



**MINUTES
OF THE WHEELLOCK LOCAL ADVISORY BOARD MEETING
Held in School**

Date	Thursday 4th May at 5pm		
Venue	Wheelock Primary School		
Present LAB members:	Sally Whitehead (SW)	Principal	Terms of office:
	Janet Diamond (JD)	Community Member	24/11/2022 – 23/11/2025
	Margaret Frost (MF)	Parent Member	16/03/2023 – 16/03/2026
	Kim French (KF)	Staff Member	01/09/2022 – 31/08/2026
	Paul Phipps (PP)	Vice Chair, Community Member	01/09/2022 – 01/09/2026
	Mark Stowe (MS)	Chair, Parent Member	25/01/2022 – 25/01/2026
Apologies:	Rachel Cornes (RC)	Staff Member	25/01/2022 – 25/01/2026
	Kate Windle	Community Member	17/10/2022 – 17/10/2026
No Apologies:	Hayley Bereton (HB)	Parent Member	25/01/2022 – 25/01/2026
In attendance:	Laura Adams (LA)	Clerk	

For all sets of minutes and backing papers it is taken that all will have been pre-read and coverage will therefore be limited to: • accuracy • action points • challenge

Documents Circulated/Tabled for Meeting:

The supporting documents referenced were shared to Basecamp prior to the meeting.

The use of a Dictaphone was approved by LAB members prior to the meeting.

Meeting note: The meeting commenced at 5.08pm

AGENDA ITEM 1	WELCOME AND APOLOGIES
Discussion	MS welcomed everyone to the meeting. Members were reminded that records of member attendance are required to be published to the school website. Apologies were received and accepted from RC and KW. There were no apologies from HB. The meeting was confirmed quorate.

AGENDA ITEM 2	MEMBERSHIP
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Discussion	<p>a. Annual declarations/Declarations of interest</p> <p>Outstanding declaration forms have been added to Base Camp.</p> <p>GIAS</p> <p>Getting Information About Schools (GIAS) is up to date.</p> <p>DBS</p> <p>DBS Checks for LAB members are up to date.</p> <p>LAB vacancies</p> <p>There are no current vacancies and there was a short discussion around the required ratios of Parent and Staff Governors.</p>
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AGENDA ITEM 3	PREVIOUS MEETING
Supporting document	'16.3.23 Wheelock Minutes Part 1 Spring 2'
Discussion	<p>a. Minutes of the previous meeting 16.3.23</p> <p>Members reviewed the minutes of the meeting dated 16.3.23 and agreed they were a true and accurate record.</p> <p>b. Actions/Matters arising from the previous meeting</p> <p>Members reviewed and RAG rated the actions from the last meeting.</p>

Agenda Item, pg.	What	Who	RAG
3, pg.2/3	DBS check for KW.	RC/SW	Complete
3, pg.2/3	Update the SoD and ToR on Base Camp when changes come into effect.	SW	Ongoing until completion of merger.
3, pg.2/3	Send the Trust level template for members to use on their visits. SW to send as they are needed.	SW	Complete
3, pg.2/3	Send out a staff and pupil questionnaire next half term and report the data back to LAB members.	SW	Pending to be included on Summer 2 agenda.
3, pg.2/3	Arrange a date for Health and Safety visits.	MS/SW	Complete next date scheduled for 14/7/23 for MS and MF.
3, pg.2/3	To investigate the appropriate use of technology coverage within PSHE and feedback to the LAB.	SW	Complete – SW provided an update there was external bodies supporting.
3, pg.2/3	Ensure LAB monitoring visits are arranged. SW to look at the whole curriculum, key visits have been completed	All	Complete (part of new action below)
2, pg.2	MF to complete the annual declaration forms – LA to liaise.	LA/MF	Complete
2, pg.2	LA to notify Eve of an update to GIAS in relation to MFs appointment.	LA	Complete



