

## Minutes of a Meeting of Wheelock Primary School

Local Governing Board (LGB)

Date: Tuesday 1<sup>st</sup> October 2024, 4:00pm in school

Governors in attendance:	Maggie Frost (MF)	Chair of Governors
	Mark Stowe (MS)	Parent Governor
	Kate Windle (KW)	Appointed Governor
Other in attendance:	Sally Whitehead (SW)	Headteacher
	Sarah Lomas (SL)	Clerk, TLP
Apologies:	Paul Phipps (PP)	Appointed Governor
	Janet Diamond (JD)	Appointed Governor
	Allan Howells (AH)	Director of Quality, TLP
	Rachel Cornes (RC)	School Business Manager

The meeting commenced at: 4:12pm.

ITEM		ACTION
	<b>GOVERNANCE AND ADMINISTRATION</b>	
1.	<p><b>Welcome, Quoracy, Apologies and AOB</b></p> <p>Governors were welcomed to the meeting.</p> <p>The meeting was quorate.</p> <p>Advance apologies were received and accepted from the following:</p> <ul style="list-style-type: none"> <li>PP</li> <li>JD</li> <li>SM</li> </ul> <p>There were no items of AOB tabled for discussion at this meeting.</p>	
2.	<p><b>Minutes of the Last Meeting and Matters Arising</b></p> <p>a) The Part 1 minutes from the previous meeting on 09.07.24 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes.</p> <p>b) The Part 2 minutes from the previous meeting on 09.07.24 were confirmed as a true and accurate record of proceedings. Governors <b>approved</b> the minutes.</p> <p><b>ACTION:</b> Upload an electronic copy of the minutes from 09.07.24 and mark as signed.</p>	<b>Clerk</b>
3.	<p><b>Compliance – to confirm completion of annual confirmations and declarations</b></p> <p>The clerk confirmed that some declarations and confirmations were outstanding and requested that governor complete these at the earliest opportunity.</p> <p><b>ACTION:</b> Governors to complete all declarations and confirmations.</p>	<b>All gobs as req.</b>
4.	<p><b>Membership and effectiveness update</b></p> <p>a) Governors considered the following vacancies on the Board:</p> <ul style="list-style-type: none"> <li>3 x appointed governors</li> </ul> <p>The school confirmed that discussions have been ongoing with the Trust regarding the support that they can offer for recruitment and the use of a recruitment platform, Governors for Schools, is being utilised.</p> <p>Governors discussed the potential for connecting with contacts in the workplace and it was agreed that the vacancies could be advertised to staff at Sandbach School.</p>	

