Development Plan had been shared with governors in advance via GovernorHub. The Headteacher explained that the current SDP focuses on embedding initiatives and evaluating the impact of previous objectives, rather than introducing continual change. Impact is monitored through governor visits and other evaluation activities.	

	Discussion relating to progress against the SDP had been covered within the Headteacher's Report (Agenda Item 5). **Challenge:** Governors asked could the impact and achievements arising from the SDP be highlighted more clearly and celebrated within reports? The Headteacher acknowledged that the previous reporting format had been useful and agreed to consider how achievements and completed objectives could be more clearly identified within future SDP updates and Headteacher reports. Action04: Headteacher to review the format of SDP reporting and consider how achievements and completed objectives can be clearly highlighted. The Chair noted that the Annual Governance Statement had been circulated via GovernorHub and asked governors to review the document and provide any comments or feedback.	**Headteacher**
9.	**Safeguarding Update*** i. Termly safeguarding report – receive and consider *Reminder - Annual LA Safeguarding Monitoring report for Governors 25/26 – ensure completion (submission Autum 1)* The Annual Local Authority Safeguarding Monitoring Report for Governors (2025/26) had been circulated in advance via GovernorHub. Governors noted that the report provided assurance that safeguarding procedures remain effective, with established systems, clear guidance and embedded working practices in place across the school. Governors were reminded of the requirement to complete and submit the Annual Local Authority Safeguarding Monitoring Report for Governors 2025/26 during the Autumn 1 term. ii. Cyber Security and Link Governor Allocation Deferred Safeguarding matters were also covered as part of the Headteacher's Report (Agenda Item 5).	
10.	**Committee Updates *** <u>I. Personnel</u> The Chair of the Personnel Committee summarised key points from the meeting held on 8 July 2026. • Staffing matters had largely been covered under the Headteacher's Report (Agenda Item 5). • Following the Deputy Headteacher's resignation, responsibility for Teaching Assistant line management will transfer to the Headteacher. • The committee agreed not to train an additional Designated Safeguarding Lead at this time, despite the Deputy Headteacher vacancy, as there remains sufficient safeguarding capacity within the leadership team.	

	• Two flexible working requests had been considered; one was approved and one remains under review. • Staff wellbeing was reported to be positive. • Twenty-two staff members attended a wellbeing event, and a staff Christmas function is being planned. • Updates were received regarding maternity leave arrangements, recruitment activity, and confirmation that the SENDCo and Deputy Designated Safeguarding Lead have completed relevant training. • A proposal was discussed to reintroduce lesson observations linked to the school's Principles of Instruction. <u>ii. Curriculum</u> The Co-Chair of the Curriculum Committee (AT) reported that the next Curriculum Committee meeting is scheduled to take place the following week. No further updates were provided. <u>iii. Finance & Premises</u> The Chair (LJ) of Finance & Premises summarised key points from the meeting held on 18th June 2026 – (also covered as part of agenda item 6 Financial Budget Update). Key areas discussed included: • Finance and new build project updates. • Planned summer maintenance and refurbishment work. • Inclusion grant funding and application opportunities. • Staff pay awards. • Progress with the catering contract tender process.	
11.	**Governor Business** i. Governor Training and Board Development* a. Termly Training record for the Governing Body to be submitted to the LA School Governance Team by Monday 13th July 2026 The Clerk confirmed that the termly training record had been uploaded to GovernorHub for submission to the Local Authority School Governance Team by 13 July 2026. b. Annual skills audit for the Governing Body to be submitted to the LA School Governance Team by Monday 13th July 2026 The annual Governing Body skills audit is being collated by the clerk and will be submitted to the Local Authority by the required deadline. ii. Governor Monitoring and School Visit a. Key dates and planning Key dates and visit planning were noted. b. Feedback from Governor monitoring visits • The Chair reminded governors of the importance of monitoring visits and timely feedback.	