3, pg.4	Send email details of Subject lead to KW to arrange LAB visits.	SW	Complete (part of new action below)
5, pg.6	Seek clarification from Siobhan as to how PP numbers and funding is reported on.	SW	Complete (see discussion below)
5, pg.7	Consideration as to how training and achievements of staff can be celebrated, SW to discuss with Dan and/or Jo.	SW	Complete – SW to include on the newsletter.
6, pg.8	Re-order Safeguarding higher in future agendas.	LA	Complete
9, pg.9	LAB members to read and comment on the Arrival and Collection of children Policy within Base Camp and the Snow Policy.	All	Carry forward.
9, pg.9	Reinforce child collection procedures to school staff.	SW	Complete.
9, pg.9	Report back on the child collection incident.	SW	Complete – SW informed LAB members of the changes and outcome.
10, pg.10	RC to send dates for Basic Awareness training to MF and KW.	RC	Complete – SW informed of the SCIES date on the 4.9.23 for any outstanding training.
10, pg.10	RC to upload Prevent training presentation to Base Camp.	RC	Complete – SW directed LAB members to the link for the training.
10, pg.10	LA to create Governor Hub access for MF.	LA	Complete.
10, pg.10	LA to create some content on Governor Hub.	LA	Complete.
10, pg.10	LAB visit schedule to be edited and shared to Base Camp.	SW	Complete.
10, pg.10	LAB member link roles to be edited and shared to Base Camp.	SW	Complete.

Discussion	<p>Question: LAB members asked for clarification as to how Pupil Premium (PP) numbers and funding is reported on.</p> <p>SW responded that the PP funding is based on the October census from the previous year, so there can be a lag between numbers and funding. SW explained that Ever 6 was a category for children who were once eligible for PP funding. The impact of which, can be seen in their performance in school for up to 6 years. SW explained that funding can be used for a variety of things to best support the children.</p> <p>Challenge: LAB members asked whether there was a recommendation on how to spend the money and sought reassurance that the output for the children from the funding was clear.</p> <p>SW responded that it was about finding the greatest impact for the lowest cost. PP children are monitored to see if they are achieving above or below non PP children. However, the data must be carefully analysed as PP children can sometimes have other needs. PP children have regular check ins and a mentor, their needs are considered and not just their academic performance. PP, as LAB link,</p>
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	added that a report looking to see if each individual child is seeing the benefit of funding, will be provided for the LAB soon. JD added how attendance can also have an impact on PP children.		
Decision	The minutes were approved to be signed and displayed as required.		
Action	SW to book and finalise all dates for remaining LAB link visits and to include staff contact emails on the form on Base Camp so LAB members can arrange.	SW	After the meeting.

AGENDA ITEM 4	SAFEGUARDING UPDATE		
Supporting document	'WPS Safeguarding report to LAB April 23.pdf'		
Discussion	<p><i>WPS Safeguarding Report to LAB</i></p> <p>SW presented the report to the LAB. SW brought to the attention of the LAB the high number of children receiving additional safeguarding support (40 children). SW explained that the high level could be due to the demographics of the school and reservations with the term 'Early Help'.</p> <p>SW informed LAB members that an internal structure has enabled ES to go fulltime from September.</p> <p>Question: LAB members asked for clarification on the levels of need.</p> <p>SW responded:</p> <ul style="list-style-type: none"> • Early Help is when voluntary external support is given to a child set up through social workers, doctors or educational staff and the family are given targets to work toward. • Child in Need is when the family are given voluntary orders to make a change in the child's life with clear targets and rigorous reviews set up by social care. • Child Protection is like Child in Need, but it is not voluntary and if no progress is made towards the targets set then court action is taken to ensure the safety of the child. <p>Question: LAB members asked why PP numbers were low but Additional Safeguarding support was high.</p> <p>SW responded that PP is predominantly based on benefits which is separate to Safeguarding support, though there can sometimes be an overlap. SW clarified that what was unusual with the figures, was the level of additional support needed but the reluctance to engage with Early Help.</p> <p>Question: LAB members sought clarification on whether the additional safeguarding support numbers were manageable.</p> <p>SW responded that yes as it was funded and there was a Safeguarding and Learning mentor.</p> <p>Question: LAB members sought further information on the interventions in school.</p> <p>SW responded that Treetops was usually done first in groups. 6 week programmes covered, Self-esteem, Social interaction, Managing emotions, Low mood, and Anxiety. ELSA (Emotional Literacy Support Assistants) is a one to one highly trained, accredited, 12 week programme written by experts delivered by trained staff for the emotional wellbeing of children. Referrals to CAMHS (Childhood and Adolescents Mental Health Support) can sometimes be made after this.</p> <p>Question: LAB members sought explanation as to why ELSA had been used before Treetops interventions.</p> <p>SW responded that there were elements of ELSA not explored in Treetops and that ELSA could</p>		