ITEM		ACTION																
	<p><b>ACTION:</b> Communicate the role and vacancies to staff at Sandbach School in whole staff briefings.</p> <p><b>ACTION:</b> Communicate the role and vacancies to staff at Sandbach Boys School.</p> <p>b) There were no new appointments to report.</p> <p>c) There were no terms of office due to expire before the next meeting</p>	<p><b>KW</b></p> <p><b>MS</b></p>																
5.	<p><b>Annual tasks</b></p> <p>a) MF had been nominated for the role of Chair of the LGB. This nomination had been approved by the Trust Governance Committee and MF was duly appointed as Chair of the LGB for a one-year term of office to run until the first LGB meeting of the autumn term 2025.</p> <p>b) PP had been nominated for the role of Vice Chair of the LGB. No other nominations were received, and PP was duly appointed as Chair of the LGB for a one-year term of office to run until the first LGB meeting of the autumn term 2025.</p> <p>c) Link governor roles were considered and confirmed as follows:</p> <table><tr><th>Link Role</th><th>Governor</th></tr><tr><td>Safeguarding</td><td>JD</td></tr><tr><td>EYFS</td><td>MS</td></tr><tr><td>SEND</td><td>PP</td></tr><tr><td>English</td><td>JD</td></tr><tr><td>Science, Computing, DT and Maths</td><td>KW</td></tr><tr><td>RE, PSHE, RSE</td><td>MF</td></tr><tr><td>Foundation Subjects</td><td>JD</td></tr></table> <p>d) Governors were requested to organise a visit during the second autumn half term if possible.</p> <p><b>ACTION:</b> MS to schedule an EYFS link visit before October half term.</p> <p>KW confirmed that link visits took place in the summer term 2024 and a further visit for computing and maths would take place in the spring term. A DT and science visit was planned for the summer term 2025.</p> <p>It was highlighted that the school has recently commenced a new PSHCE scheme of work and that a visit to review the impact of this would be ideal in the spring or summer term 2025. It was agreed that a PSHCE visit would take place in the first spring half term 2025.</p> <p><b>ACTION:</b> Contact staff lead Laura Hough to arrange a PSHCE visit in the first spring half term 2025.</p> <p>Governors were informed that the subject leads should provide a report prior to any visits to enable governors to prepare any questions and have an advance overview of the subject.</p> <p><b>Q: Is relationships and sex education a separate subject to PSHCE?</b></p> <p><b>A:</b> The Department for Education consider it a separate subject, but schools teach this within their PSHCE curriculum.</p>	Link Role	Governor	Safeguarding	JD	EYFS	MS	SEND	PP	English	JD	Science, Computing, DT and Maths	KW	RE, PSHE, RSE	MF	Foundation Subjects	JD	<p><b>MS</b></p> <p><b>MF</b></p>
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	<b>STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES</b>																	
6.	<p><b>Self Evaluation Form – to evaluate the impact of the SIP for 2023-24</b></p> <p>The strategic priorities for 2023-24 were summarised as follows:</p> <ol style="list-style-type: none"><li>Curriculum target linked to SEND.</li><li>Phonics and early reading.</li><li>Writing</li></ol>																	

ITEM		ACTION
	<p><b>Curriculum (SEND)</b></p> <p>The school confirmed that a significant number of changes were made during 2023-24 including the introduction of adaptive teaching which is supported by research evidence from the Education Endowment Fund (EEF) and was introduced as a Trust-wide initiative. Governors noted that adaptive teaching includes 5 key actions that teachers can implement each day which will have a positive impact on pupils learning, these actions include:</p> <ol style="list-style-type: none"> <li>1. Explicit instruction</li> <li>2. Cognitive and metacognitive strategies</li> <li>3. Scaffolding</li> <li>4. Flexible grouping</li> <li>5. Using technology</li> </ol> <p>Julia Gawn, Trust SEND Advisor, has provided staff training on adaptive teaching. Governors noted that the school has a high number of EHCP's with 18 currently in place which is a significant workload for the school SENDCO. To manage this workload, the decision has been taken by the school to separate SEN first concerns pupils from those pupils with EHCPs. <b>Siobhan ?? (Title)</b> has taken on the monitoring and management of pupils on first concerns including the planning and preparation for adaptive teaching for pupils in lessons. The Acorns provision, which is essentially a small resource provision within school to support pupils who are not in receipt of funding, is beginning to evolve. This provision supports SEND children and provides a bespoke curriculum for pupils in the Acorn and Birch classes. The school are also meeting the targets set out in EHCPs relating to use of the forest school and nurture sessions to support pupils.</p> <p><b>Q: Are the five elements of adaptive teaching used in every lesson?</b></p> <p><b>A:</b> There has been a slow move away from differentiation and teachers are now expected to adapt and meet pupil's needs within the lesson. This can be planned in advance in some ways but not all and teacher's need to have a toolkit in place that can be utilised during a lesson to support pupils to ensure they make the required progress.</p> <p><b>Early Reading (Phonics)</b></p> <p>The school reported the successful Year 1 phonics check results with 95% of pupils passing the test and confirmed that work will continue to ensure that this high standard is maintained. The school are not informed of the pass mark prior to the test and the test comprises real and alien words which the children have to read correctly. In Year 2, 63% of pupils passed the retake but this figure included all SEND pupils who were not necessarily expected to pass.</p> <p>There are a high number of new staff who require training in phonics. <b>Michaela ?? (Title)</b> has been appointed as the new phonics lead and has joined the school from a different MAT where she was also phonics lead albeit using an alternative phonics scheme. As the school grows, it is important with the new scheme that small group teaching is maintained to ensure pupil's progress. There are daily timetabled sessions for phonics teaching in place.</p> <p><b>Q: Is the phonics scheme, Read, Write Inc. set out for small group teaching?</b></p> <p><b>A:</b> With this scheme, the most important element is to maintain the pace. Pupils are assessed every 5-6 weeks with continuous formative assessment in each session. Pupils must then be moved on as they progress which requires a fully consistent approach in teaching and assessment from staff.</p> <p>The school confirmed that the targets for reading are to ensure increased lesson observations by the reading lead and increase the provision of staff training. The scheme is embedded but the focus now needs to remain on delivery to maintain the high standards set.</p>	

