

Minutes of a meeting of the School Performance and Management Committee of Wheatcroft C P School Thursday 2nd March 2023 at 4pm	
Present: Mr G Dyer Mr C Baxter Mrs M Parkins Mr O Levett	
Mr G Moore Mrs A Kirby (Deputy Head Associate Member) Miss V Lewis (Clerk)	
Additionally present: Miss M Clapham – DT Lead (to present only)	
SPAM16/22	Welcome from the Chair The Chair welcomed members to the meeting.
SPAM17/22	Apologies None – all committee members present.
SPAM18/22	To invite governors to declare confidentiality or any interest in items of business on the agenda None declared.
SPAM19/22	Minutes of the previous SPG meeting – 1.12.22 Governors discussed the Minutes of the previous meeting (formerly known as the SPG Group) and declared a true account of the meeting. Actions: all actions completed. Of note: SPG11/22: Mr Dyer presented the SEA report and action plan at the previous FGB meeting. It will also be featured in this meeting’s report(s). SPG13/22: Policies deferred for review at FGB meeting undertaken 19.1.23. Actions: File and publish agreed Minutes as per procedure By Clerk
SPAM20/22	Matters Arising No matters arising not covered by this agenda.
SPAM21/22	Correspondence None received pertinent to this meeting.
SPAM22/22	Safeguarding / SEND Updates All staff and governors should recognise that there is a corporate responsibility for safeguarding. Governors received an updated SEND and Safeguarding Report. There has been a very recent new admission with significant social emotional needs. He is a repeated school refuser from the East Riding who has now moved into the area. This was a directed admission but there has been successful input and integration so far. He will be added to the next SEND report. Q: in terms of special needs – SEMH but presumably this also has an academic impact? A: his results will have an impact on SATs, we have already seen evidence of poor spelling and writing skills which will in turn affect reading and Maths scores. He can mentally calculate but translating this to written answers is not easy. A: already seeing a more positive child compared with what the initial report suggested. Willing to engage in school activities and lessons however, we must be cautious as there is sometimes a ‘honeymoon’ period. SATs may hopefully fall in this initial period but we must accept this will have an impact on our data; however, this will be documented and contextualized. We will receive pro rata funding from his EHCP to help support him for the next 5 months whilst at Wheatcroft and we are hoping to maintain this positive start.

	<p>There has been an ongoing significant safeguarding issue since last week. This will be detailed on the SENCo's updated report for the next meeting.</p>
<p>SPAM23/22</p>	<p>Governor Statutory Training: The Clerk reminded all governors that the following statutory training must be completed as soon as possible:</p> <ul style="list-style-type: none"> • PREVENT Duty (Course 1) • NSPCC Child Protection for School Governors (2.0) • Safer Recruitment (Chris Baxter + 1 ANO TBC) <p>These are a requirement expected by Ofsted and MUST be completed as soon as possible. Alternatively, if a governor already holds appropriate or higher level certification these should be emailed to the Clerk as soon as possible.</p> <p>Mr Baxter is also booked to attend the following training and will then feed back and disseminate information to the rest of the governing body:</p> <ol style="list-style-type: none"> 1. Ofsted Overview for Governors 25.4.23 2. Governor Panel Training: staff hearing and appeals 21.3.23
<p>SPAM24/22</p>	<p>(SDP 1, 3) Curriculum and governor monitoring documents and policy - G Dyer <u>Governor Visits Policy & Guidance</u> Part of the Governing Body Health Check (see Agenda SPAM30/22) was about how robust governor monitoring is and how well link input with the School Development Plan and subject leads was working and embedded. Subject Leaders have been asked to reach out to the Link Governor for their subject(s) to arrange a monitoring visit. To tighten this up and make the process more explicit and transparent, Mr Dyer proposes to adopt the NGA Governor Visits Policy & Guidance which clearly lays out the aims and specifics of the monitoring process. There are several model annexes:</p> <ul style="list-style-type: none"> • Annex B Governor Visit Form – will be completed after each visit by the visiting governor and then filed centrally by the Clerk. Visit Reports will be circulated as a standing item on each FGB agenda. • Annex C Governor Visit Focus Planner – will be decided at the September Business Meeting annually. However, for this year it will be agreed for the remainder of the year in the May FGB meeting. <p><i>Governors agreed to adopt the Policy with a minimum of one visit per governor per year.</i></p> <p><u>Subject Monitoring Proforma</u> Subject Monitoring Forms (Pupil Voice) have been completed for science, maths and art. This new template will be used by all subject leaders moving forward to ensure accuracy and consistency of approach. The 3 templates aim to triangulate data across pupil voice, work scrutiny and learning walks content to form a summary of findings and support action planning.</p> <p>Actions: Send Annex B Form to governors By Clerk</p>
<p>SPAM25/22</p>	<p>(SDP 1, 3) Maths monitoring feedback and next steps - O Levett We have had staff meetings re Maths development and curriculum progress and conducted a learning walk to get an overview of maths teaching in school. Maths was a SDP key objective last year.</p> <p>Ofsted keen on Declarative knowledge – instant recall, key bonds, key facts. Happy what we do currently matches well with Ofsted Research Review and is also having a solid impact on our children. Scores in arithmetic are good but we need to build on reasoning. Looking to build children's fluency in Maths and how they are using their core knowledge.</p> <p>Learning walk – lots of positive practice observed and links with prior learning. Spoke with a lower prior attaining pupil and she was confident in her key skills and used appropriate strategies. Prior learning is good – children need to know how they will use and apply the core knowledge they are learning. Staff are addressing pupil misconceptions but we will need to look at support staff</p>