	<p>unravel information for the Treetops programme suited for the child.</p> <p>Challenge: LAB members challenged whether information on the intervention sessions could be provided for parents.</p> <p>SW agreed that it was useful to hear from a parent's perspective. SW agreed that it would be useful for parents to see how they could further support their children with information on how to reinforce what had been covered in the ELSA intervention sessions and assigned it as an action.</p> <p>A short discussion followed between LAB members on the variation of numbers week to week for the interventions. SW explained that numbers could not fluctuate too much due to provision capacity or need. It was agreed that as a LAB member, the fact that there were interventions on offer was most important to be aware of. LAB members were interested to see the number of children who benefit from the interventions against the cost of provision by term.</p> <p>SW explained that bullying and bullying prevention was an agenda item for the Trust. An issue, for all schools in the Trust, is how the perception of bullying is sometimes not always accurate. The way bullying is treated is very different from other behaviours such as a fall out, and matters should always be put in context. The approach taken by the school, will be an agreed approach across the Trust.</p> <p>SW informed LAB members that there had been one bullying incident and an ELSA referral had been made.</p> <p>SW brought attention to Staff training and raised the following points:</p> <ul style="list-style-type: none"> • The school are ready to send an email to gain accreditation for being a Trauma Informed Practice (TIP) school which hoped to be by the Summer or Autumn term. • The Signs of Safety course has been completed by SW and ES, which was an intense two day course. • For Level 3 Safeguarding to be maintained by certain members of staff, a course must be attended once a year, and a refresher every two years. <p>SW invited further questions on the Safeguarding Report to which there were none.</p>		
Actions	<p>SW to consider how a 2 point summary from Treetops/ELSA interventions can be provided for parents.</p> <p>Could a termly breakdown of interventions be provided to see how many children benefit and value for money.</p> <p>Agree a date for the Safeguarding audit.</p>	<p>SW</p> <p>SW</p> <p>SW/JD</p>	<p>After the meeting.</p> <p>For the next meeting.</p> <p>ASAP.</p>

Meeting note – KF left the meeting at 6.17pm

AGENDA ITEM 6	SCHOOL INFORMATION
Supporting document	<p>'Performance data headlines 2021 2022'</p> <p>'May 23 EXS+ Attainment Overview'</p> <p>'May 2023 Attainment Overview'</p> <p>'EYFS WRM May 2023 Attainment Overview'</p> <p>Writing Spring data analysis 2023'</p>
Discussion:	<p>SW presented and shared the above documents, and the below areas were discussed further.</p> <p style="text-align: center;">a. In Year Data</p>



Performance data headlines Y6

- Y6 – Reading at the end of the Spring term - 85% of children are on track for expected (compared to 81% this time last year)
- Reading at Greater Depth (GD) – 38% is expected this year (compared to 32% last year)
- Y6 – Writing - 73% are on track for expected (compared to 49% last year)
- Writing GD is 4% (compared to 4% last year).
- Expected levels for writing have improved dramatically due to the work that has been done.
- Maths – 83% are on track for expected, 27% GD (compared to 23% last year).

Question: LAB members sought clarification on how the data is represented.

