

**Minutes of a Meeting of the Governing Body of Wheatcroft C P School**  
**Thursday 25<sup>th</sup> January 2024 at 5pm**

**Present:**

Mr C Baxter  
 Mr G Dyer  
 Mr R Hirst  
 Mr O Levett  
 Mrs T Petrie

Mr G Moore  
 Mr M Parkins  
 Mrs C Webster  
 Miss V Lewis (Clerk)

**Additionally present:**

Rich Maw – Local County Councillor

<b>GB20/23</b>	<p><b>Welcome from the Chair:</b></p> <p>Welcome everyone. Tonight I have invited Rich Maw to the start of this meeting to join us about the discussion following our Ofsted inspection and report. We will go directly to that part of the agenda and then return to the rest of the items following Rich's departure from the meeting.</p>
<b>GB21/23</b>	<p><b>Apologies</b></p> <p>Due to the short notice change of date of this meeting owing to last week's snow and storm weather Mr and Mrs Parkins were unable to arrange childcare for them both to attend. Therefore Mrs Parkins is absent, Mr Parkins is present.</p> <p>Absence was considered and accepted.</p>
<b>GB22/23</b>	<p><b>To invite governors to declare confidentiality or any interest in items of business on the agenda</b></p> <p>None declared.</p>
<b>GB23/23</b>	<p><b>Minutes of the previous meeting – 26.9.23</b></p> <p>Mr Parkins proposed as a true record, seconded by Mrs Webster. All agreed.</p> <p>All actions completed.</p> <p><b>Actions: File and publish agreed Minutes as per procedure</b> <span style="float: right;"><b>By Clerk</b></span></p>
<b>GB24/23</b>	<p><b>To receive Minutes of Finance (14.11.23) and School Performance &amp; Monitoring Committee (30.11.23) Meetings</b></p> <p>Governors were asked for any questions or comments regarding these draft Minutes.</p> <p>Governors were grateful for the summary school notes prepared by Mr Dyer, these were very helpful during the Ofsted inspection as an aide memoir.</p>
<b>GB25/23</b>	<p><b>Matters Arising not covered by this agenda</b></p> <p>None.</p>
<b>GB26/23</b>	<p><b>Correspondence</b></p> <p>None – except for Ofsted Report and cover letter.</p>
<b>GB27/23</b>	<p><b>Safeguarding / SEND Updates</b></p> <p>All staff and governors recognise that there is a corporate responsibility for safeguarding.</p> <p>Miss Glass did not have chance to prepare a report for this meeting but Clerk will ask for a follow up one to circulate with the Draft Minutes of this meeting.</p> <p>Miss Glass will also attend the next SPAM meeting where SEND and safeguarding will be a focus.</p> <p><b>Actions: Circulate SEND and Safeguarding Update Report to FGB</b> <span style="float: right;"><b>By Clerk</b></span></p>
<b>GB28/23</b>	<p><b>Headteacher's Report &amp; Update on School Improvement Plan</b></p> <p>Report sent previously for governors to consider.</p> <ul style="list-style-type: none"> <li>Owing to the expected Ofsted inspection this year, the majority of SEA visits have taken place across the autumn term. The planning meeting (submission of the SDP and SEF) and the safeguarding and attendance monitoring were held in October and English and Curriculum leads SDP day in November. The SEND monitoring was due to take place on the 5<sup>th</sup> December when the school was being inspected.</li> </ul>

We have asked for this to still take place during the academic year. This has been postponed until either spring or summer term.

Mr Baxter added that Mark Turner, our current SEA, attended the inspection and worked hard to prepare us thorough during the preceding term. We did thank him of course, after the inspection but perhaps something more formal to put our thanks on record. Additionally, having not heard from Amanda Newbold or any other high level CYPS officers following our grading, would it be appropriate to put forward our thoughts regarding their lack of contact? Mr Baxter to draw up a letter for consideration.

- Lot of information about attendance and assessment data analysis included in the report. The next set of data will be soon as this is a short 10 week term. Pupil Progress meetings will drill into the details about those pupils who need to make progress, what their potential barriers are and what can be done to remove these.
- SDP work in autumn has focused on the Quality of Education strands- EYFS and writing and the Personal Development/Behaviours and Attitude strand of Thrive. Alongside Ofsted targets, SEND and Quality of Education policy aspects are underway – Maths and English leaders working with the Marking and Feedback policy and SLT are developing a teaching approaches strand using the Walkthrus coaching models that were introduced on the training day. SPAM meeting will have more information on this and the SMART targets training that has been delivered.
- Already working on the Ofsted action points.