deployment and training to allow them to also build on this. Support staff training and progression and application / deployment to fit abilities and skills of learners is necessary. Important to ensure children who are not on borderline of achieving the expected or greater depth are also still getting high level input and provision.

We want to stretch the most able, and yet also spend time to help those struggling to progress but we need to be able to triangulate and quantify this impact. Teachers were observed offering maximum impact with very simple and uncomplicated strategies. Year 1 children were superbly engaged, teachers included reminding of prior lessons. Important to now develop teaching assistant confidence to also do this. Every adult in the room needs to be upskilled effectively to ensure children get the best.

Good practice from TAs evident but training identified to help them be empowered and to make adaptations to planning and feed back to teachers to support assessments and change plans.

Also need to look at consistency of displays and working walls throughout school to build a consistency of approach. There are things we can do better which are only small changes but will have a big impact.

Q: Any plans for Parent sessions 'how to help your child'?

A: Yes we have an awareness that we need to rebuild the community side and engagement with school. Plans for parent sessions. Looking at learning journals containing personalized schemes and calculation methods etc also.

A: parents who didn't have a positive relationship with school and / or Maths as a child can be hesitant to engage and this is something to tackle to ensure the same ethos isn't passed down to the children.

Q: perhaps some homework sessions that parents can come along to?

A: yes, upskilling sessions but it is about promoting and rebuilding the engagement side. We can look at how this would run and uptake.

Q: evidence based intervention?

A: Number Sense Maths to be timetabled more consistently from September. Only used from EYFS to Year 3 presently. We had planned a rollout to upper KS2 but this has been affected by staffing issues. We are holding Year 6 Maths Club but this will also be expanded. Number Sense is also piloting a multiplication model / tool and this would also feed in.

Q: in terms of the week how many Maths sessions do children get? Consistent across the school?

A: taught daily in every class but need to check timetabling so that as much Maths as we would like is being taught. All KS1 staff have undertaken Number Sense training however, Number Sense has been incorporated into lessons when it should be happening in addition to.

Q: Functional Maths and cross curricular links?

A: on our medium term plans there is a cross curricular Maths section. Need to ensure this is followed through and isn't just a box ticked. Integrate statistics work. Need to look at timetabling to ensure consistency.

Children recognized what learning in Maths relates to what they've done in English – children making the link as they've been shown it explicitly. Learning walk has confirmed our original and provisional thoughts. Some classes have challenging learning behaviours, from over stimulation, boredom from inadequate challenge etc.

Lots of successes to celebrate. School has had different development over the last few years in Maths. Next steps to be focused on teaching and learning one strand, timetabling one strand, upskilling staff one strand, making sure interventions are happening at the right times. All this added together to form a solid, cohesive and consistent approach.

Q: SATs timetable?

