

**Minutes of a meeting of the School Performance and Management Committee
Wheatcroft C P School
Tuesday 7th May 2024 at 4pm**

Present:

Mr G Dyer
Mr C Baxter
Mr O Levett

Mrs M Parkins
Miss V Lewis (Clerk)

Also Present:

Mrs S Earle – presenting
Miss M Glass - presenting

SPAM16/23	Welcome from the Clerk The Chair welcomed members to the meeting
SPAM17/23	Apologies Mr Moore – staff meeting. Governors considered and accepted apologies received.
SPAM18/23	To invite governors to declare confidentiality or any interest in items of business on the agenda None declared.
SPAM19/23	Minutes of the previous SPAM meeting – 30.11.23 Governors discussed the Minutes of the previous meeting and declared a true account of the meeting. Proposed by Mr Baxter and seconded by Mr Dyer (no other present non-staff governors were at this meeting so unable to second). Actions: all actions completed. Action: File and publish agreed Minutes as per procedure By Clerk
SPAM20/23	Matters Arising None which are not covered by this agenda.
SPAM21/23	Correspondence None received.
SPAM22/23	Safeguarding / SEND Updates All staff and governors should recognise that there is a corporate responsibility for safeguarding. Governors received an up to date report from Miss Glass. SEND As governors are aware, we revisited the SEND Register in Autumn and again in Spring and will do so again later in the Summer Term. The numbers on the register have stabilised and there are currently 32 children on register – 29 receiving SEND support, 3 with EHCPs. Within the 29 receiving support we also have 4 children for whom we have applied for an EHCP and whom will be assessed. However, the 20 week assessment timeline is currently running well beyond this time frame due to a national shortage of Educational Psychologists whose reports/assessment form part of the draft EHCP. Q: Is the money becoming harder to access? A: Yes, very much so. Plus there is a great degree of inconsistency regarding the Bandings which can vary enormously despite very similar need of pupils. For example one child with very high need has been awarded band 5 funding, and another with similar but slightly less high need has been awarded band 7. It makes no sense. A: The LA are also employing delaying methods when we are submitting applications. For example, they send a request for a ‘letter of support’ to expand on the already incredibly detailed EHCAR application before agreeing to assess, despite not receiving any new information! We have heard of schools who are employing specialists whose role is to hold Las to account regarding applications for EHCPs.

Speech, Language and Communication needs (SLCN) remain our highest frequency need, accounting for 11 children on the Register. We are looking to support these as effectively as possible in house, as NHS involvement can be very hit and miss with referrals taking a long time to process through to action. We are organising our delivery options and levels of support for next school year at present but this will be a mixture of external specialist support and our in house SALT lead, Mrs Sweeney-Chisholm.

Additionally, Mrs Earle and the EYFS Team are signposting parents to sight and hearing tests at opticians etc which helps avoid medical waiting lists.

The next highest need is for those with Social, Emotional and Mental Health needs (SEMH). We have invested heavily in THRIVE and now have 2 Practitioners. The scheme is working really productively and we are seeing an impact on pupils and how they are able to manage their day. For example, one very high need SEMH pupil was spending extremely limited amounts of time in the classroom and needed 1:1 support constantly. He is now spending almost all day in the classroom with his peers and whilst he still has a 1:1 this is not so 'glued on' as before.

This school year we have submitted five EHCAR applications for EHCPs. Four have moved to the assessment stage, with one refused on the grounds the child is making progress within her current support provision – however, they neglect to attribute this to the fact we have put additional 1:1 support in place at our own cost and without this support the situation would be very different. A referral was subsequently made to the SEND Hub for this child, and a six week intervention programme (delivered by our own staff without any progress or significant improvement. We have also resubmitted her EHCAR and made it clear we can no longer continue to support this 1:1 in our resubmission. Ordinarily parents/carers would submit a challenge to a refused EHCAR but in this case the Carer is less invested. Therefore we have resubmitted with further evidence provided by the SEND Hub who have assessed and produced a referral report to accompany our resubmission.

We have submitted nine referrals to Be U (Autism). All of these are being processed but we have been told that the waiting list is presently up to 4 years.

We have made four referrals to CAMHS (ADHD/Mental Health) which, again, has a waiting list of up to four years.