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	<p><u>Writing</u></p> <p>Writing continues to be a high priority for the school and is included within the SIP for 2024-25. The data presented was discussed and it was explained that pupils' results are compared from the end of summer term in Year 3 to the end of the summer term in Year 6 to illustrate progress. There were 8 pupils who made accelerated progress and one pupil achieved greater depth. The school highlighted that the individual context of each child was important to note.</p> <p>For pupils in the current Year 6 cohort, there is no Key Stage 1 SATs data available due to Covid. There are baseline assessments now undertaken in Reception which have now replaced KS1 SATs but the first cohort of pupils with this data available is not yet in Year 6. Therefore, schools are currently in a transition period with challenges in assessing progress until the time that pupils with Reception baseline assessments reach Year 6.</p> <p>Governors were informed that the data circulated to governors within the Headteacher's report has changed slightly following the deadline of submission of the SEF to the Trust last Friday. The SEF focuses on the items which are being reported on whereas the SIP sets out all detailed criteria linked to Ofsted requirements. The priorities set out in the SIP link to the area of quality of education.</p> <p>It was noted that there are a high number of staff who do not have experience of working in other schools but as natural staff turnover of staff has occurred, this is changing, and new members of staff are bringing new experience which is beneficial for all.</p> <p>In terms of the progress data, the school utilise the Fisher Family Trust (FFT) data for predictions and pupils were compared with the top 20% of schools due to the local demographic. The FFT research and data shows that children in certain contexts should achieve a certain level of progress. The use of this data is new to staff and some staff have required increased support to implement the change in data recording and analysis.</p> <p>In terms of spelling, this is linked to reading and writing but has a standalone target due to the implementation of a new spelling scheme which requires work to embed. The new scheme was introduced in late 2023-24 following data on children who did not meet expected targets in reading.</p> <p>In terms of maths results, there were 18 pupils who were within a few marks of passing the test. The arithmetic paper has been reviewed by staff and it has been identified that pupils should have been scoring higher on this paper which would resulted in an increased pass rate. Going forward arithmetic will be a major focus for improvement.</p> <p>Metacognition is also a focus for development in teaching children skills for what they can do independently if they get stuck on their work. The school have introduced a scheme called Building for Power which sets out strategies to develop reciprocity, resilience, reflectiveness and resourcefulness. Staff teach strategies and skills in each one of these areas. The aim, along with developing strategies and skills, is to develop a shared language between staff and pupils and to ensure that pupils are not worried about making mistakes or getting things wrong but that they have an understanding of the process of learning and how to unpick mistakes.</p> <p><b>Q: Was there a previous plan where a buddy board was used by pupils if they were stuck?</b>  <b>A:</b> Yes, there are elements of this still used but the new scheme develops these skills and strategies much further. The buddy board will work for certain areas but needs to be used purposefully. There are high levels of apathy from some children. It can be very difficult for staff to be able to check in with each pupil, particularly if the correct strategies are not in place and</p>	