#### **Wider networking and school improvement - where we are taking the school next:**

- As I spoke about at my interview for the substantive post, we have a focus on expanding our footprint and presence within the community with a design on taking us beyond Scarborough
- Mark Batty (Executive HT) from Malton Primary Academy (HCAT- 15 primary schools in their Trust) has contacted Mr Dyer about some partnership work which is in line with part of our next steps to grow beyond the town and county for school improvement. Mr Dyer has contacted to set up an initial meeting next month with Mark to explore school improvement links and the potential partnership benefits to Wheatcroft.
- Mr Dyer has been contacted on a personal level about supporting some work being undertaken by Rugby League Cares. They are involved in a wide range of community work alongside supporting ex pros. They are developing a program around mental health of school leadership based on work being led with Super League coaches. Mr Dyer has agreed to be involved with initial development of the program in an informal capacity.
- Phil Rumsey has contacted regarding the proposals that were first discussed in 2022. There has been a significant delay "I have finally got an indication that they are interested in the idea of forming a new MAT in the area involving the Sixth Form College and primary schools. I have a meeting with them on Monday to discuss in more detail and find out what they want as a next step, so if you are still interested in potentially being part of this proposed MAT, I can arrange a time to come to you and update further." Mr Dyer will be attending a fact finding mission in the next few weeks.
- The school took part this week in a writing moderation with Overdale and St Martins. School was involved in the steering group that devised the format with Coast and Vale Learning Trust last year. Staff found the process to be extremely helpful and also offered the opportunity to liaise and form links with colleagues. Mr Dyer has been in touch with Overdale and St Martins about forming a meaningful local schools cluster to look at all aspects of school work that may be beneficial, including HT support. There has been agreement on this and we are currently organising a shared staff event for the beginning of summer term.
- The school is involved in the NLT Primary Libraries project- open to select areas in the UK including Yorkshire coast. Mr Dyer and Mrs Gridley will take part. The project includes e-learning units, CPD events and a post project survey. School will also benefit from 300-400 free books from publishers that are selected to promote diversity (which was something highlighted in the Inspection), funded author visits, book corner furnishings, audio packages. This will run for a year.

#### **National Updates to note:**

- In July 2023 the DFE published the 'School Sport and Activity Action Plan' with the brief of "setting out cross- Government commitment to collaborate at a national level to ensure that PE and sport are an integral part of both the school day and after school activities." Within this framework there was a

