



MID-YEAR REVIEW OF BIRDSEDGE FIRST SCHOOL



Meeting	Venue	Time	Date
Mid-year review	Birdsedge First School	4pm	Wednesday 23 rd April 2025

DFE	2078
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Start of meeting	16:00pm
Close of meeting	1709pm

Attendance	83%
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Present		In attendance	
Name	Role	Name	Role
Donna Barker	Headteacher	Sorrel Hellewell	Clerk
Sian Hyett-Allen	Chair of Governors		
Natasha Greenough	CEO		
Melanie Humphreys	EL:O&G	Absent with Consent	
Jason Field	CFO	Name	Role
		Ben Lunt	Link Trustees
		Absent without Consent	
		Name	Role

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46	Welcome, introductions & purpose of the meeting	Mrs Greenough noted she will be chairing the meeting. Welcome and introductions were made by all present in the meeting.				
47	Apologises for absence and consent, declarations of interest and confidentiality reminder	RESOLVED: Apologies with consent were received from: Ben Lunt – Link Trustee RESOLVED: There were no declarations of interest. Governors were reminded by Chair that you are a critical friend to the whole school and community and a governor for the school and not a particular person, and a governor role is confidential.				
48	Minutes for the meeting on 24 th September 2024	RESOLVED: All agreed the minutes of the meeting held 24 th September 2024 are approved as a true record of the meeting.				
49	Matters arising	<table><tr><th>Minute Reference</th><th>Action</th></tr><tr><td></td><td></td></tr></table> Mrs Greenough noted the following priorities from school review meeting, which was held in September 2024. <u>Strengthening writing at greater depth</u> The school is focusing on improving the depth of writing skills among pupils and a discussion took place regarding the current status and future plans to enhance writing capabilities. <u>Looking at foundation subjects</u> There is an emphasis on ensuring comprehensive coverage and quality of these subjects and to review the curriculum for foundation subjects. <u>Executive model</u> There was a discussion on setting up the executive model, its impact on the school's governance and the implementation of the model. <u>School Development Plan</u> The allocation of responsibilities among governors for different areas of the school development plan are as followed: Specific roles assigned:	Minute Reference	Action		
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	• Executive Model • SEND (Special Educational Needs and Disabilities) • Quality of Education • Modern Foreign Languages and Computing
50 Link trustee and LGC chair summary	Mrs Allen noted the following points regarding governance: <u>Governor Activities</u> • There has been a change in the governing committee with one governors term ending and two new parent governors joining. • Training has taken place regarding monitoring assurance and tapestry. The training was well-received and considered useful by participants. • Visits have been inconsistent due to illness, bereavement, and scheduling conflicts. Efforts are being made to improve the frequency and consistency of visits. <u>Attendance</u> Governors' attendance has been 100%, 100%, 100%. Q: Is there a copy of the trust scrutiny dates? A: The scrutiny dates have been shared, and it is suggested that governors link their visits to these dates to ensure consistency and reduce the burden on the school. ACTION: Mrs Hellewell to re send out scrutiny dates to all governors. <u>Trust Activities</u> • A peer review was conducted to assess various aspects of the school's performance. • Two science reviews were carried out to evaluate the consistency and quality of science education. • Initial concerns about the delivery and leadership of science were addressed. • A review of Modern Foreign Languages (MFL) was conducted. • Positive feedback on the curriculum and teaching methods. • A safeguarding visit and audit were performed. No issues were found, and the school's safeguarding measures were deemed effective. <u>Improvements Noted</u> SEND Provision • Significant improvements in the provision for SEND pupils.

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	- SEND needs are being met more effectively, reducing the need for senior leaders to leave their classes. Quality of Education - Improvements in the quality of education, particularly in science and SEND. - Consistency in the delivery of subjects has been enhanced. Behaviour and Environment - Behaviour in school has improved. - The school environment is more positive and conducive to learning. <u>Challenges Addressed</u> Science Consistency - Initial concerns about the consistency of science education were addressed through targeted actions. - Leadership in science has been strengthened. SEND Needs - Challenges related to SEND needs impacting the quality of education were tackled. - SEND provision is now more stable, allowing leaders to focus on their primary roles.
51 Progress against school improvement to date	<u>Update on agreed actions and impact of the SIP (School Improvement Plan)</u> Writing - A clear assessment structure for writing has been established, supported by collaboration with a partnership school. This includes a point system to track progress. - Lunchtime routines have been adjusted to include daily transcription practice. - Practical packs for early transcription have been distributed, and parents have been engaged to support this initiative. MFL - French is taught by a specialist teacher, ensuring consistent and progressive learning from reception onwards. - An enrichment week focused on French is planned for the end of May.

