

Meeting of Wheelock Primary School
Local Governing Board (LGB)
Date: 7 May 2025

Governors in Attendance: M Frost (Chair), J Diamond, S Dutton, P Nevitt, M Stowe, K Windle

Others in attendance: S Whitehead (Headteacher), A Howells (Clerk), R Cornes.

Apologies: A Proudlove

PART ONE – NON-CONFIDENTIAL BUSINESS

The meeting commenced at 16:10

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	Welcome, Quoracy, Apologies and Declarations Quoracy was confirmed. Apologies were received from A Proudlove. No additional Declarations were offered.	
2.	Minutes of the last meeting and Matters Arising Minutes from the last LGB meeting held on 21.01.25 were approved as an accurate record subject to one minor correction on page 2. P Nevitt was not a former Chair of Governors. The action log from the previous meeting was reviewed and updated. Items completed: 60; 108; 109; 110; 113; 118; 119. Items covered on agenda: 61; 112; 114; 115 (merge with 61);117. Items to roll forward: 111 (CPOMS capability).	
3.	Membership update A welcome was extended to the newly appointed governors Paul Nevitt (04.02.25 – 31.08.28) and Shaun Dutton (10.02.25 – 31.08.28). It was noted that 2 governor vacancies remain. The Chair would work with the Head and Clerk to seek potential candidates. Governors highlighted the value of diversity with the LGB membership.	
	STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES	
4.	Vision and Values The Headteacher shared the school vision and values with Governors as part of the Headteacher's report. These were visible throughout the school including in each classroom. They informed the rules and behavioural expectations of the school community and were understood by pupils. School Improvement Plan (SIP) Reading: All teaching staff, including teachers and teaching assistants, received training on reading fluency. This training was delivered to a member of staff by the literacy hub who then cascaded the training to colleagues in school. The training focused on improving reading fluency across Key Stage 1 and Key Stage 2. The training included techniques for assessing	

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	<p>fluency and strategies for improving students' reading speed and accuracy. Staff were also trained on how to implement fluency interventions and monitor their effectiveness.</p> <p>Fluency assessments have been introduced across the school for Key Stage 1 and Key Stage 2. These assessments help track students' reading progress and identify areas for improvement. The assessments are conducted regularly to monitor students' development and adjust interventions as needed. The data from these assessments is used to inform teaching practices and provide targeted support to students who need it.</p> <p>A new system for tracking reading progress has been implemented. This system includes more rigorous monitoring of reading diaries and fluency assessments. Teachers are required to update reading records frequently and use the data to inform their teaching practices. The tracking system helps ensure that all students are making progress and receiving the support they need.</p> <p>Fluency interventions are being trialled with interventions designed to support students who need additional help with reading fluency. The interventions include targeted reading sessions and personalized support for students struggling with fluency. The effectiveness of these interventions is being monitored, and adjustments are made as needed to ensure students are making progress.</p> <p>Writing:</p> <p>Teachers received training on writing expectations and non-negotiables. This training aimed to raise teacher expectations and improve writing standards across the school. The training covered techniques for teaching writing, setting high expectations, and providing constructive feedback to students. Teachers were also trained on how to use the new end-of-year writing expectations to assess student work and provide targeted support.</p> <p>New end-of-year writing expectations have been introduced. These expectations are used for in-school moderation and cross-trust moderation sessions. The expectations provide clear benchmarks for student writing and help ensure consistency in assessment. Teachers use these expectations to guide their teaching and provide feedback to students.</p> <p>In-school moderation sessions are held every term, and cross-trust moderation sessions are planned. The next cross-trust moderation session (for year 4 writing) will be hosted at Wheelock Primary School, although others are held elsewhere across other trust schools. These sessions allow teachers to compare student work across schools and ensure consistent standards. The moderation process helps identify areas for improvement and provides opportunities for professional development.</p> <p>Maths:</p> <p>Staff received training on maths teaching and learning. The new maths lead has conducted observations and book scrutiny to identify areas for improvement. The training focused on effective teaching strategies, assessment techniques, and ways to support students struggling with maths. Teachers were also trained on how to use data to inform their teaching and provide targeted support to students.</p> <p>Bespoke support has been provided to staff who need additional help with maths teaching. This support includes model lessons and training sessions with the maths hub. The maths lead has worked closely with individual teachers to address specific challenges and improve</p>	