	<p>commitment to continue to fund the sports premium for this and the following academic year. Updated guidance on how the grant can be spent was published in October. There have been no changes to the requirements for spend or reporting arrangements. There will be a new digital reporting tool available from the summer 2024. Schools are expected to trial completing this tool for the reporting of sports premium for this academic year. Further PE premium guidance will be published in the summer.</p> <ul style="list-style-type: none"> <li>• Taken from Schools Week- The government's teacher workload taskforce has published early recommendations from its work to help ministers meet their pledge to cut five hours from the working week of school staff. Headline proposals include ditching performance-related pay and introducing a workload-focused INSET day, although the government has snubbed the latter. All but one of the recommendations have been accepted by government. The full findings will be published in March.             <ol style="list-style-type: none"> <li>1. <b>Scrap performance-related pay (PRP)</b> as it "works poorly in practice", with a consultation on axing it "in time for the 2024-25 academic year". Government has committed to a "rapid" review to replace PRP from September 1 with a "less bureaucratic way to manage performance fairly and transparently". Changes to be communicated in spring.</li> <li>2. Schools and trusts should consider assigning a senior leader "with dedicated responsibility for improving wellbeing and reducing workload". DfE should "consider the merits of promoting a named leader responsible for wellbeing and workload".</li> <li>3. DfE may <b>"want to consider having a designated governor as a wellbeing champion"</b>.</li> <li>4. Schools "may want to consider using INSET time to look at addressing workload issues". DfE should also "consider remitting the STRB to include an additional INSET day, at the earliest opportunity". <b>Government said another INSET day is "not the right course of action". Instead, they will work with schools to "make use" of the current five INSET days for workload reduction.</b></li> </ol> </li> <li>• The (NEU) will hold an indicative strike ballot in March, asking teachers if they would back further strikes over pay and school funding. The union said that government will likely propose a 1 to 2 per cent pay rise for teachers this year. Education secretary Gillian Keegan last month warned the body that makes pay recommendations they must consider evidence on the "impact of pay rises on schools' budgets". The NEU's indicative ballot would be held on March 2. A formal ballot would have to be held before legal industrial action could be called.</li> <li>• The proportion of local authority maintained primary schools in deficit has rocketed 62 per cent in a year, and now stands at its highest level since current records began. School and council spending data published by the Department for Education shows the proportion of primaries in deficit rose from 7.6 per cent in 2021-22, to 12.3 per cent in 2022-23. The rise follows a drop in the proportion of all types of schools with deficits between 2019-20 and 2021-22, resulting from the Covid pandemic. However, the proportion of primaries in deficit is now higher than 2019-20, and is at its highest level since the current dataset began in 2015.</li> </ul>
	<p><b>Action: Letter to LA / Officials re Ofsted outcomes and thanks to SEA</b> <span style="float: right;"><b>By: Mr Baxter</b></span></p>
	<p><b>Action: Circulate Mr Dyer's additional updates document to governors</b> <span style="float: right;"><b>By: Clerk</b></span></p>
<p><b>GB29/23</b></p>	<p><b>Ofsted Inspection Report &amp; Draft Feedback</b></p> <p>A considerable amount to discuss but we'll look at the Report, the Inspection and our Targets in summary tonight and we will then further expand and deep dive into it at the next SPAM meeting.</p> <p>Very rigorous and robust and involved every aspect of the school but the Inspection Team were considerate and we felt we formed a good relationship with them. The process was very in depth but allowed for feedback at each stage and Mr Dyer and Mr Levett were able to be involved in the feedback meetings and Inspector only meetings (as observers) to take plenty of forensically detailed notes which will be further developed for SPAM.</p> <p>As you'd expect, despite the success of the Inspection we aren't resting on this report. Already started work on the action points and on further improving on the many strengths mentioned. Very keen that we take the positives to build on but also use the targets to strengthen the school.</p>

The school received a Section 5 graded Ofsted inspection on the 5th and 6th December 2023. All aspects of the school were looked at within the 2 day period by a HMI and OI. We received a call from the HMI the day before and then had a further 90 minute telephone call to build context alongside interrogation of the school's website content which covered all aspects of the school. This phone call allowed the HMI to focus the approach and plan of the inspection team in advance of their arrival and was undertaken by Mr Dyer with support from Mr Levett, Miss Glass, Miss Lewis and Miss Andrews as Curriculum Leader.

Deep dives were carried out in:

- early reading and maths as statutory
- PE as a developing subject with new Lead
- Music as a strong, developed subject

There were also discussions with the subject leads for DT and History as median subjects.

The HMI met with the Chair and 3 governors and reviewed minutes from governing body meetings. Pupils and student discussions were held formally and informally. The SCR was looked at as part of safeguarding checks. Parent and staff views were gathered. The SEF, SDP and other documents were reviewed alongside specific documents relating to aspects of the inspection or lines of enquiry. The school was graded as Good in all areas and safeguarding as effective. The school was set 2 targets.

Both members of the inspecting team were professional, approachable and knowledgeable. Hannah Millett HMI is a secondary school Headteacher and OI Darren Marks works closely with a local academy trust.

Mr Dyer advised that he wanted to draw out key phrases from the Report to give governors a sense of what the inspectors felt about the school:

- Pupils are part of a nurturing community at Wheatcroft School Effective pastoral support.
- Pupils are safe and happy.
- They are proud to live up to the school's motto of 'Learn and Care'.
- Pupils receive a high-quality education.
- Pupils make good progress through the curriculum, helped by dedicated staff.
- Children in the early years follow an ambitious curriculum.
- Staff help them develop emotionally and academically.
- Pupils learn in a positive environment.
- Careful and encouraging communication supports this.
- Most pupils behave well in and out of the classroom.
- They are polite and courteous to others.
- Staff teach important values in assemblies.
- Pupils receive positive recognition when they show these values in school.
- Pupils enjoy learning beyond the academic curriculum.
- The school has made improvements to the quality of education.
- ...children build strong foundations for future learning.
- Some pupils with special educational needs and/or disabilities (SEND) do not have subject-specific targets that are well matched to their needs.
- Children in the early years begin their reading journey straight away. They enjoy their daily phonics sessions.
- They read suitable books with increasing fluency.
- Any pupils who fall behind catch up quickly.
- They receive support from well-trained staff.
- The school helps parents to understand how they can support reading at home. Parents value this input.
- The school has high expectations for pupils' punctuality and attendance.
- However, rates of persistent absence are too high. Thoughtful and determined action from the school is beginning to have a positive impact for these pupils.
- Staff swiftly address low-level disruption in the classroom.