ITEM		ACTION
	<p>it is imperative that the school teaches children to want to learn and that part of learning includes making mistakes and that is ok.</p> <p>Governors were informed that a significant part of this work centres around growth mindset and resilience and that pupils are able to bounce forwards and not backwards when mistakes are made. It was also noted that the current mindset of some pupils may be related to a perfection perception connected to demographics, and that apathy can also develop where parents are very busy working and may struggle with time to support at home.</p>	
7.	<p><b>School Improvement Plan – to agree the strategic priorities for 2024-25</b></p> <p><u>Behaviour and Attitudes</u></p> <p>The attendance rate for the last academic year was 95.34% which was above national average. Attendance rates continue to be above national average so far this year, but the school focus is on SEND and pupil premium children. Governors noted that there are also a number of school avoiders due to emotional issues children are experiencing. The Safeguarding and Learning Mentor in school continues to work hard to support families and pupils experiencing difficulties which are impacting attendance and has managed to obtain funding for home school tutoring for one pupil.</p> <p><u>Personal Development</u></p> <p>The school are working towards achieving the Unicef Gold Rights Respecting schools award which is the highest level of recognition that schools have fully embedded children's right in their practice. The school outlined the importance of the award and that governors understand how this could be achieved.</p> <p>Sustainability is a target for all schools within the Trust and there was a recent conference held at Chester Zoo (the Trust partner in the sustainability initiative). Staff and pupils are keen to undertake work to develop sustainability in school and a request has been made to staff and pupils to put forward creative ideas that can be developed. This target will be included on the SIP and the action plan will be developed by staff and pupils.</p> <p><u>Leadership and Management</u></p> <p>This item was discussed in the last LGB meeting following the receipt of the Key Stage 2 SATs results including the fact that staff in post were new to their roles. These members of staff are still in post and therefore the school will ensure a focus on job roles and responsibilities and that all staff have an understanding of these are meeting the criteria set.</p> <p><u>EYFS</u></p> <p>There is a focus to improve the engagement of boys particularly with regards to writing. It is also an intention to continue to improve staff knowledge of common play behaviours as it has been identified that some staff do not know how to engage pupils during their play to further develop pupil's knowledge and understanding. Under the previous framework, staff had to provide photographic evidence of learning which took up a significant amount of time and meant there was reduced teaching time. However, with photographic evidence no longer required, staff have more time to teach and develop skills.</p>	
	<b>EDUCATION</b>	
8.	<p><b>Admissions and Pupil Numbers</b></p> <p>The data circulated prior to the meeting reported 369 pupils on roll. However, there have been an additional 4 enquiries about places received since the report was circulated. Current figures are slightly below predictions.</p> <p>An open day for prospective parents is scheduled on 15.10.24.</p>	
9.	<b>Review of Attendance for 2023-24</b>	