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	<p>their teaching practices. The support is tailored to the needs of each teacher and aims to improve student outcomes.</p> <p>The school is considering changing its approach to teaching maths. White Rose Maths is being considered as an alternative to Power Maths. This change aims to improve arithmetic skills and provide more flexibility in teaching. The decision will be based on a thorough review of the current approach and consultation with staff.</p> <p>Governors noted the training and CPD provided to staff and challenged how the impact of this training could be measured. The Head would reflect upon how to demonstrate and measure the impact of the CPD and agreed to provide a report to a future LGB meeting [Action HT]</p>	Headteacher
	EDUCATION	
5.	<p>Pupil Numbers</p> <p>The school has seen an increase in pupil numbers due to relocations and children moving to special provision. The current number of pupils is 373.</p> <p>The school has experienced pupil mobility, with 4 children leaving (relocation and specialist provision) and 8 others joining the school. The school is managing class sizes and staffing to accommodate the increase in pupil numbers.</p> <p>There are 56 confirmed places for the next academic year, with two additional pupils on the waiting list.</p> <p>Governors asked about the impact of going over PAN. The Head confirmed that growth funding would only be provided if the number was 15 above PAN.</p>	
6.	<p>Attendance</p> <p>The current attendance rate is 95.4%, which is above the national average of 94.8% but below the school's target of 97%. The school is working to improve attendance rates through various initiatives and support systems.</p> <p>Term-time holidays continued to have a significant impact on attendance rates. Many parents take their children on holidays during term time, which affects the overall attendance rate. The school has issued fixed penalty notices to parents who take term-time holidays.</p> <p>Illnesses such as chickenpox, COVID-19 and gastro-bugs have also impacted attendance. The school has had a couple of peak weeks with high levels of illness, which affects attendance rates.</p> <p>Specific cases affecting attendance were mentioned, including children with medical conditions and those with school-based avoidance. The school works with the education welfare officer to address these issues.</p> <p>The school is implementing strategies to improve attendance, including working with the education welfare officer, sending letters to parents, and issuing fixed penalty notices for</p>	

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	<p>term-time holidays. The school is also providing support for families facing challenges that affect attendance.</p> <p>Governors asked what would the overall impact on the attendance rate if the pupils with long-term illness were discounted. The Head confirmed that the adjusted headline rate would still be below target. The Head agreed to remodel the attendance data for the next meeting to show both headline and adjusted values [Action HT] Governors also requested that the Head issues a communication to parents to remind them of the importance and impact of positive/high attendance. [Action HT]</p>	<p>Headteacher</p> <p>Headteacher</p>
7.	<p>Rewards and Behaviour</p> <p>Behaviour Management:</p> <p>Staff received training on the relationships policy. This training aimed to create a consistent approach to behaviour management across the school. The training covered techniques for promoting positive behaviour, managing conflicts, and supporting students with behavioural challenges.</p> <p>The relationships policy was reviewed and amended. The policy includes guidelines for managing behaviour and promoting positive relationships. The amendments were based on feedback from staff and observations of current practices.</p> <p>Suspensions:</p> <p>One fixed-term suspension was reported since the last meeting. The student was suspended for four days due to persistent disruptive behaviour and damage to school property. She is pupil premium, previously looked after, and has SEND. The school has implemented additional support measures for the student.</p> <p>Bullying:</p> <p>No incidents of bullying have been reported since the last meeting. The school uses a stage 1 bullying investigation form to determine whether incidents are classified as bullying. The form helps ensure a thorough and consistent approach to investigating bullying.</p> <p>The Headteacher and governors discussed the level of detail that should be reported. It was agreed that headline data was appropriate, which should be accompanied with exception reporting where appropriate. Governors also requested that trend data be included as it was recognised that comparison data with other schools would have only limited value.</p>	
8.	<p>Pupil progress and attainment</p> <p>Governors were provided a detailed set off pupil progress data with supplementary papers circulated in advance of the meeting. The latest updated was based on 7 weeks of data since the previous assessment. Governors were reminded that pupil premium numbers within the school are low, so that any statistical gap needs to recognise that it could be subject to a significant movement due to one or two children's performance.</p> <p>Reading: Reading data was reviewed, including fluency assessments and tracking progress. The school is focusing on improving reading fluency and tracking progress more rigorously.</p>	