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	Foundation subjects (computing, history) • Clear plans for all subjects have been established, with schemes like Kapow providing resources and consistency. • Next year the focus will be around embedding these subjects and ensuring they feel secure. Executive model • The executive model involves regular scheduled meetings with leaders at both schools to ensure consistency and address issues promptly. This approach aims to maintain equality in both schools and prevent reliance on a single leader. • The appraisal process is clearly defined and leaders are mentored to ensure they are prepared for their roles. • Investment in CPD (Continuing Professional Development) for subject leadership is ongoing. The plan is to hand over responsibilities to new leaders by September. • The model is still evolving, and there is a need to ensure that all staff members are comfortable with the new structure. • The executive model will continue to be refined, with a focus on supporting leaders and ensuring consistent communication and management. SEND practices • The provision is running full-time with dedicated staff. However, challenges remain due to inadequate funding and support from the local authority. • Colleagues receive regular training and support from external services like speech and language therapists and occupational therapists. • The school is mindful of the need to balance the workload and ensure that staff are not overwhelmed. • Despite the challenges, the provision is making a positive impact. Children are making progress, and there are strong relationships forming between the children and the wider school community. • The school is considering whether to limit the provision to children with EHCPs to ensure that they receive the necessary funding and support. • There is a need for continued advocacy with the local authority to secure adequate funding and timely assessments for children with SEND.
52 Summary of Key Performance Indicators	Mrs Greenough, Mrs Humphreys and Mr Field noted the following points regarding the key performance indicator document: <u>Financial performance</u> Trust

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	• The Trust currently have £800,000 in reserves which is 8% of income and has a surplus of £4,000 after capital investments. • Period 6 March accounts are in a strong position and continue to be positive. • Forecast before capital investment is a strong surplus across the Trust. • Next year is going to be a tough year for schools financially. School • The school has benefited from government grants for capital improvements. Current bids include funding for fencing and fire alarm replacement. • The outcome of these CIF bids is expected to be known by the end of May. • The school faces challenges with funding increases not matching pay rises. The funding increase for the next year is around 0.5%, while teacher pay increases are at least 2.8%, and support staff pay increases are 3.2%. • The school has seen an increase in pupil numbers, which positively impacts the budget. • The increase in pupil numbers helps extend the longevity of the reserves available. • There are regular meetings with the finance team ensure that the budget position is reviewed and updated, as necessary. • There is a nation-wide issue of low birth rates. <u>Outcomes</u> • All educational standards are marked as green, indicating positive performance in these areas. <u>HR Standards</u> • Governance is rag rated green. There are two new governors who have been recruited, bringing expertise in education and SEND. This strengthens governance and support for the school. • The capacity for the governor committee is seven members. • The next step is to ensure that new governors are fully integrated and supported in their roles to contribute effectively to the school's governance and assurance visits are taking place. • The school has low staff turnover, but staff absence is slightly above the target percentage due to the small size of the school, where one person's absence significantly impacts the overall percentage. • A staff well-being survey was conducted with a 64% response rate, which is above the 50% target.
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	• 100% of respondents indicated that they feel staff well-being is seen as important by the school leadership. • There were no significant concerns raised in the survey, suggesting that staff generally feel positive about their workload and well-being. <u>Quality of education</u> • All educational standards are rag rated green, indicating positive performance in these areas. • A standards visit was conducted in January to review outcomes. • It was noted that outcomes might look less favourable than national averages due to the profile of the pupils in the school, particularly those with significant SEND needs. • The school uses the early years profile to track the progress of SEND pupils, as developmentally, this is where they are. • Tapestry is used to evidence and support the judgments made by teachers regarding the progress of these pupils. • For older pupils, the Bradford Pupil Progression Tool and PIVATS (Performance Indicators for Value Added Target Setting) are used to set and track small, achievable target. <u>Questions</u> Q: When will/has health and safety audit been and what were the outcomes? A: The trust is in the process of developing a tool to conduct an internal health and safety audit. This tool will cover various aspects such as ceilings, floors, and overall condition. There is an intention is to procure an external auditor to provide an independent and objective view of the school's health and safety standard and is expected to be conducted possibly within this term, but definitely by the end of the next term.
53 Progress against School Development Plan	<u>Progress Against School Development Plan</u> Miss Barker noted the School Development Plan has not been created. The next steps are to set up a meeting with governors to look at vision and strategies. Mrs Greenough noted training on setting a strategy can be facilitated by Mrs Humphreys if governors feel this would be helpful. ACTION: Mrs Hellewell to help arrange a meeting with governors and Miss Barker to start developing the school development plan.
54 Agree priorities, decisions and	<u>Agreed Priorities for 24/25</u>

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actions moving forward	• Create the School Development Plan. • The Trust finance team to take another look at finances and incorporate staffing costs and to review the budget position for the school. • Governance development. Strengthening the governing committee through training and strategic planning. Increasing governors' visits to school and aligning them with the scrutiny calendar. • Ensure planning for mentoring and support of new and unqualified teacher takes place and explore cross-school mentoring opportunities to manage workload.
55 Any other business	RESOLVED: There were no items brought up under any other business.
56 Agenda, minutes, and related papers to be excluded from published version.	RESOLVED: That no parts of these minutes, agenda or related papers be excluded from the copy to be made available at the school.

Summary of Actions

Minute Reference	Action
M50_23052025	Mrs Hellewell to re send out scrutiny dates to all governors.
M53_23042025	Mrs Hellewell to help arrange a meeting with governors and Miss Barker to start developing the school development plan.