Despite these extensive waiting times and difficulty accessing external support we have made it clear to parents we'll continue to help and support children even without any diagnosis.

We have received a number of 'consults' through from the LA due to families of high need children seeking places here as they are so impressed with our ethos and provision. Each consult needs to be responded to by school with reasons why we can or cannot cater for a child's requirements. To this end we are expecting two high needs pupils with EHCPs into Reception in September 2024. Both are non-verbal and are being assessed for ASD. Both have sensory needs and will need a high level of support. We have been clear with both sets of parents and the LA that we are unable to provide 1:1 support for both children throughout the whole school day, which is what parents have requested. A plan is being developed, involving speech and language and THRIVE support staff in order to minimise the negative impact on the efficient education of the other children in the class in the September cohort. The children have been given different Band allocations and the parents of the Band 5 child are going to Tribunal to appeal this award. The child eats items, and has risk factors associated with this. The Tribunal will hopefully award additional funding to enable school to increase staffing allocations.

Mr Dyer and Miss Glass submitted a response to the application for places for these high need children strongly laying the financial complications out. We got a very unpleasant letter back saying that funding is not a reason to refuse a child a mainstream placement – which it isn't, of course every child is entitled to attend mainstream school.

We have now held early meetings with parents and current pre-school settings. Parents are on board with part time attendance to start with, and about the package of care around the children in lieu of a constant 1:1.

Q: What if the child eats something, chokes and dies?

A: Our duty of care as robust as it always is. We will ensure the child is safe via a substantive risk assessment and all legal requirements within the EHCP will be catered for. Parents are taking to Tribunal so will hopefully get additional funding.

Q: Really quite worried this could be a very serious and significant issue.

A: the risk assessment needs to be robust but realistic – what can we realistically do on a daily basis and hold this against the day to day procedure.

Q: Who will quality assure the risk assessment? Who will sign it off to ensure we are covered legally?

A: This is a very good point and one we will raise with the SEND Hub. Miss Glass is meeting with our new Adviser Jessica Maiden later this week regarding a package of additional support so will discuss this also.

Q: I really feel this needs challenging to ensure the child's safety. It all comes back to us. Needs to be signed off by the LA to ensure we are not left culpable.

A: We will definitely raise this with Jessica Maiden to ensure agreement and reassurance of the risk assessment and procedure. The reality is, both girls should be in special schools but parents have been guided by the LA to give it a go in mainstream. Will affect the education of the rest of the cohort. We have spent a significant amount of time creatively scenario planning to ensure other classes and cohorts are not detrimentally impacted by loss of staff etc.

Safeguarding

Level of Support	Number of Pupils
Child Protection Plan (CP)	0
Child In Need Plan (CIN)	1
Early Help Worker (EH)	5
Children in Care (CiC) <i>Formerly Looked After Children (LAC)</i>	4
Social Care Assessment	1

There have been 2 recent referrals in to social care. The first was made by school and was further to an earlier referral this year, and the child is now being supported as Child in Need. The home situation has changed and the picture for this child is improving.

The second referral was made by a parent against the other parent as part of an acrimonious split. This is being investigated by social care and is going through the family courts. The child does not present as being negatively impacted by the events happening between the parents and is happy and settled in school.

We have two pupils who are school refusers, and who require significant support to help them into school daily.

We currently have 4 Children in Care (CiC) who are being supported by the Virtual School. Two are with private foster families and two are with grandparents. As Designated Teacher for CiC, Miss Glass completes the relevant ePEPs online and is engaging with the reviews. She reports on weekly attendance through ePEP manager – the attendance of all 4 pupils is now good. The children are being supported additionally through THRIVE provision in school. Two of the children are also on the SEND register.

Therefore whilst attendance in school is down on national due in most part to term time holidays, attendance for pupils with EHCPs and SEND needs is significantly above national so the most vulnerable pupil in our school are attending regularly.

Filtering & Monitoring – weekly check using the SWGfL online tool is undertaken and result recorded. Any alerts which have been received are investigated by SBM but the few there have been have related to innocuous search words which have triggered the filtering system (eg. SBM was purchasing some older girls underwear for emergencies in school and this flagged as inappropriate due to the words 'girls underwear').