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	<p>Writing: Writing data was reviewed, including end-of-year expectations and moderation sessions. The school is raising teacher expectations and using new end-of-year writing expectations for moderation.</p> <p>Maths: Maths data was reviewed, including observations and book scrutiny. The school is considering changing its approach to teaching maths to improve arithmetic skills and provide more flexibility in teaching. The White Rose scheme would replace the current PowerMaths scheme.</p> <p>Governors challenged the rationale for the change of maths scheme. It was noted that this was a scheme used with success across other schools in the trust and the timing offered the opportunity to refresh staff skills. Governors highlighted the need to ensure that the impact of the change to interventions is recorded and reported.</p> <p>Focus on Pupil Premium: The school is focusing on pupil premium children and the need for targeted interventions. A staff meeting is planned to discuss pupil premium and the impact of spending.</p> <p>Tracking Progress: The importance of tracking progress and attainment data to inform teaching strategies was emphasized. The school is using fluency assessments, writing expectations, and maths interventions to track progress and improve attainment.</p> <p>Governors were invited to review the data and provide the headteacher with any comments or questions via governorhub comments. [Action Governors]</p>	Governors
9.	<p>Link Governor Monitoring Link governor visits had been undertaken for Safeguarding. The following were agreed as the priority for the summer term: Early Years- M Stowe SEND- A Proudlove Sustainability -S Dutton . This would also include the reviewing the progress to secure the UNICEF Rights & Respect School Award.</p>	
10.	<p>Pupil Premium It was agreed to defer discussion on this item until the next meeting. [Action HT: Agenda]</p>	HT/Agenda
	WELFARE	
11.	<p>Safeguarding The safeguarding report was uploaded to Governor Hub. The Headteacher's report summarised the latest numbers which remain low. The importance of consistent safeguarding practices and regular updates was emphasized. It was agreed that this item should be discussed earlier in the agenda at the next meeting.</p>	
12.	<p>Welfare and Wellbeing – Students Governors received and noted the summary report contained within the headteachers report</p>	
13.	<p>Welfare and Wellbeing – Staff Governors received and noted the summary report contained within the headteachers report</p>	

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	LOCAL MATTERS & STAKEHOLDER ENGAGEMENT	
14.	Local Policy Approval Pupil Suspension and Exclusion Policy Statement- Received and noted	
15.	Governor Training Update Governors were reminded to update governorhub records when they had completed the mandatory training on Prevent, Safeguarding and Exclusions Governors asked that the link to capture biography information be shared again	Governors
16.	Stakeholder Engagement – Parents / Carers The Headteachers report included a summary of engagement events that had taken place	
17.	Stakeholder Engagement – Wider Community The Headteachers report included a summary of engagement events that had taken place	
18.	Communication – to Trust None	
19.	Communication – from Trust Governance conference – Saturday 14 June 2025	
20.	AOB It was agreed that the Chair and HT would work with the clerk to review the agenda order for the next meeting so that outstanding items could be prioritised in discussions [Action Chair/HT/Clerk]	Chair/HT/Clerk

The meeting closed at 18:15

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