

Minutes of a meeting of the School Performance and Management Committee of Wheatcroft C P School Thursday 2 nd March 2023 at 4pm	
Present: Mr G Dyer Mr C Baxter Mrs M Parkins	
Mr O Levett Mr G Moore Miss V Lewis (Clerk)	
Additionally present: Miss M Glass – SENCo Miss S Andrews – presenting Miss J Harper - presenting	
SPAM33/22	Welcome from the Chair The Chair welcomed members to the meeting. Mrs Parkins will Chair this meeting as Mr Baxter struggling with sight after optician appointment.
SPAM34/22	Apologies Mrs Kirby is attending a writing moderation meeting at Newby & Scalby School. Governors agreed to accept Mrs Kirby's absence.
SPAM35/22	To invite governors to declare confidentiality or any interest in items of business on the agenda None declared.
SPAM36/22	Minutes of the previous SPG meeting – 2.3.23 Governors discussed the Minutes of the previous meeting and declared a true account of the meeting. Proposed by Mr Baxter and seconded by Mrs Parkins. Actions: all actions completed.
	Action: File and publish agreed Minutes as per procedure By Clerk
SPAM37/22	Matters Arising No matters arising not covered by this agenda.
SPAM38/22	Correspondence Discussions recorded in Confidential Minutes.
SPAM39/22	Safeguarding / SEND Updates All staff and governors should recognise that there is a corporate responsibility for safeguarding. Governors received an updated SEND and Safeguarding Report from Miss Glass. Mr Dyer ran through key points on Miss Glass's behalf: <ul style="list-style-type: none"> • Still 25% of roll overall with SEND (52 pupils) – 46 of these are receiving SEND support and 6 have EHCPs. • Several more EHCPs are currently at the application stage but this is a lengthy and complicated process. • There are plans to update the format of SEND support provision, monitoring and the SEND Register. The new plan will assess which children are recorded on the register and whether the criteria can / should be adjusted. This may mean minor changes to the numbers. In terms of the provision, management, reporting and monitoring the workload is high and it would be useful to be able to review. It is important to remember that just because a child may be low ability, they are not necessarily SEND. Miss Glass will update governors in due course.
SPAM40/22	Health & Safety Updates In the interests of pupil safeguarding the exit release buttons on the main entrance doors and Wheaties doors have been raised. Children were easily releasing themselves from the building(s)

	<p>and this was posing a risk. The emergency break glass release buttons remain at the lower level covered by plastic accidental damage casings.</p> <p>Additionally, children are aware of the codes for various keypad locks throughout the school, which poses both a safeguarding and security risk. These codes will be changed over either May half term or the Summer holiday.</p>
SPAM41/22	<p>Governor Statutory Training – Reminder:</p> <p>The Clerk reminded all governors that the following statutory training must be completed as soon as possible:</p> <ul style="list-style-type: none"> • PREVENT Duty (Course 1) • NSPCC Child Protection for School Governors (2.0) • Safer Recruitment (Chris Baxter + 1 ANO TBC) <p>These are a requirement expected by Ofsted and MUST be completed as soon as possible.</p> <p>Alternatively, if a governor already holds appropriate or higher level certification these should be emailed to the Clerk as soon as possible.</p> <p>^{1.}</p>
SPAM42/22	<p>Assessments and Monitoring Update:</p> <p>The End of KS2 National Tests are currently taking place. Mr Levett reports that children’s attitudes are fantastic, with prompt arrival and preparedness. Parents are also being supportive. School is taking great care to ensure the test protocols and procedures are being followed carefully and that tests are being administered fairly and properly. Today was the Maths Reasoning paper which children found a bit tough but they got through. Staff have been very accommodating regarding changes to timetables, borrowing of staff etc.</p> <p>The tests and the way in which questions are asked is now harder and less obtuse – sometimes difficult to tell what are they testing and looking for. Maths Reasoning was almost like a reading paper. The Reading paper generally includes lots of retrieval and a bit of inference but this was inference heavy as well as the content and text being quite mature.</p> <p>National figures will show the trend and narrative. We will contextualize for school once data is released.</p> <p>Mr Dyer offered a sincere thank you to Mr Levett for his excellent and well-arranged planning and preparation.</p> <p>Year 2 End of KS1 tests take place next week. There is less pressure in terms of organization and protocol but is still difficult.</p>
SPAM43/22	<p>(SDP 3) Curriculum – Miss S Andrews</p> <p>Staff used time on the training day at the beginning of the Summer term to look at progress so far and next steps. Ofsted have provided some clarification around intent statements – that is, everything that we intend to do including planning (everything we intend to do up to implementation). The planning has been tweaked to reflect this.</p> <p>Looked at medium term planning and now looking to get this onto the school website. Looking at progression of subjects across the school, key skills and core knowledge. Emphasis on clear teaching, look at building on prior knowledge and revisiting in new unit. Much clearer for children. Tightened up what we’re expecting at the end of the unit.</p> <p>As class teachers we looked at the activities on the medium planning to then look at the sequence of learning and progress across the school across the units.</p> <p>Also working on the linkage across different key stages and the outcomes from EYFS moving forward rather than KS1. Mrs Earle has undertaken a lot of work on mapping the EYFS curriculum and long term plan. Lays out exactly what is taught in EYFS in all subjects. Tied in with scheme of work and gives examples of how subjects build up. Identifying the basis and starting point for subjects.</p>