SW clarified how the data is displayed and the meaning of the categories/colours on the charts. SW explained that the data is subjective and can change. The Year 6 data is more accurate as lots of moderation is done with other schools.

SW further explained that there has been some change in GD (Greater Depth) in Maths and Reading but not Writing. SW explained that there are some cohorts who are of concern, including Y5 for their writing though they are receiving a significant amount of support for this.

Question: LAB members asked whether Wheelock are in line with national figures for the data.

SW responded that Y6 were above national for Reading and Maths. The Y6 are in roughly in line or slightly below for Writing, though this has improved since last year.

A short discussion followed on the most useful data to provide for the LAB that would help analyse progress. SW explained that last year's national data is used as an analysis and comparison for the Y6s. SW asked the LAB what data they would like to see moving forward. In Year data can only be analysed for the Y6s and Y2s as they are nationally tested. JD and SW explained that each cohort is different and difficult to compare though looking at trends can be useful.

LAB members agreed that a year by year comparison would be useful and being able to see whether the data was in line with national. It was suggested that a statement to summarise this would be useful on the Performance data headlines document moving forward.

JD recommended a useful webinar for Jamie Pembroke on data for Governors. LA agreed to share this link. JD also recommended a simple table to include Year 6 data for this year and last year within the school, against Cheshire East and West figures and national figures.

SW summarised the data headlines as follows:

- Writing, phonics, and Early Years are priorities.
- Phonics data is still not quite where they want to be. SW hopes that next year will see the outcome of the work done with Read, Write Inc.
- Writing should be more in line this year.
- They are above average for Reading and Maths.
- Early Years are in line with expected but should be above.
- They are working to improve GD as currently this is not in line.

SW agreed to discuss with other Headteachers in the Trust what data they provide to LAB members.

EY Attainment Overview

SW presented assessment data for Reading, Writing and Maths within the Early Years (EY). SW explained that there was no statutory obligation to provide this, but they do so for their own assessments. EY get teacher assessed for 17 different areas which is useful for intervention groups.



	<p>LAB members agreed that it was useful to see this overview of the Early Years data and the individual profile of the school.</p> <p>SW informed LAB members that from September, Reception children will be benchmarked, and this will be used to measure progress at the end of Year 6. This will eventually be a replacement for KS1 SATs.</p> <p>JD explained the benefits of Insight for comparison data which can be built up over time.</p> <p>SW concluded that the Inspection Data Summary Report (IDSR) available in the Autumn term pulls out the headlines of the data and the focus of Ofsted.</p>		
Actions	<p>LA to share the link from JD for the webinar by Jamie Pembroke on Base Camp and Governor Hub.</p> <p>Discuss with other Heads within the Trust on how data is presented to the LAB.</p>	<p>JD/LA</p> <p>SW</p>	<p>After the meeting.</p> <p>After the meeting.</p>

AGENDA ITEM 7	SUCCESSSES & CELEBRATIONS		
Supporting document	‘Year 5 – Delamere Forest’		
Discussion	<p>a. Staff training and news</p> <p>SW informed LAB member of recent training and awards completed by staff.</p> <ul style="list-style-type: none"> • The SENDco and Deputy SENDco have completed their National SENDco Awards. • Siobhan has almost completed a Masters. • Emma has completed a National Professional Qualification on Behaviour. • SW has started a Masters following the Trauma Informed Practice Diploma. • Tia has almost completed a NPQ in Senior Leadership. • Michaela, the new EY Phased Leader is part way through a Professional Qualification in Early Years leadership. <p>SW informed LAB members that Michaela’s values aligned very closely with the school and Trust and brought to the role significant experience and skillset of leading EY across a Trust. Michaela is interested in the restructuring of the Nursery and the EY interventions used within the Trust.</p> <p>b. Visits and Residentials</p> <p>SW explained that trips were being kept to a minimum due to the cost of living crisis.</p> <p>SW presented the Year 5 trip to Delamere Forest pdf for LAB members to be made aware of the details of the trip.</p> <p>SW advised that Year 1 and 2 will also be going on a nature visit.</p> <p>SW reminded LAB members that only residentials need to be formally approved by the LAB.</p> <p>c. Community events</p> <ul style="list-style-type: none"> • Chocolate bingo from FOWs raised a significant amount of money. • The Summer fair is coming up. 		