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	<p>The current rate of attendance is 96.6% compared to 95.34% at the same time in 2023-24. The school confirmed that there are still a high number of term time holidays taken by families.</p> <p>There is also a high level of persistent absence in terms of the current data but it was explained that one week off due to illness at this early time of the year results in a persistent absence due to the amount of time elapsed. It is therefore anticipated that this figure will reduce over time.</p> <p>There has been a case of E. Coli in Year 1 and following this, the school the school were required to send out a letter to all parents in Year 1 and Reception to inform parents that in any cases of diarrhoea that pupils must receive a negative E. Coli test from a GP before they return to school. A letter will be sent to all other year groups to remind parents about the importance of handwashing and to be vigilant to any signs.</p> <p>The school continue to work with families to improve attendance and there are a number of interventions in place to support families. The school encourage parents to bring pupils into school however works best for the family and will provide breakfast if required.</p> <p><b>Governor Comment:</b> It is very accommodating of the school to cater for pupils in this bespoke way.</p> <p>There are regular communications with parents and safeguarding checks for pupils of concern, particularly school avoiders. There are challenges where parents can be resistant to enforcing attendance where children are having issues and are taking children on trips for example to boost the child's mental health, but the Local Authority do not approve such excursions during term time and therefore this can impact attendance.</p> <p>There have been changes to attendance codes issued by the Department for Education which state that no holidays can be approved during term time, where previously the Headteacher had an element of discretion in exceptional circumstances. This has taken the burden from schools as all requests are no longer authorised. There continue to be half termly meetings with the education attendance officer and the attendance policy has been updated to reflect the changes in national guidance.</p>															
10.	<p><b>Review of 2023-24 progress and attainment including KS2 SATs results</b></p> <p>A summary of the 2023-24 progress and attainment had been circulated prior to the meeting and the following data was highlighted in the meeting:</p> <table><tr><th>Key Stage and Test</th><th>Outcome</th></tr><tr><td>Early Years good level of development</td><td>Significantly above national</td></tr><tr><td>Year 1 Phonics Check</td><td>Significantly above national</td></tr><tr><td>Year 4 Multiplication Check</td><td>In line with national</td></tr><tr><td>Key Stage 2 SATs Reading</td><td>70% meeting the expected level (national 74%)</td></tr><tr><td>Key Stage 2 SATs Writing</td><td>75% meeting the expected level (national 72%)</td></tr><tr><td>Key Stage 2 SATs Maths</td><td>57% meeting the expected level (national 73%)</td></tr></table> <p>The school confirmed that the results data has been reported to the Trust and the school are reviewing the areas for improvement.</p> <p>There were 18 children who did not meet the expected level. Of these pupils, 9 pupils were within 3-4 marks however, the papers were checked and had been marked accurately so there was no option to apply for papers to be re-marked.</p> <p>The school confirmed that the table included within the Headteacher's report demonstrates a general improvement in progress over the most recent years.</p>	Key Stage and Test	Outcome	Early Years good level of development	Significantly above national	Year 1 Phonics Check	Significantly above national	Year 4 Multiplication Check	In line with national	Key Stage 2 SATs Reading	70% meeting the expected level (national 74%)	Key Stage 2 SATs Writing	75% meeting the expected level (national 72%)	Key Stage 2 SATs Maths	57% meeting the expected level (national 73%)	
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	Governors noted that NFER tests are undertaken which are used to standardise pupils' attainment and progress against other pupils across the country. It was explained that the live document used to record data allows intervention groups and individual pupils to be identified.	
11.	<b>To agree the progress and attainment targets for 2024-25</b> Specific targets for 2024-25 were not discussed at this meeting.	
	<b>WELFARE</b>	
12.	<p><b>Safeguarding update</b> An update on safeguarding was provided as follows:</p> <p>There are five pupils currently accessing emotional literacy support (ELSA). This group of pupils mainly comprise pupils who have already accessed the Treetops support sessions, but it has been identified that they require additional support. Following the ELSA support, pupils may then progress to a needs assessment or could be referred to Visyon or CAMHS if required.</p> <p>The school spend the first autumn half term assessing pupils who may require additional support through Treetops.</p> <p><b>Q: When do the Treetops sessions take place?</b> <b>A:</b> These usually take place in the afternoons. There is a timetable set and trained staff run these sessions dependent upon need. However, in the event of staff absence or another event such as a child experiencing dysregulation which may require additional staff to manage, sessions may be cancelled. The school work very hard to retain sessions and there is additional provision through the forest school with two nurture sessions a week which can support SEND pupils. The forest school is a valuable provision which can serve to meet EHCP targets.</p> <p><b>Q: It has been reported that some parents are not aware their child was accessing sessions. If pupils are accessing the nurture provision do parents know what lessons they are missing and are there any catch up sessions for these pupils?</b> <b>A:</b> All parents of pupils selected to attend group sessions are contacted by email however, it is important that the school are made aware if communications are not received. The emails sent to parents are generated through Arbor.</p> <p><b>Q: It was mentioned earlier that the LA do not support pupils being taken out of school by parents on trips to boost their mental health, how does the school ensure that Treetops and forest school sessions are not seen as a reward?</b> <b>A:</b> There is justification for these sessions as they provide additional support to meet needs. The school understands the issue of perception but the pupils selected for these sessions are either SEND or disadvantaged and the sessions serve to meet the needs of these pupils to ensure progress.</p> <p><b>Governor Comment:</b> For the pupils that are not being given access to this provision, they are learning that life is not fair but the pupils that do have access are not experiencing this life lesson.</p> <p>The school responded that, externally, the pupils accessing this provision may have challenges in their home lives and therefore experience difficulties in other ways.</p> <p><b>Q: Are there rewards in place for non-disadvantaged pupils?</b> <b>A:</b> One of the targets around attendance is to put in place a reward system for high levels of attendance. The school work hard to meet the needs of all pupils but it can be difficult to please everybody.</p>	