<p>SPAM23/23</p>	<p>Health & Safety Updates (verbal) – V. Lewis</p> <p>Nothing further to report since previous Finance meeting. Governors provided with a copy of the most recent HandS Premises Inspection Report. A few action points to be completed, but works already booked in the diary.</p> <p>The rear fence enclosing the playground and field from the car park and drive is working well and provides an extra degree of security and safety for all the children. Safeguarding is improved following installation.</p>
<p>SPAM24/23</p>	<p>Presentation from Mrs S Earle – SDP 1. EYFS and Early Excellence</p> <p>Mr Dyer advised that he had asked Mrs Earle to prepare a short presentation to give governors an overview of the development happening in EYFS as part of the SDP.</p> <p><u>Planning / Curriculum:</u></p> <p>Going back to 2023 we were informed that early years must have a clear long term plan covering all seven learning areas, clear Early Learning Goal (ELG) statements and links to the national curriculum. So we started thinking about what do we want for our EYFS and for our young people longer term. We started with a Mission Statement then looked at 6 topics which link across all subject areas which were then split into the 7 areas of learning.</p> <ul style="list-style-type: none"> - Autumn 1 – Amazing Me! - Autumn 2 – Helpful Hands - Spring 1 – Food, Glorious Food - Spring 2 – Down on the Farm - Summer 1 – A Royal Affair - Summer 2 – Land or Sea? Take an adventure with me! <p>We wanted to look and show clear progression through all the areas. Each subject area shows a Development Matters Statement and ELG for each of the six topics. Lots of work on long term plan.</p> <p>To ensure EYFS planning is in line with the rest of the school we have also created a learning map for each topic as a summary document showing each learning area’s work and links with the topic. These are shared with parents who have communicated that they find them particularly useful. Parents inform us that these maps allow them to get involved with their child’s learning and link home with school.</p> <p><u>Communication:</u></p> <p>We continue to use Class Dojo alongside the rest of the school for feeding back information to parents but this year we have also introduced Tapestry Online Learning Journal - which is fantastic. Staff log each child’s learning experiences (both adult led and child initiated) by noting observations and evidence. These records are stored as a complete log/journal which then feeds into our termly judgements about whether children are on track to achieve Age Related Expectations (ARE) and also next steps. If they are not on track we can then use Tapestry to go back and look to see what observations are showing us regarding development and gaps. The Journal is also designed as a link tool with home so we have just rolled it out to parents, having spent the first two terms getting used to the system. Parents can read and comment on our observations but also enter their own observations and evidence from home.</p> <p><u>Helicopter Stories & Poems:</u></p> <p>We are continuing with Helicopter Stories and Poems which includes learning 33 poems each year and is incredibly effective for early reading. The rhythm of poetry helps to learn to read. The core stories and linked poems are all linked to the six topic areas. First we look at a core story, tell the story, listen carefully, ask questions. Children then retell the story in their own words which is recorded verbatim by staff to show speech development through the year. The child’s own story is then acted out by the children and their friends. Encourages writing and acting. Poems are learned at the rate of one per week.</p> <p><u>Number Sense:</u></p> <p>We have closely followed the Early Years Number Sense programme this year to ensure consistency (the rest of the school use Number Sense also). The scheme teaches all the elements of number, and breaks it into strands which are then picked apart carefully with each strand having 4 books (areas of learning). Really increased children’s ability to talk about number, reason numbers and remember number facts</p>

which is embedding really effectively. We use NCETM and Early Childhood Maths to support learning of non-number. Working with North Yorkshire colleagues on this and this has been very beneficial.

Little Wandle:

We continue to use Little Wandle to teach Phonics. Children are taught in whole class sessions with additional interventions for those children needing extra support. During Autumn and Spring we have 3 x Teacher Reading sessions per week and then in the Summer Term we use the same model as Y1 and Y2. This step up in Summer moves the children on, they get staff variety during sessions which is incredibly beneficial with Mrs Earle having a weekly overview group. Daily reading and writing activities in core provision sessions. Sounds learned weekly and Tricky Words posted to parents on Dojo for additional support.