	<ul style="list-style-type: none"> There will be a picnic and crown parade this week for the Coronation. <p>d. Other recognition</p> <ul style="list-style-type: none"> Silver accreditation has been awarded for the Rights Respecting Schools (RRS) award and the Gold accreditation will hopefully be applied for early next year.
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AGENDA ITEM 8	PREMISES AND HEALTH AND SAFETY
Discussion:	<p>a. Approval of relevant visits</p> <p>None to approve.</p>

AGENDA ITEM 9	SIP REPORT
Discussion:	SW explained that the new SIP report will be presented in Summer 2.

AGENDA ITEM 10	POLICY UPDATE
Supporting document	'Relationship and Behaviour Policy.'
Discussion:	<p>SW advised that there had been a minor amendment within the Relationship and Behaviour Policy, no significant wording had changed, but a change to the values as follows:</p> <ul style="list-style-type: none"> 'Believe, Belong and Be Kind'. <p>These are the 3 values which children and parents decided were most important to them following a questionnaire.</p> <p>SW informed LAB members of Paul Dix's approach to relationships and how this has impacted practice in school, such as using positive reinforcement, accepting that children make mistakes and trying to understand their behaviour rather than taking it at face value. Recognition Wall and Regulation Stations are practices which will also be seen within school.</p>

AGENDA ITEM 11	LAB MATTERS
Discussion:	<p>a. LAB Training</p> <p>No updates.</p> <p>b. LAB Visits</p> <p>Covered in Agenda Item 3.</p> <p>c. LAB Priorities</p> <p>No changes.</p>



AGENDA ITEM 12	ANY OTHER BUSINESS		
Discussion:	SW asked whether any LAB members could come and check whether the Y6 SATs procedures were being followed correctly the following week.		
Decision	MS and MF agreed to do this.		
Action	Governor Hub update to be rolled over to the Summer 2 agenda.	LA	Next meeting.

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Please refer to the meeting schedule on Basecamp for all dates for the academic year. Next meeting was confirmed as Thursday 22nd June at 5pm.

Meeting note: Part One of the meeting closed at 7.08pm

Chair Signature: _____

Date: _____

Action Matrix

All pending actions from this and previous LAB meetings. New actions from this meeting are in bold.

Agenda Item, pg.	What	Who	When
3, pg.2/3	Update the SoD and ToR on Base Camp when changes come into effect.	SW	On completion of merger.
3, pg.2/3	Include data and results of staff and pupil questionnaire on Summer 2 agenda.	SW/LA	Summer 2
3, pg.2/3	LAB members to read and comment on policies in Base Camp including the Arrival and Collection of children Policy within Base Camp and the Snow Policy.	All	By the next meeting.
3, pg.3	SW to book and finalise all dates for remaining LAB link visits and to include staff contact emails on the form on Base Camp so LAB members can arrange.	SW	After the meeting.
4, pg.5	SW to consider how a 2 point summary from Treetops/ELSA interventions can be provided for parents.	SW	After the meeting.
4, pg.5	Provide a termly breakdown of interventions for the LAB to see how many children benefit	SW	After the meeting.



	and the value for money.		
4, pg.5	Agree a date for the Safeguarding audit.	SW/JD	ASAP.
6, pg.7	LA to share the link from JD for the webinar by Jamie Pembroke on Base Camp and Governor Hub.	LA/JD	After the meeting
6, pg.7	Discuss with other Heads within the Trust on how data is presented to the LAB.	SW	After the meeting
12, pg.9	Governor Hub update to be rolled over to the Summer 2 agenda AOB.	LA	Summer 2