ITEM		ACTION
	<p><b>Q: What are the criteria for nurture groups?</b>  <b>A:</b> School avoiders are a key group, and the sessions are used as a way to encourage pupils back into school. SEND pupils are also included where there is an identified need.</p> <p><b>Governor Comment:</b> The nurture sessions link to trauma informed teaching and it is proven that forest school sessions are beneficial for mental health, and this is one of the reasons that the school is so supportive of this initiative.</p> <p><b>Q: How does the transition to high school work where forest school sessions are no longer provided?</b>  <b>A:</b> Usually, there is a SEND area within the high school which provides a range of interventions to support pupils tailored to their needs.</p>	
13.	<p><b>Welfare and Wellbeing – Students</b>  Governors noted that the Trust have issued a survey for Key Stage 2 pupils to complete.</p> <p><b>Q: Is this a survey which parents complete on behalf of pupils?</b>  <b>A:</b> No, this will be completed by pupils during school time and has been issued to all pupils across the Trust in Key Stages 2, 3 and 4.</p> <p>The school confirmed that there is a wellbeing after school club in place which is led by a member of teaching staff and is well attended. World Mental Health Day will take place on 10.10.24 and there will be a range of activities for pupils to participate in.</p>	
14.	<p><b>Welfare and Wellbeing – Staff</b>  The school have undertaken an in-house wellbeing survey for staff during the first autumn half term. The Trust wellbeing survey did not take place last year due to the merger of the Trusts but prior to this there was a staff forum in place. The staff forum is planned to recommence, and one teacher and one TA will represent the school on this forum.</p> <p><b>Q: Will governors be provided with an overview of the wellbeing survey results?</b>  <b>A:</b> Yes, these will be provided at the next meeting.  <b>ACTION:</b> Add staff wellbeing survey results to the next LGB meeting agenda.</p>	Clerk
	<b>Local Matters &amp; Stakeholder Engagement</b>	
15.	<p><b>Policies</b>  The following policies were circulated to governors prior to the meeting for review:</p> <ul style="list-style-type: none"> <li>a) Safeguarding – This policy is a standard Local Authority policy personalised to the school.</li> <li>b) SEND (draft) – It was confirmed that the SEND policy is a Trust policy and in draft format at present.</li> <li>c) Attendance – The school confirmed that the policy has been amended to reflect the changes in statutory guidance.</li> </ul> <p>Governors <b>approved</b> the above-listed policies.</p>	
16.	<p><b>Communication to the Trust</b>  Governors requested clarification on how the Trust and Board can support the recruitment of governors.</p> <p>It was confirmed that the Trust are utilising the support of a recruitment platform, Governors for Schools, and the vacancies will be listed and monitored by the Trust.</p> <p>Governors discussed the importance of their role in holding the school to account and requested example challenge questions which could support development in this area.  <b>ACTION:</b> Forward example challenge questions to the Board for information.</p>	Clerk
17.	<b>Communication from the Trust</b>	

ITEM		ACTION
	Governors were notified of the proposed date for the 2024-25 Trust Governance Conference on Saturday 14 <sup>th</sup> June 2025.	
18.	<b>AOB</b> There were no items of AOB tabled for discussion at this meeting.	

There were no Part 2 items.

The meeting closed at 5:38pm.