Enhancements – Trips:

- Tesco trip – as part of the ‘Food glorious food’ topic. Andy from Tesco showed us all the different areas of the store, behind the scenes, prepared hands on activities. The children found it all very exciting. After our tour, children went off in groups and found some key items from their shopping list which they were then able to pay for on their own special checkout. We used the ingredients to cook in school and made healthy soup which we all tried.
- Shuttleworth Gardens (Fairy Gardens) trip – going with Year 6 in a few weeks as part of our ‘A Royal Affair’ topic.
- Playdale Farm trip – later in the term as part of our ‘Down on the Farm’ topic.
- South Bay Beach trip – as part of our ‘Land or Sea? Take an adventure with me!’ topic.

Fewer trips than usual due to the unusually poor weather so far this year!

Visitors:

- Dentist visitor – as part of our PSHE learning
- Paul Strurgess – UK tallest man and former American NBA player visited with social and mental health messages.
- Tom Palmer author visit
- Santa – our special Christmas visitor!
- PCSO Road Safety Officer
- Theatre performances in school – particularly the Christmas show from Animated Objects ‘Elves and the Shoemaker’ which happened to be our topic book!

Other Visitors:

- EYFS Adviser – we paid for a half day visit in the Autumn Term for an audit of provision and to get some top tips, validation and support. Really supportive and helpful adviser, he was very complimentary but offered some really useful insights and information.
- DFE Baseline Moderation Visit – the moderator visited and watched Mrs Earle administer the Baseline assessment to six pupils. She provided very positive feedback and the report was excellent (previously circulated to Governors).
- Ofsted – EYFS came out really strongly. The inspector visited EYFS to watch morning entry procedures, routines and settling. They also saw Phonics delivery, Music input, Phonics and early Maths plus joined the children for lunch!
- Learning Walks – undertaken by Mr Dyer and other key staff. Really positive and supportive.

Classroom / Environment / Resourcing Improvement & Works:

Following some advice from the EYFS Adviser the EYFS Shed was cleared out and repurposed. Lighting was installed and it was furnished and resourced from existing equipment to create a reading and writing area used for groups in nicer weather. Equipment is stored in pictorial labelled boxes so that children can use items to enhance their own provision.

We have set up and resourced a new exterior Water Area. It features purpose created equipment from Early Excellence such as jugs, funnels, buckets, syringes, boats, people, shells etc to replace some very old equipment. The area allows children to use the equipment to enhance their learning, tell stories etc and has been have been very successful.

Similarly, we have a new Sand Area with tools, jugs, vehicles, buckets, jugs, animals, natural pebbles etc

Inside, we have resourced a brand new Architects Area with good quality shapes, blocks, magnetic shapes, fabric, books and natural additions like shells, cones and wooden discs.

Our Maths Area has been reorganised and now has useful and purposeful resources for weighing, measuring etc.

All of these areas form core provision and are designed with 'shadowed layout' which promotes independence and learning through play. These areas are really enhancing children's learning and the provision we are offering.

Mr Dyer and Mrs Earle attended a recent Early Excellence training and roadshow day. The morning involved a session for Headteachers to look at the way EYFS provision impacts on school progress and was very useful. In the afternoon we were invited to consider 'How to Unlock the Potential of Your Learning Environment' We looked in detail at key areas of provision and guided in how to plan the classroom environment to maximise development, progress and curriculum links.

As a result, we have been lucky enough to be able to resource some new areas with core equipment. We have been able to create a Large Block Area for bigger construction, which has been a source of Incredible excitement and enthusiasm for the children, and a Playdough Area which is resourced for core provision enhanced by specific additions from our six topics as we move through the terms.

The advice around 'Home Corner' provision has changed in that it should no longer be periodically changed to be a vets, or a school or an office. It should always be a home as all children share the home experience and have knowledge of this. We will enhance this throughout our topics by linking additions into the home set up. The non-home corner items we have such as vets, schools etc can be used elsewhere.

With the purchase of these really wonderful, robust and valuable resources our interior core provision is now essentially now up to speed. We have a wish list of items to enhance outdoor provision further and eventually would like to buy small construction, art, science and small world fantasy resource packs and items for physical play such as bikes, rockers and balance equipment.

Bluebells classroom and toilets are scheduled for refurbishment in Summer 2025 from the 2025/26 Capital Funding Allocation. Anything remaining from this will be put towards additional resources.

