

Minutes of a meeting of the School Performance and Management Committee of Wheatcroft C P School Wednesday 5th July 2023 at 4pm	
Present: Mr G Dyer Mr C Baxter Miss V Lewis (Clerk)	
Additionally present: Miss M Glass – SENCo	
SPAM50/22	Welcome from the Chair The Chair welcomed members to the meeting.
SPAM51/22	Apologies Mrs Parkins – has a staff meeting at her own school. Governors considered and accepted the apologies.
SPAM52/22	To invite governors to declare confidentiality or any interest in items of business on the agenda None declared.
SPAM53/22	Minutes of the previous SPG meeting – 11.5.23 Governors discussed the Minutes of the previous meeting and declared a true account of the meeting. Proposed by Mr Baxter and seconded by Mr Moore. Actions: all actions completed.
	Action: File and publish agreed Minutes as per procedure By Clerk
SPAM54/22	Matters Arising No matters arising not covered by this agenda.
SPAM55/22	Correspondence None not covered by the agenda.
SPAM56/22	Health & Safety Updates No further updates since previous FGB. Fire Risk Assessment report not yet received.
SPAM57/22	Safeguarding / SEND All staff and governors should recognise that there is a corporate responsibility for safeguarding. Visit from safeguarding adviser has taken place but not yet received Record of Visit. Went through previous practice and talked through actions already identified for SDP including: monitoring, CPOMs review, CPOMS actions. Also looked at documentation, the Single Central Record and happy with all of this. Was more of an introductory, touch base meeting as it is a new adviser to the school. Talked about the new KCSiE document for rolling out in September and the changes involved. We will need to action monitoring and checking around internet safety checks, firewalls, what children are accessing, what staff are accessing and ensuring monitoring is in place. Ensure monitoring is in place for our IT providers to ensure checks are being completed and also ensuring we are able to evidence this as end users. RoV to be circulated to governors once received. Nothing concerning, was a positive visit. Will also circulate finalized EYFS RoV and the data and attendance round up for the year. Q: anything identified specifically for governors to be aware of? A: nothing mentioned. The usual annual acknowledgement of reading the updated KCSiE document in September. The Governance Health Check and SCR Audit have been undertaken. Was ore about tightening up existing provision. Actions for SEND: Lisa Jones picked up that our SEND figure was very high at 57 pupils (27%). We looked at guidance,

	<p>had staff meetings and discussed low attainers and those with actual needs. Now cut down to a SEND register and those with SEMH needs. There is a third list of our low attainers where this isn't affecting their learning. Key point, if a child is accessing main curriculum argument not to be on main register. Three registers in effect, still monitoring and reviewing and resourcing.</p> <p>Q: is this a change from the LA / national? A: yes, is being fed from the LA. This is why we are keeping a secondary register running alongside.</p> <p>Q: how is this / will this be received by parents? A: only been disseminated to teachers so far. Now 15% of pupils on the SEND register which is in line with national. Checking with teachers first then we will have conversations with parents which will need to be managed carefully as some will be impacted financially by a change.</p> <p>Q: is it fair to say those receiving funding predominantly have stayed on the register? A: yes, been mindful of it. Some parents will also be pleased to hear their child has been removed from the register due to improvement or reduced need.</p> <p>Parent SEND meetings also being reorganized so that classteachers hold them as having Miss Glass involved in all appointments was very costly in terms of SENCo time.</p> <p>There is a political and sensitive side to it. The DFE made changes to the funding formula for it. Not sure of the amount as yet but this is impacted by the higher than average number of SEND across North Yorkshire. SEND department and virtual schools are actually awaiting Ofsted themselves. A high number of SEND pupils prompts questions. However, we have to be prepared to justify it and that is why we have made these adjustments.</p> <p>However, as a school we can't access SEMH support from the SEND Hub for pupils without 2 cycles of being on SEND register. So this will be referenced by a Behaviour Plan as opposed to ILPs. This is better practice, robust and efficient.</p> <p>Tightening up on Thrive provision, delivery of interventions and a manned 'SNUG' provision for dysregulation to be supported. More structured with reviews and observations. Will hopefully support SLT efficiency also.</p> <p>Q: What is the process for deciding who is on SEND Register? A: the process won't change. Staff will monitor, complete a concern profile, action plan, review, discuss with SENCo, looking at assessment data as a criteria.</p> <p>Q: local or national procedure / standardized? A: all schools do it differently which isn't ideal. Tried to ask county for documentation and guidance but nothing forthcoming. A very vague criteria / process / guidance. Can be massive disparity between children on PK levels. Invited LA member to come to Hub cluster SENCo meeting but nobody has attended as yet. Too much variability between schools.</p> <p>Q: Hopefully the Ofsted inspection of the LA provision will pick this up? A: is a big issue. Getting our own house in order so we are not fallible. Children have got to make progress, difficult for staff to be able to assess. Overreliance on SENCo to support the process. Big part of next year's planning and objectives.</p> <p>Action: Circulate RoV for Safeguarding, EYFS and Annual Data/Attendance Summary By: Clerk</p>
SPAM58/22	<p>Assessment Data Update Assessment document to follow as an update for the virtual FGB.</p> <p>EYFS Data 67% Good Level of Development (GLD) – in line with last year's national. Worth bearing in mind there are 7 Early Learning Goals broken into sub steps, to achieve GLD this must be achieved across all 7 and some are personal development not just academic. Down 6% on last year from 73% but 6 children are SEND, 2 with significant developmental delay, 12 SALT, 3 children receiving support from Seaside SALT, 1 EHCP. Overall – the picture is of a particularly high need cohort.</p>