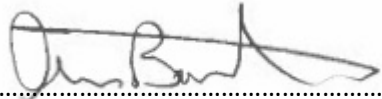
	<p>All teaching and subject lead staff are doing a significant amount of work on this and have had specific release time provided to support.</p> <p>Q: Assessment with foundation subjects? Yes. Used progression documents to assess against. Statements from progression documents put onto medium term plans. Look at this at the end of the unit. Lesson sequence: previous learning and then revisiting the statements.</p> <p>Q: Key skills specific to subject or broader? Specifically taken from the subject national curriculum. Really transparent that the skills are clearly laid out and linked with the outcomes and assessment criteria.</p> <p>Differentiation – prior knowledge and starting point? We revisit prior knowledge, differentiation is not really a thing now. Looking at enabling children to access and achieve. Chosen not to put this on the medium term plans as quite similar – there will be a document across the curriculum laying out how to scaffold those on a lower starting point. Steps of progression rather than lesson 1, 2, 3 – more flexible in supporting prior learning leading into new content and learning.</p>
SPAM44/22	<p>(SDP 4) Jigsaw PSHE – Miss J Harper</p> <p>The school previously used the North Yorkshire PSHE Scheme. Having become a member of the PSHE association and having identified that something more structured was needed, school purchased 'Jigsaw' in July 2022. Implemented from October 23 after initial rollout in Y1. Each class has a different jigsaw shaped character – all have a piece of the jigsaw. The scheme includes lesson plans, progress tracking, assemblies and regularly updated resources and research. The whole school studies the same six themes (one per half term) on a spiral approach building on learning from EYFS to Year 6 at the appropriate level for their ages.</p> <ol style="list-style-type: none"> 1. Being Me in my World 2. Celebrating Differences 3. Dreams and Goals 4. Healthy Me 5. Relationships 6. Changing Me <p>Most secondary schools also use Jigsaw, which builds onto what has already been learned at Primary School.</p> <p>Each session has the same format across the school. The 'Jigsaw Charter' has a set of rules to follow in all year groups and each PSHE lesson begins with reminding ourselves about the Charter. We talk in details about the different aspects and children fully understand what it means. The Charter's themes are also used outside of PSHE lessons and links back to the school code of conduct. Children play games and bonding activities to promote being a unit / team and then have calm down time using the special chimes – they are encouraged to talk about how they feel whilst breathing and sitting quietly before learning. The lesson begins with the objective and includes talking about the lesson, lots of discussion and talking about their feelings. There is slightly more writing / structured learning moving up the school.</p> <p>One of the characters is called Paws the cat who is a calming tool and very successful utilised across the age ranges.</p> <p>Relationship and health education fits into the charter really clearly and is mapped / tracked.</p> <p>The next step for integration is ensuring relevance to our school, Miss Harper is currently writing the progression document. This includes how the code of conduct, rewards systems, school character traits link and the impact / importance of pupil voice.</p>