- The school gathers information about behaviour incidents. However, it does not use this information well to test the impact of its actions.
- The school teaches pupils how to be healthy and happy.
- Children in the early years talk confidently during lunchtime about making healthy eating choices.
- Older pupils enjoy taught sessions focusing on mental health.
- Leaders are relentless in driving the quality of education further forward.
- Governors know the school well.
- They use their broad knowledge and experience to help the school improve.
- Staff are proud to work at the school.
- They value the way leaders listen to them and consider their workload.
- Parents are highly complimentary about the school.
- They recognise that the caring environment helps their child to thrive.
- ...leaders have a sound understanding of the improvements they need to make.
- Sound understanding
- The arrangements for safeguarding are effective.

Hopefully from this selection of remarks governors and anyone who reads our report will get a real feel for the school and how proud we are of the school and report.

We pride ourselves on knowing the school best. The identified targets are areas which we were already aware of as an area for development and were already working on or had planned for. The inspection team could see what we were doing and that we just need more time to embed the areas they highlighted as needed to improve.

The word 'precision' is a new one for Ofsted targets. They have identified the following:

1. Monitoring and evaluation strategies are not precise enough, including for pupils with SEND. The school does not clearly understand the impact of its work in some areas. Leaders should continue to sharpen systems to support school improvement.
2. Assessment is not fully developed across the curriculum. The school does not have a precise understanding of the impact of the curriculum. Leaders should intensify actions to ensure assessment is closely matched to the aims of the curriculum and informs future teaching.

Additionally they commented:

3. Some pupils with special educational needs and/or disabilities (SEND) do not have subject-specific targets that are well matched to their needs.

However, there is no indication of how Ofsted would like us to portray and model this more precise data. We are already undertaking a precise and detailed analysis of attendance data and this is now being rolled through into behaviour, assessment and SEND.

In terms of actions already happening:

1. Monitoring precision – already put in place a deeper analysis of behaviour incidents and THRIVE access to start with. For example, analysis of pupil use of the SNUG and Reflection (patterns, quantity, reasons).
2. Assessment Development – precise impact of monitoring. This had started and continues to develop and embed but there had not been enough time to thoroughly embed before our Inspection. Assessment is matched to aims of curriculum intent and the skills and targets.
3. SEND targets and tracking – we have started with staff meetings about progress monitoring, SEND targets, how to teach SEND pupils, how to ensure targets are relevant and achievable.

Once these target areas are addressed in full we can then develop and further grow these and embed them.

Our target for our next inspection in 4 years is to get a 'good Good' and then beyond that aim for moving forwards and upwards to the next grading, whatever that may be by then.

Mr Dyer put on record his sincere thanks to Mr Levett who, in his first term as a senior leader was magnificent. His support, capability and hard work meant that Mr Dyer and Mr Levett could both spend the day being the key point person for one inspector each. Mr Levett also spent time supporting other staff throughout the process and this was invaluable throughout the two days.

Mr Baxter added that during the governor session he, Mr Moore and Mr Hirst were asked about staff wellbeing, the DfE Wellbeing Charter and how we as a school monitor staff wellbeing.

Mr Dyer added that each Headteacher's Report includes an analysis of how we monitor staff wellbeing but it's for governors to quality assure from that. Miss Glass is our staff mental health and wellbeing lead, and after discussion between Mr Dyer and Mr Baxter have asked that she present updates and talk through initiatives in use. Perhaps look towards a governor wellbeing champion to liaise with Miss Glass regarding this. Miss Glass will feed back in meetings.

Mr Hirst put on record his opinion that the report is outstanding and celebratory – it is easy to always focus on negatives but it was a wonderful report and massive congratulations to everyone involved.