Word Reading 87%
Reading Comprehension 80%
Writing 73%
Maths Number 80%

The GLD score has been brought down by high needs but core principles and baseline are strong. Once we have national confirmation of figures we will confirm our data comparison with national.

Year 1 Data

87% Y1 Phonics – 26% increase on 2022.

83% Y2 Phonics resits.

Really excellent data, and a lot of the thanks goes to the rollout of Little Wandle. Again, a strong baseline.

KS1 Data

KS1 Baseline is low, but the context is a high level of SEND remaining on the SEND register not affected by the changes to criteria. There is also a high level of SEMH and safeguarding within the cohort.

Reading 62%

Writing 55%

Maths 59%

RWM 51%

KS1 broadly in line with last year. Interesting to see national data.

KS1 SATs to be scrapped from this year and optional. Data for progress measures will be taken from the EYFS baseline. 2028 Y6 cohort will be the first to be assessed against this measure. We won't be using the optional tests beyond diagnostic tools. Last class to do KS1 SATs.

Reading too low and writing robust, progressive and sequential. Maths secured by number sense to boost data.

KS2 Data

KS2 data all above 70% which is more positive. Need to ensure this is secure so bringing new assessment schemes in to assess against framework and identify areas for development. High Y5 assessment has seen a drop off in Y6 so looking to ensure consistent end of Y5 to start of Y6 assessment.

KS2 SATs results released 11.7.23. We are using these results plus our own data to guide school development work.

TA for Writing just under 60% which is lower than we'd like it to be and a significant dip from 2022. We did find early this year a lot of children weren't starting at a high enough level which has led to us looking to standardise writing practices across school. Literacy Tree writing scheme will support heavily in the coming year or two and will feed through into data.

SPaG results unlinked to writing and hopeful for this year also.

RWM is the key data indicator, frustrating as lowest score at 52%, a drop of 3% from 2022 and which would put us -7% on 2022 national.

Science TA was 57% - again needs to be raised. Science books introduced for upper key stage 2 and assessment needs to be more robust so we can be more confident in our own judgements.

Q: does all this form an action plan that we as governors can be given and can be questioned against as a set of KPIs. How would Ofsted respond? Need to know how, when etc

A: Staff meetings regarding the new schemes and plans for next year are focussed on coming up with a plan including differentiating planning and getting more borderline attainers over the line.

	<p>Will see it in the SDP in terms of objectives and review, dates, stepping stones. Will also be part of the SEF.</p> <p>One example of responding to data is the recent very pleasing outcomes in the Y4 multiplication check. Introduced number sense for recall of facts. Seeing it on internal papers and checks. Pushing to good mathematicians not just good fact recallers. Data this year 19.75 SEND vs. national 20.5%. SEND cohort increases an average of 3% which is looking to bring us in line. Drive those not meeting the 25 total. All children can get there, we're honing in on teaching techniques and see impact next year.</p> <p>Q: mean average 19/25. Is this still correct?</p> <p>Yes similar. Pass rate is very high but there isn't a pass score. We are aiming for 22 as a minimum so any children who didn't achieve this will be rescreened internally. 7% significantly below 22.</p> <p>Timetable changes to allow specific and clear blocks of time for key areas of reading, maths, writing. Allow 2 shorter brain breaks which will allow a more structured approach.</p>
SPAM59/22	<p>School Development Plan – End of Year Update</p> <p>Mr Dyer has annotated the SDP with impact and outcomes. It has been a positive and productive year, recognised by the SEA RoV received today. A couple of inaccuracies to be clarified in the draft but overall approved in principle.</p> <p>Purpose of the recent SEA visit was to double check actions, what progress has been made against the SDP, and the focus for next year's objectives and actions.</p> <p>Key points include:</p> <ul style="list-style-type: none"> • Strong leadership team, secure. • Strong steps to maintain this robust SLT with the stepping up of Mr Levett during Mrs Kirby's maternity leave. • Teaching arrangements in place and redefining of roles and responsibilities completed. • Governance strengthened over the year, including refining of expectations and roles and responsibilities linked with the SDP and subject areas. • Monitoring transformed and subject leads empowered. • Little Wandle implementation has had a significant, rapid and clearly evidenced impact on pupil progress and attainment. • Consistent implementation of Reading and Maths to be further embedded. • Mr Levett is due to complete DSL training to further reinforce the safeguarding team and its capacity. • EYFS visit arranged at school request – adviser was very positive. • School provides a good curriculum offer with ongoing improvement and review of the quality and consistency of subjects. • Clear rationale for assessment to be further implemented. • Further SEND reviews of provision planned • Maximising use of TAs and boosting impact • New restorative behaviour management successfully implemented. Next steps include monitoring for consistency and impact. Mr Levett will lead on behaviour as part of his Deputy Headteacher role. <p>The report summarises:</p> <p><i>'This has been a pivotal year in the Wheatcroft school improvement journey under the interim leadership of Mr Dyer. He has balanced being sensitive to the needs of the staff during a period of relative uncertainty, whilst fully recognising the need for continued school improvement. The school has gone from strength to strength over the past 12 months and is well placed under his substantive leadership to continue to move forwards.'</i></p> <p>Basically the report represents that the SDP has been monitored by the LA.</p>