The idea is to build a foundation that feeds into closing gaps as we go along regarding SEMH needs, speech development etc. EYFS needs to be the solid basis to ensure we can then build and develop during children's school journey. That's the ethos behind this and the expenditure.

Governors to visit Bluebells at next opportunity.

Q: Put in a Tesco funding request?

A: We have submitted a request for other projects and are waiting our turn.

Miss Glass commented that the whole classroom looks fabulous – it's really coming together and you can see that in the children's progress and confidence.

Q: how is the feedback from parents? How do you collect it?

A: we see parents personally on the gate at pickup and drop off daily so we get a lot of verbal communication and feedback. We also get this through the All About Me books which have now been replaced by Tapestry.

Mr Dyer suggested that perhaps a very basic questionnaire to go out with the annual reports would provide an evidence base. It's about looking at behaviour, relationships and it all starts at the beginning.

Mr Dyer attended the early Excellence Ofsted briefing today re EYFS and it backs up everything Mrs Earle saying and the resources we are using and putting in place. The Ofsted Best Start in Life Review talks very clearly about the way EYFS links with KS1 – the data backs up the investment we are making in EYFS.

SPAM25/23	<p>Presentation from Miss M Glass – SDP 5. SEND Champion 5-a-day Miss Glass has referred the presentation relating to 5-a-day to the next SPAM meeting on 3.7.24.</p>
SPAM26/23	<p>National Test Arrangements 2024 and Expected Outcomes Update (verbal) – O. Levett & G. Dyer Mr Levett to give brief overview of SATs and a summary of expectations around outcomes, which are a priority for the school.</p> <p>This year’s Year 6 cohort have a significant amount of access arrangements – 9 children need a variation to the delivery of the tests. These arrangements include readers, scribes, transcription and additional time allowances. Tests will take place in the school hall for the majority of children, with those nine pupils’ tests taking place in The Zone due to additional personnel and space needed. Mr Levett will coordinate the Hall with additional staff support and Miss Glass and Mrs Hayes will coordinate The Zone. Children and parents have all been informed of the procedures for the tests and of access arrangements where appropriate.</p> <p>Loose projections regarding outcomes as it is difficult to accurately predict due to the unknown content of the test papers. Having a ‘mock SAT’ tomorrow so children can experience the layout and format of test day. This will hopefully help them with emotional preparedness.</p> <p><u>Autumn and Spring Headline Data</u> <u>Writing</u> – starting to see improvement but this is not assessed at SATs, but by teacher assessment in late June. Therefore the main focus is at present on Reading and Maths until after the tests when we will then put extra time and learning into boosting Writing attainment. Six children who are borderline as to whether they will meet the expected – some has SEND need but others do not.</p> <p><u>Maths</u> – significant push to improve those meeting the expected level. Factors affecting attainment include this cohort missing their lower key stage 2 input due to Covid (this is being reflected in other schools also), having an unsettled Year 5 due to various staffing changes mid-year and that they as a group have significant SEMH issues. Group of 10 pupils being targeted to boost their outcomes and hopefully get them over the expected line. Confident five of these will get there, with the other five remaining borderline. Overall from the whole class hoping for 18 of the 30 to achieve expected which is around 60%.</p> <p><u>Reading</u> – really positive data, hoping for a good text in the test. This cohort has had extensive involvement in the LA Reading Project this year which has had an impact. SEA James Durant visited a fortnight ago and was really pleased with our involvement and adaptation as well as our reading culture and the pupil voice he experienced. Specific impact and more details will be fed back at the next SPAM meeting.</p> <p><u>RWM combined</u> will be between 43 and 60%. Lower than we’d like but difficult to drive both Writing and Maths at the same time due to the cohort make up. Class data suggests our booster groups and interventions are having a positive impact.</p> <p><u>Overall</u> – data not as high as we’d like overall but no clear single reason. Some pupils have made amazing progress this year going for 2 marks on a paper to over half marks, which is outstanding. However, those making this progress are also coming from a very low starting point so whether they can achieve the expected is not clear and sadly is not reflected in the data.</p> <p>Q: have you disapplied any pupils? A: no not this year, we have a couple of pre key stage in writing but nobody for the tested areas. Comment: our Y6 cohorts sound very similar. A: NPQSL project buddy has a similar cohort and data. What is happening further down the school now in other year groups will feed through and have an impact as we go along. I feel this cohort are a bump in the data and not a trend. Internal data from Y4 and Y5 is more positive and these cohorts have less SEMH need. Cohorts coming through will also have more time with our THRIVE systems and opportunity to use these skills and support systems.</p> <p>OL: We feel we are as prepared as we possibly can be with these children.</p>