	• Governor CD provided feedback from recent visits focused on writing, reading and phonics. • Governors were reminded to complete and upload all visit reports to GovernorHub. • The Chair thanked governors for their monitoring visits throughout the year, recognising their value in supporting school improvement. iii. Recruitment needs and Succession a. Governor vacancies and recruitment priorities b. Governors to note - LA Governor (CS) term of office ends October 2026 c. Governors to note - Election of Chair/Co-Chairs and Vice-Chair from September 2026 • Governor vacancies were reviewed. • Following the co-option of a new governor, two co-opted vacancies remain. • From September 2026 there will also be one parent governor vacancy and a further co-opted vacancy following the resignation of the Deputy Headteacher at the end of term. • The Chair formally thanked the DHT (AW) for seven years of dedicated service to both the school and Governing Body, recognising her significant contribution, expertise and support. • The Chair also formally thanked Governors MUR & HM and for their service, support, committee work and link governor responsibilities. • Governors discussed recruitment challenges and **agreed** to continue exploring new approaches to attract co-opted governors. • Governors noted that the Local Authority Governor's term of office ends in October 2026. • Governors noted that elections for Chair/Co-Chairs and Vice-Chair will take place from September 2026. • The Chair advised that, due to work and time commitments, he does not intend to continue as Chair beyond September 2026 but would be willing to serve as Vice-Chair. • Governors were asked to consider future leadership arrangements, including the option of co-chairs. The Chair offered to discuss the role with any interested governors. • Governors noted that a governing board may operate with co-chairs and that the appointment of a vice-chair alongside co-chairs is optional. Any future arrangements will be clearly reflected in governance documentation. • If the Governing Body decides to not to appoint a Vice-Chair, the rationale is to be recorded in the minutes, and all governance documents reflect must this. iv. Policy review-	

	a. Review and approve school policies in accordance with policy review cycle/schedule School Policy Tracker No policies were presented for review in accordance with the policy review schedule. v. Governance Effectiveness a. Annual Governance Impact Statement Governors noted the Annual Governance Impact Statement available on GovernorHub. b. Annual Governance Planner 2026/27 The Annual Governance Planner for 2026/27 was noted. vi. Pupil Premium Strategy Statement 2026-27 & Review 2025-26* *To note: the publication of the PE and Sport Premium Funding Report is subject to the opening of the DfE reporting process and may therefore be deferred until FGB01*	
12.	**Summary of Actions*** As per action log below	
13.	**Date of Next Meeting*** Governors considered and agreed the proposed Full Governing Body meeting dates for the 2026/27 academic year: • FGB01 24 September 2026 • FGB02 12 November 2026 • FGB03 28 January 2027 • FGB04 18 March 2027 • FGB05 13 May 2027 – Budget • FGB06 8 July 2027 Governors noted that the deadline for submission of the 2027–2030 three-year budget plan to the Local Authority is 21 May 2027. Committee Meetings 2026/27 Committee meeting dates will be agreed following confirmation of committee membership and approval of Terms of Reference at FGB01.	
14.	**Review the Impact of this Meeting*** The Chair (CS) reflected on a positive and successful year, recognising the Governing Body's contribution in supporting the school and its continued progress. Governors noted the positive outcomes achieved through strong leadership, effective processes and a shared commitment to school improvement. The Chair thanked governors for their time, commitment and support throughout the year. Appreciation was also extended to the Headteacher, leadership team and all staff for their dedication and hard work in delivering the best outcomes for pupils.	