	<p>Jigsaw also links in with the Growing Up In North Yorkshire survey undertaken in Year 2 and Year 6. We are making sure our teaching is relevant to our environment, locale and ethos – go into greater depth in our key area(s) even though they are already covered in the scheme.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Implement assessment and monitoring - how to assess the objectives and further link the context of our school. <p>Feedback from the children:</p> <ul style="list-style-type: none"> They like the format They could talk about the lesson sequence and what they are learning Confident talking about the lessons even when they aren't usually the more outgoing or likely to put their hand up Really clear on objectives Really enjoyed the games and would like more time for these All knew about and could talk about the Charter All really enjoy the chill time <p>Q: How long is a lesson? 35 minutes or so.</p> <p>PSHE and wellbeing are key objectives in the SDP. A way to go yet in the curriculum planning but now well on the way.</p>
<p><i>Miss Andrews and Miss Harper left the meeting at this point (approx. 4.45pm)</i></p>	
<p>SPAM45/22</p>	<p>Spring Term attendance and data overview – Mr Dyer:</p> <p>There will be expanded detail in Mr Dyer's Headteacher's Report for the next FGB meeting including a full analysis of attendance so far, comparison of groups and persistent absence as well as comparison with national data.</p> <p>However, the summary headlines to note:</p> <ul style="list-style-type: none"> Our overall attendance is currently above national by 0.2% at 93.9% (national 93.7%). Attendance of boys overall is 94% (93.5% national) Attendance of girls is 93.8% (93.9% national) so is broadly in line. SEND attendance 93.1% which 1.3% up on national – this is really positive as these pupils are the most vulnerable. Attendance of those pupils with EHCPs is 92% (national 90%) – also incredibly positive. Our PA rate at 21% is 2% higher than the national of 19%. Year 2 were the highest but we have worked on their attendance e and this is improving. Highest persistent absence rates are now in Y1 and Y5 which also have the worst illness percentage. Correlation between frequency of illness and build up. <p>Q: are the issues being faced regarding attendance possibly related to the 'Covid Effect' still? Possibly. Covid has changed people's attitude to illness, absence and the need to attend school. Still have an issue with illness generally, various bugs circulating etc. It is also difficult to get GP appointments etc currently which is a national trend.</p> <p>As per the previous meeting we have received a directed admission into Year 6 who has an EHCP, is FSM and is also a previous school refuser. Has ongoing persistent absence of 26% - 64% of which is unauthorised. School has received very little support despite promises from the LA. Will have a significant impact but we do have the background information and tracking to enable us to contextualise the data.</p> <p>Q: has there been previous legal recourse? Is that something school is considering now?</p>