	At the first meeting of the FGB in September it is intended to create a governor monitoring schedule for link areas to include visits with subject leaders and reports of visits for evidentiary and feedback purposes.
SPAM60/22	SEA Report See SPAM 59/22
SPAM61/22	<p>Governance Health Check 22/23 – End of Year Update and Action Plan 23/24 Governors were provided with an annotated version of the Health Check undertaken in the Autumn Term which detailed actions undertaken and any areas with outstanding action planning in place.</p> <p>Whilst the vast majority of Red or Amber actions have already been completed governors felt it would be useful to re-RAG rate the Health Check following the actions already undertaken to give a better idea of next steps needed.</p> <p>Action: Re-RAG rate the action points following actions undertaken and recirculate By Clerk</p>
SPAM62/22	<p>Policies to consider, approve and adopt: <u>SW019 Mental Health and Wellbeing Policy</u> Model template – all agreed and also agreed to the value of the Policy. Small amendment required in 4. To 'Relationship & Sex Education Policy' as opposed to 'Sex & Relationship Education Policy'. Subject to this change, Governors agreed to adopt.</p> <p>Q: Is there a staff version? A: There is a staff version produced by HR. Wellbeing Charter followed with Miss Glass as the Mental Health Lead (training undertake 2021/22). Workload Charter from the government will be introduced to balance out our expectations of teaching and learning and work/life balance. Will be discussed with staff. It is about reasonable expectations and ensuring consistency. Workload Charter balances the needs of the school with the needs of the staff.</p> <p>Action: File and publish Policies as per procedure By Clerk</p>
SPAM63/22	<p>A.O.B. <u>My Happy Mind:</u> Free programme of study for EYFS to Y6 funded by NHS for our locality. Highly likely to be funded next year also. Focuses on mental health and wellbeing and gives children knowledge of how their minds work. Teaches children the physiological responses and rationale behind Fight, Flight, Freeze, using scientific language and strategies. All resources are free. Works nicely alongside Thrive. 20 minutes per week of an already structured lesson so no additional teacher planning requirement. Teaches pupils how to regulate themselves from an early age. Plan to launch on training day to all staff using the pre-prepared short video. Portal to log into to access the video lessons.</p> <p>Sending us free resources and looks really good. Visualisation tools for younger children. Teaching skills for their own mental health from early age. The new timetable is tight in terms of time but can see there are slots we could use due to the programme's intrinsic value. Schools already using the scheme are reporting very positive results. Get staff invested in it and they will see the benefits with less disruption and classroom issues.</p> <p><u>Governing Body Membership 2023/24:</u> Governors asked whether Mr Levett can still be the staff governor due to him acting up for a year as Deputy Headteacher. Clerk confirmed this is not an issue.</p>

Meeting closed at: 5.15pm

Signed (Chair):  Date: ...30.11.23...

Actions:

Agenda Item	Action	Responsible	Completed
SPAM53/22	File and publish agreed Minutes as per procedure	Clerk	✓
SPAM57/22	Circulate RoV for Safeguarding, EYFS and Annual Data/Attendance Summary	Clerk	✓
SPAM61/22	Re-RAG rate the Governor Health Check action points following actions undertaken and recirculate	Clerk	✓
SPAM62/22	File and publish Policies as per procedure	Clerk	✓