Mr Parkins added that we must consider our success in line with the context of our timeline; Mr Levett is very early in his senior leadership journey and both Mr Dyer and Miss Lewis have both only been in post less than 18 months.

Mr Levett advised that as a team and school we didn't do anything different during the days of the inspection. Our ethos, systems and timetables remained the same, staff commented and were evidently not nervous and stressed. We put the school forward as it always is. The staff all agreed it was a much more positive experience than previously. We were open, honest and upfront throughout.

Mr Baxter agreed, it is testament to everyone that the systems are in place, evident to see and working smoothly - even those which are still being developed.

Mr Maw commented that pride in the school is so blatantly obvious from the report and the way both the Headteacher and the governors speak of the school. The only two targets involve SEND, which from a councillor point of view is relevant due to the well-publicized budgetary issues around SEND funding at authority level. It is interesting to see this in action – if we were funding this area realistically enough these action points would perhaps not be in evidence.

Mr Dyer commented that news released today says a record number of schools nationally posting deficit budgets. Mr Baxter added that having had a financial governance meeting with Sally Dunn where we had to plan a way to recover a proposed year 3 deficit and answer questions about our staffing and resourcing we have yet to receive any minutes – despite the Clerk previously emailing to request them. In fact there has been no response whatsoever to her email! We have managed to plot a balanced budget over the three years to satisfy the requirement for the time being but the impact of changes needed to achieve this will have ongoing effects on staff and the school.

We will continue to do what we can with what we have but the lack of send funding, support and services is a real issue and impacts us. We're constantly being asked to do more with less.

Mr Maw thanked governors for inviting him to attend the meeting. He advised he had come along to introduce himself and possibly to form a link with us so that he may support us at North Yorkshire level regarding feedback, concerns and needs. Genuine desire to help. Unless councillors are aware of the issues facing schools they can't help. He is keen to focus on funding for SEND and supporting with school transport but in order to gain a full and accurate picture he is keen to liaise with schools 'on the ground' and link this with other streams of information such as finance reports from NYC. He is happy to come along to meetings, meet with staff, parents etc.

Mr Dyer confirmed he would be very happy to facilitate Mr Maw coming in to meet staff, tour the school. Mr Levett added that it would be good for Mr Maw to meet with our school council who are currently undertaking a project on school transport and safety around the local area.

	<p>Mr Baxter will facilitate a link between Mr Maw and Mr Dyer to set up an initial visit and we will move forward from there.</p> <p><b>Mr Maw left the meeting at 5.45pm and thanked governors for their welcome and time this evening.</b></p>
	<p><b>Action: Arrange initial meeting with Mr Maw and Mr Dyer / the school</b> <span style="float: right;"><b>By: Mr Baxter</b></span></p>
<b>GB30/23</b>	<p><b>Attainment / Data Summary</b></p> <p>Included within Headteacher's Report – next data collection point end of Spring term.</p>
<b>GB31/23</b>	<p><b>THRIVE Update – Mr Levett</b></p> <p>Mr Levett summarized the background in that we have been a THRIVE school since just after Covid. Mrs Petrie undertook the licensed practitioner training and has been rolling the scheme out since. More recently, Mr Robinson has joined the school and due to previous experience was also felt to be a good fit and has undertaken the licensed practitioner training. The school therefore now has 2 LPs which is the recommendation from THRIVE. Mr Dyer, Miss Glass and Mr Levett have also undertaken the THRIVE: Leading Emotionally Healthy Schools course aimed at senior leaders.</p> <p>THRIVE is a trauma informed approach to social and emotional development and how this influences learning, interactions and behaviours. Develop a pupil as a person not just a statistic.</p> <p>The Wheatcroft values and ethos are a perfect fit and prime example for being a THRIVE school. The scheme was rolled out in 22/23 but it needed a bit more direction with senior leader oversight in order to maximize impact and allow for standardized and precise data analysis. This included drawing up a formal policy, which has been previously circulated and adopted by the governing body. We have adapted our approach to be more data based and rigorous; essentially taken the SEND model and applied it to THRIVE.</p> <p>The new system includes:</p> <ul style="list-style-type: none"> <li>- Termly screening for all pupils: teachers are given release time and Mrs Petrie and Mr Robinson taken off timetable to allow them time to undertake action planning and assessment.</li> <li>- Children then have a six week programme of sessions, all recorded and monitored in a standardized format.</li> <li>- At the end of the six week programme the children are re-screened and the impact reviewed.</li> </ul> <p>Every child who, following screening, is found to need THRIVE input has a THRIVE Plan drawn up which lays out the child's specific stage of development and the identified reason / need for the bespoke input, what the sessions will involve specifically, what can be done outside of bespoke sessions in the main classroom environment to support their THRIVE Plan and then finally an Impact Review. This is supported by information for parents/carers about the process and sessions.</p> <p>The child's individual session plan is set out in a consistent, clear and transparent format so that anyone could operate the sessions in the absence of one of the LPs. All information is available to all key staff at any time, and is in a standardized format.</p> <p>THRIVE is not a SEND system. It is available and useful for any pupil with or without a SEND need, who meets the criteria of needing bespoke support through the THRIVE programme.</p> <p>Children receiving sessions are recorded on a summary tracker. Within this we can then look at individual assessments of their social emotional development. The tracker is colour coded for transparency and ease of reference and analysis. THRIVE data is triangulated back to behavior data and attainment / progress data: THRIVE hopefully leads to less behaviour issues which then in turn promotes positive benefits and increases to attainment and progress.</p> <p>Mrs Petrie and Mr Robinson are undertaking lots of varied CPD sessions within THRIVE. Mr Robinson's recent session on Excellence in Reparative Training suggested features and systems needed in order to achieve the THRIVE School of Excellence award, many of which we now already have in place.</p> <p>The next stage of embedding THRIVE is to expand the core offer for more children to access provision and also to promote and provide more parent/carer involvement. As a school we pride ourselves on community</p>