	<p>The LA have directed admission and he is working with a social worker but getting no support from LA. Persistent school refuser. Here until end of the school year.</p> <p>Mrs Parkins advised that when her school had a similar issue they went through the process of issuing warning letters and undertook Attendance Panel meeting. If no improvement it can end up at magistrates as does carry a parental prison sentence.</p> <p>Moral dilemma with the family; the child does have significant needs and trauma as well as mum having own needs which means limited support from home. Significant outbursts at staff which is the same at home. Mrs Parkins will send Mr Dyer information and email contact regarding further legal progression.</p> <p>We have already requested enhanced transition for secondary school. The child has been enrolled on the Sidewalk support programme and is getting the full support package we can offer. Fully documented on CPOMs.</p> <p>From January, we have introduced a more robust system for monitoring and managing late arrivals. Any child arriving after 9.20 is classed as an unauthorised absence for the morning session. 10 unauthorised absences for this reason within 6 weeks will incur a parental fixed penalty notice.</p> <p>Q: Anyone nearing this point? Not yet. Parents unaware of the 9.20 cut off – they are only told that children must be in school by 8.45am when school starts. However they are aware that late arrival repeatedly will lead to penalties.</p> <p>Data for this point in the year for unauthorised absence is 2.4% compared with 3.7% in 21/22 so does seem to be having an impact.</p> <p>Assessment Data: Easter assessment point</p> <ul style="list-style-type: none"> • Positive increases in EYFS and KS1 • Dips in Y3, Y4 and Y5 in reading – by gender and SEND / EHCP. Therefore we need to look at KS2 reading, particularly for these groups. Drop into reading sessions and then SDP will include as a key objective. Mrs Kirby's maternity cover English lead responsibilities will be covered by Miss Harper and Miss Clapham to ensure continued consistency. • Writing scores below the national across school. Signed up to the Literacy Tree scheme – consistent planning to allow teachers to plan around a specific text. This will give us the confidence that this key area is covered adequately in Mrs Kirby's absence. Wellbeing-wise it is good to have a supportive scheme as part of workload management. • Maths Reasoning identified as an issue. • Reading writing and Maths are all key objectives for the SDP next year – particularly with regard to embedding systems and schemes. • Greater Depth across RWM combined has increased across KS1 and KS2. <p>Action: Send info re legal recourse for PA to Mr Dyer By Mrs Parkins</p>
SPAM46/22	<p>Parental Survey feedback and actions – Mr Dyer:</p> <p>We have used the Ofsted standard survey at our March Parents Evening to allow us to quantify our data and ensure we are hitting the right notes with parents – this survey features the questions parents will be asked on the parent questionnaire when Ofsted visit.</p> <ul style="list-style-type: none"> • 83 returns – 43% returns rate. • 99% said their child was happy at school • 100% said their child felt safe • 100% said they thought children at school are well behaved • 95% said they felt the school communicated effectively • 99% said that their child does well at this school

	<p>This data is all really encouraging and we are very happy. However, there were some comments of how to improve – mostly around the extra curricular side of school. 84% said they would like to see a greater range of clubs, with 12% saying they did not know about the club offer. Therefore, we are looking to broaden the spectrum and range of clubs available. This will also feed into the SDP and feature as an objective. Parents also suggested they would like to see more regular updates regarding their child’s progress and this is also something we will look to enhance in the coming year.</p>
	<p>Action: Upload Survey statistics and some comments onto the school website By VL/GD</p>
SPAM47/22	<p>Policies to consider, approve and adopt: <u>GEN003 Fair Access Protocol 2022</u> Model Policy, updated and released by the LA. Governors agreed to adopt.</p> <p><u>SW003 Relationships & Behaviour Policy (Updated)</u> School policy, modified to reflect ongoing review undertaken by Mrs Kirby, Mr Dyer and Miss Glass. Key changes highlighted in yellow. Governors considered and agreed to adopt.</p> <p><u>SW006 Visits Policy (updated April 2023)</u> Policy updated following new EVC completing her training and feedback from her course. Governors considered and agreed to adopt.</p>
	<p>Action: File and publish Policies as per procedure By Clerk</p>
SPAM48/22	<p>Dates of Forthcoming Meetings: Date of next FGB Meeting – CHANGED from 25.5.23 at 6pm to 20.6.23 at 6pm Date of next Finance Meeting – 28.6.23 at 4pm Date of next SPAM Meeting – CHANGED from 6.7.23 at 4pm to 4.7.23 at 4pm All agreed.</p>
SPAM49/22	<p>A.O.B. The change of date of the next FGB meeting will impact approval of the Start Budget (deadline end of May). Therefore, SBM will circulate completed Start Budget to governors and request approval in principle, which will then be formally ratified at the FGB meeting on 20th June. All agreed.</p>
	<p>Action: Complete and circulate Start Budget 2023/24 to governors in advance of deadline. By SBM</p>

Meeting closed at: 5.30pm

Signed (Chair):  Date: ...5.7.23.....

Actions:

Agenda Item	Action	Responsible	Completed
SPAM36/22	File and publish agreed Minutes as per procedure	Clerk	✓
SPAM45/22	Send info re legal recourse for PA to Mr Dyer	Mrs Parkins	✓
SPAM46/22	Upload Survey statistics and some comments onto the school website	GD / VL	✓
SPAM47/22	File and publish Policies as per procedure	Clerk	✓
SPAM49/22	Complete and circulate Start Budget 2023/24 to governors in advance of deadline.	SBM	✓