	<p>GD governors welcome to come in and experience the SATs and experience the procedure and management as part of monitoring.</p> <p>Action: Invite governors in to school who may wish to see how the SATs procedure runs By: Clerk</p>
SPAM27/23	<p>Coventry University Link Update – O. Levett</p> <p>OL was invited a few months ago to speak at Coventry University Scarborough Campus as an alumni. Whilst there took the opportunity to do a bit of networking. Amy Matthews from their Education Hub has proposed a link with our school. They are putting out a Step into Teaching degree and to build their credibility they need to get out into schools. Their staff team and students would come in to observe at ‘feature’ schools, of which we would be one. Their staff wouldn’t deliver any provision, would just observe. In return, CU would offer us free staff training by their specialist staff in areas such as speech and language development. Additionally our staff would be able to offer training to students in their subject area/specialism.</p> <p>CU are also rolling out a Level 4 and 5 early years course and will need placements for their students. These students would already be Level 3 expert practitioners and would offer us the opportunity to access additional free support in our setting.</p> <p>We aren’t quite at the point of rolling anything firm out but from own knowledge and that of colleagues, Amy Matthews is not someone to moot an idea which won’t come to fruition. We hope to hear more about next steps soon and will feed back then.</p> <p>Comment: – strongly support this idea, ensure we have Memorandum of Understanding (MOU) in place to ensure structured collaboration to protect all parties.</p>
SPAM28/23	<p>Policies to consider, approve and adopt:</p> <ul style="list-style-type: none"> - SW004A – Safeguarding in Education Low Level Concerns Policy <p>The policy itself has not changed and works very effectively. However, following advice from HR the LLC Report Form has been updated with features such as action plan, targets and progress for transparency and ease of use.</p> <p>Governors considered and approved the Policy.</p> <p>Action: File and publish Policies as per procedure By Clerk</p>
SPAM29/23	<p>Dates of Forthcoming Meetings:</p> <p>Next FGB Meeting – 16.5.24 at 5pm Next SPAM Meeting – 3.7.24 at 4pm – Please note new date – originally scheduled for 5.7.24</p> <p>Action: Confirm dates of remaining meetings for this school year to Governors By Clerk</p>
SPAM30/23	<p>A.O.B.</p> <p>Mr Moore has sent some information about the ‘Join In Award Scheme’ (JAS) to Mr Baxter, which he has shared with Mr Dyer. The scheme is essentially a primary school level Duke of Edinburgh award programme. Whilst only had time for a cursory look at the information it seems to works very similarly to the Children’s University scheme in that it promotes enjoyment of hobbies, activities, interests and out of school learning with rewards and achievements. Mr Dyer will need to look further into it to see whether it could run alongside Children’s University or instead of perhaps.</p> <p>Mr Levett added that in the last 2 or 3 years Children’s University provision has been very poor, with low staff investment and a reduced amount of support. Mr Dyer agreed that perhaps this poses an opportunity to refresh the idea of an activities reward scheme. This would also tie in with the Ofsted recommendation to improve our outward learning offer.</p> <p>Action: Investigate and liaise with Mr Moore re ‘Join in Award’ Scheme By Mr Levett</p>

Meeting closed at: 6.00pm

Signed (Chair):  Date: ...16.7.24.....

Actions: ✓

Agenda Item	Action	Responsible	Completed
SPAM19/23	File and publish agreed Minutes as per procedure	Clerk	✓
SPAM26/23	Invite governors in to school who may wish to see how the SATs procedure runs	Clerk / Mr Levett	✓
SPAM28/23	File and publish Policies as per procedure	Clerk	✓
SPAM30/23	Investigate and liaise with Mr Moore re 'Join in Award' Scheme	Mr Levett	✓