	<p>and parental outreach and this is part of it. We ran a survey to gain an understanding of parents' current level of knowledge and understanding which will be repeated later in the year. Lots of easy fixes to raise parental understanding and awareness and make THRIVE more of a presence in the school.</p> <p>We also want to look at the requirement of becoming a THRIVE School of Excellence. As Ofsted pointed out, the culture we have in school is one of relationships and community cohesion and this is a component of THRIVE.</p> <p>Q: monitoring use / numbers per year group?</p> <p>A: after we'd undertaken the screening of all pupils we undertook an overview of profiling and looked at timetabling. We want children who need to access provision to do so but we have had to be selective in a way as it's double edged in that the more children on the programme at once, the less time available and less impact achieved. We will then schedule a programme for children who have not accessed the previous round and so on and so forth.</p> <p>Q: next year will see the arrival of EYFS pupils from the Covid year. Are you and the THRIVE team prepared for that?</p> <p>A: the school is already seeing an impact of Covid and whilst the EYFS intake may come with additional issues, we will prepare for those in the same way we always do and will undertake THRIVE screening to get those new EYFS children who may or may not have additional need for THRIVE support onto the programme asap after arrival.</p> <p>Q: when will we get quantifiable data we can interrogate?</p> <p>A: Data is being collected currently and is a rolling collection so in theory can be interrogated at any point. We can report on the accessing demographic very quickly.</p> <p>Q: have you had any feedback from parents?</p> <p>A: mixed at present. Fundamentally parents weren't really aware or sure what THRIVE is. Intention is to, after the first six week delivery, to undertake a duplicate survey of parents to be able to access comparison data. Informal comments and feedback from parents is positive. The use of the formalized THRIVE Plans which are shared with parents has raised the profile of the process and systems.</p> <p>Q: important to seek parental views on home situation at the start of programme and end to review the impact on home as well?</p> <p>A: yes but we are still in the full expanded roll out's infancy. We are going to look at how we will engage parents fully in the THRIVE Review process. In the instance where the need for THRIVE involvement is prompted by issues such as school refusal or anxiety, a pre start and review check in with parents would be good in that situation.</p> <p>The school has invested heavily in the THRIVE scheme and we need to apply the amount of time, effort and precision to enable it to have its full impact for our children.</p>
GB32/23	<p><b>Link Governor Visits</b></p> <p>Upcoming governor monitoring visits to be arranged for this term:</p> <p>Mr Baxter and Mr Dyer learning walk – covering SDP, English, quality assure the curriculum.</p> <p>Mr Parkins and Miss Lewis to undertake the Spring health and safety and premises visual inspection.</p> <p>Mrs Parkins and Mr Levett to meet re THRIVE.</p> <p>Mrs Webster to meet with Mrs Earle regarding EYFS developments.</p> <p>Mr Hirst and Mr Dyer to meet re attendance.</p> <p><b>Action: Relevant staff and governors to liaise re dates for meeting/visits to take place before Easter.</b> By: Named</p>
GB33/23	<p><b>SBM Updates – Health &amp; safety / Premises / Finance</b></p> <p>SBM referred governors to her updated report from the previous Finance Committee meeting. There is not much to add at this stage but pointed out a few updates:</p> <ul style="list-style-type: none"> <li>• Miss Mason has joined us as a Part time HLTA and is settling in well.</li> <li>• The rear fencing is due to be installed in the next week or two, the panels and gates have now arrived with Brian Thompson Fencing.</li> </ul>