There being no further business, the meeting closed at 8.50pm

Table of Outstanding Actions

No	Action	Owner	Deadline
Actions from meeting held on 9 July 2026:			
01	Clerk to undertake paperwork for New Co-opted Governor	Clerk	FGB01
02	Chair to write to new parents in September to promote current Governing Body vacancies.	Chair	September 2026
03	At FGB02 Headteacher to provide feedback on staff responses to increased classroom ownership and accountability, including the impact on teaching standards.	Headteacher	FGB02
04	Headteacher to review the format of SDP reporting and consider how achievements and completed objectives can be clearly highlighted.	Headteacher	FGB01

Governor Questions (Appendix 1)

Governor questions

Q: What is the plan of action for September in terms of DHT? Are all current responsibilities being split across the team?
A: I discussed this with Chris, the School Improvement Advisor and SMT. It was concluded that we will not appoint an Interim Deputy Headteacher. We will also limit the additional workload put on the AHTs and SENDCo do to them taking on new roles.
The different responsibility areas were discussed and assigned as following:

Safeguarding	DSL team, no new DDSLs trained
Attendance	HT and Attendance officer
Behaviour duty	SMT
Behaviour monitoring	1.5h release SMT
Assessment	AHTs (in line with their new job descriptions) And SBM
TA line management	HT
Mid-day line management	SBM
Curriculum and Quality of Education	AHT (in line with their new job descriptions)+ HT
Disadvantaged pupils	AHT + HT
Strategic Inclusion	HT

Q: If we are thinking of having a SEND Hub will more children with additional be applying to the school? Do we need to consider a safe outdoor space for them? Other local primary schools have a separate play space
A: We can apply for a grant for the outside area as well, and we should. The grant process is quite lengthy so it will take time to get three quotes.

Q: With the school opening 5 minutes earlier, will HP be amending their opening times and opening earlier too?

I guess my concern here is that with siblings already playing in the playground whilst waiting for HP to open. If they keep to the same start time the school doors will be closed and registration happening whilst people are still in the playground which could be disruptive to the classes that side.

A: Valid point, but the answer is no. Due to the funding allocation from the government, the children get 15h or 30h of free childcare. This means that we need to offer provision for 6hours 5 days a week, so from 9-15.00, which is what we currently offer.
We will have to communicate to the parents, that they can wait on site, but only on Honeypot lane (where they already wait).

Q:It would be interesting to hear more about how this decision was made and what progress we saw in the two years trialling it this year. Did we consider any other schemes? How do we plan to adapt the scheme to meet the needs of the children. Have we seen it being taught in other schools? What training is on offer for staff, what is the plan to roll this out? Assuming there is a cost implication
A: Especially the Y5 teachers who trialled the White Rose resources talked very positively about the scheme and even on pupil engagement with maths.
We have decided to order the maths workbooks, which we will use alongside maths "notebooks" to reduce staff workload and printer costs (this was suggested in our sustainability plan as well). The main message to staff in the PD was that we will teach the national curriculum content, use White Rose scheme to aid that and adapt it to the children in front of us. This is what we will continue saying to staff and monitoring as well.
No other schemes were explored at this point, but we had discussions with both the School Improvement Advisor and the Maths advisor from the LA about White Rose and while they can't recommend a scheme, they confirmed that many schools use it.

The White Rose platform has a video for each teaching step, that basically talks through the lesson for the teacher. The maths lead has already led one PD and will lead more in the Autumn.
The cost for the scheme was significantly less than for the previous scheme.

Q:What was the reason to move away from Steplab? How will professional development be tracked going forward? I understand you will be using the Principles of Instruction but how will this be documented.
A: The teacher voice concluded that it was time to move away from Steplab.



PD will be tracked via appraisal document, and observations will be recorded in an Observation sheet that we have used in the past that is put together to match the Principles of Instruction. Prior to Steplab, this was the standard way of running appraisal and PD.

Q: There seem to be higher numbers of students with behavioural needs in YR, 1 and 2. Is this generally expected or are there just higher needs within these year groups? Does this have an impact on data generally as classes can be more disrupted.
A: This is generally expected, as the children in EYFS and KS1 are often still developing their self-regulation skills. There are also a lot of children in these cohorts who have Special Education needs, especially Social, Emotional and Mental Health needs. This will have an impact on the cohorts, but equally with the new tracking system now in place, support can be put in place and reviewed to ensure that disruption is kept to a minimum. We also need to remember that we are also recording children who are internalising their behaviours, so not all of the children in the table above display disruptive behaviours.