	<ul style="list-style-type: none"> <li>Revised Budget was submitted in line with required deadlines.</li> <li>The project to refurbish The Zone is ongoing – the cost of the required plans is proving prohibitive at present so further talks ongoing between SBM and NYBCP to clarify the detail required.</li> <li>Works to remove the wooden gym apparatus has taken place.</li> </ul>
<b>GB34/23</b>	<p><b>Review Schools Financial Standard 2023/24</b></p> <p>The Schools Financial Value Standard provides schools and governors with assurance that they are meeting the required standards necessary to achieve a good level of financial health and resource management. It includes a checklist of 6 key areas to ensure that schools are using resources in the most effective way to support high quality teaching and the best outcomes for pupils.</p> <p>The document has been prepared by the Business Manager and quality assured by Mr Hirst, who confirmed he is happy for governors to consider the document for formal ratification. Governors deemed the comments a true record of the financial management of the school and agreed that they are satisfied financial protocols are transparent and effective and approved the SFVS for submission.</p> <p>Mr Baxter signed the official completed return.</p> <p><b>Action: Submit SFVS prior to 31.3.24 deadline</b> <span style="float: right;"><b>By: SBM</b></span></p>
<b>GB35/23</b>	<p><b>Policy Review</b></p> <ul style="list-style-type: none"> <li>- GEN009 Home School Agreement 2024/25</li> <li>- HR026 Recruitment and Selection Policy</li> <li>- HR052 Induction Policy</li> <li>- HR055 Probation Policy and Procedure</li> </ul> <p><b>Governors approved all policies.</b></p> <p><b>Action: File and publish Policies as per procedure</b> <span style="float: right;"><b>By Clerk</b></span></p>
<b>GB37/23</b>	<p><b>Next Meeting Dates</b></p> <p>Date of next FGB Meeting – 16.5.24 at 5pm</p> <p>Date of next Finance Meeting – 17.4.24 at 4pm</p> <p>Date of next SPAM Meeting – 9.5.24 at 4pm</p>
<b>GB38/23</b>	<p><b>A.O.B.</b></p> <ul style="list-style-type: none"> <li>Careers Fair 8.2.24 – governors who may have a job they would like to showcase to the Year 5 and 6 pupils were invited to contact Miss Harper.</li> </ul> <p>Mr Baxter closed the meeting with thanks to all involved for an excellent Ofsted inspection. Mr Levett reiterated that credit to Mr Dyer and Miss Lewis as new members of the team and SLT for the growth to the school since September 2022. Wheatcroft is an exciting place to be and to work.</p>

Meeting closed at: 6.30pm

Signed (Chair): M. Parkins Gavin Dyer Date: 16/05/24

Mrs Parkins absent at this meeting so countersigned by Mr Dyer.

**Actions:**

Agenda Item	Action	Responsible	Completed
GB23/23	File and publish agreed Minutes as per procedure	Clerk	✓
GB27/23	Circulate SEND and Safeguarding Update Report to FGB	Clerk	✓
GB28/23	Letter to LA / Officials re Ofsted outcomes and thanks to SEA	Mr Baxter	✓
GB28/23	Circulate Mr Dyer's additional updates document to governors	Clerk	✓
GB29/23	Arrange initial meeting with Mr Maw and Mr Dyer / the school	Mr Baxter	✓
GB32/23	Relevant staff and governors to liaise re dates for meeting/visits to take place before Easter.	Named Staff / Governors	✓
GB34/23	Submit SFVS return prior to 31.3.24 deadline	SBM	✓
GB35/23	File and publish Policies as per procedure	Clerk	✓