	<p>A: SATs in May which provides for six more teaching weeks and one week of in house assessments / practice papers. Teaching from planning until Easter / nearer the SATs then touching on areas such as shape. After SATs we will move onto ratios etc for more challenge leading to secondary.</p> <p>Q: assessment week results available before Easter?</p> <p>A: yes, after Easter, teaching will be more fluid and targeting issues arising from results.</p> <p><u>Action Planning:</u></p> <ul style="list-style-type: none"> • Look at support staff deployment and upskilling • Classroom resourcing • Timetabling actively and appropriately, allowing time for functional Maths. <p>There is a clear vision of the direction and plan for SATs. Look at gaps from assessments and target directly in the run up to SATs to ensure we are doing our best for this cohort but we must also focus on Year 4 and 5 this year.</p>
<p>SPAM26/22</p>	<p>(SDP 3) Science monitoring report - N Jones (works Mon-Weds)</p> <p>Mrs Jones has submitted her subject monitoring report informed by KS2 Pupil Voice. Children were asked a series of questions about their science work, the curriculum, their enjoyment of the subject, how they can improve and what they would like to do in lessons.</p> <p>Action points for Science based on this report:</p> <ul style="list-style-type: none"> • Feed back to staff • Carry out KS1 Pupil Voice • Classteachers should make it very clear to pupils when they are doing a Science lesson/activity • Try to incorporate more hands on investigative science
<p>SPAM27/22</p>	<p>(SDP 3) DT curriculum design and planning – Miss M Clapham</p> <p>Miss Clapham has led three staff meetings to deep dive into Design Technology (DT).</p> <p>1. What is DT?</p> <ul style="list-style-type: none"> • We have bought a subscription to the DT Association to access their planning and resources. Their mantra is ‘Something made for Someone for Some Purpose’ which we have now incorporated as our Subject Statement – ‘3S’s’ – as well as being National Curriculum wording. • Really clear on what is DT and the meaning behind projects. • Introduced the star diagram – to allow projects to be plotted against 6 different DT principles. Staff asked to plot their planned projects on the diagram to ensure cover is robust across the principles. • Had another look at the programme of study so it was clear in our minds. Looked at DT vocabulary – Iterative process: starting, evaluating, improving. • Looked at the ICT side of DT and how we can embed cross curricular links and ensure a range of relevant contexts. <p>Q: star diagram, do the children get these 6 principles laid out for them?</p> <p>A: not shared with the children as a diagram but the principles are talked through with the children.</p> <p>2.</p> <ul style="list-style-type: none"> • Key stage phase teams are looking at the progress document to ensure covering all aspects. • Decided in the subject statement to have real contexts but driven by the cross curricular links in areas such as history (for example, designing a working catapult is DT focus with cross curricular history link). • DT folder shared on staff server drive. Looked at the subject overview and that the focus areas were correct. <p>3.</p> <ul style="list-style-type: none"> • Looked at food and nutrition as a separate area. Linked in with Eat Well Plate model. Perhaps also PSHE link and lunchtime. Link with kitchen / catering service. • Where the key skills are going and reflecting planning and cohesive approaches. • Food hygiene and risk assessment requested from HandS adviser.

	<p><u>Actions:</u></p> <ul style="list-style-type: none"> • all teachers updating medium term plans. • During the next phase of curriculum release time Miss Clapham will be undertaking subject monitoring and gathering pupil voice (summer term). • check progression Y2-3 and upper KS2. <p>Q: is there a kitchen in Wheaties? A: yes but is only very basic. We do have portable ovens etc for use in classrooms.</p> <p>Q: how often is DT taught? A: block teaching for time efficiency and more cohesive learning. One project per term per year group. As a class teacher the star diagram is really useful to focus away from just the outcome and to help projects be meaningful. Changed the way we are teaching and introducing the design decisions and actions. Empowered pupils, they are using key words. Before we plan – how does it fit onto the star diagram. Not spending time planning an activity which doesn't fit the principles. DT association support and membership has been useful. Clearer progression possible subject to consistency. That is part of the monitoring process.</p> <p>GD: thank you to Miss Clapham for her input, this evening's report and for leading staff meetings and the subject.</p>
<p>SPAM28/22</p>	<p>(SDP 2) Reading hub audit - A Kirby</p> <p>In 2020 Mrs Kirby attended a reading hub showcase event and was advised after an audit of resources that school could access £6k in funding towards decodable reading books, resources and letters and sounds training. In 2021 Little Wandle was introduced and additional funding was made available to allow school to merge existing resources with Little Wandle. All of these systems and resources follow the cumulative progression SSP requires.</p> <p>Have now had a follow up audit undertaken by the DfE English Hub Lead, which was very rigorous and thorough. She audited teaching, interventions, resources, staff deployment and delivery and assessment - a reading deep dive essentially. Really positive process with the outcome that we could take up additional literacy support time if we wanted to for free. This wasn't something we were forced to accept or told was necessary but was offered as extra support which we were glad to accept.</p> <p>We have received almost £7k in resourcing and support so far but can access another £2k.</p> <p>Very positive about the systems we have in place and the new Reading Practice sessions which is the Little Wandle accepted approach and has already started having a rapid impact.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • improvements to reading / phonics environments; we struggle for space and are looking at ways to have dedicated spaces available with correct resources and set up. • inconsistency in delivery of phonics from some support staff – to be addressed with staff coaching. • start using online assessment tracker. <p>Really positive and affirming visit. We had already been undertaking monitoring and was good to see that the adviser's report and findings agreed with ours. Really proactive to boost the cohort support in place.</p>
<p>SPAM29/22</p>	<p>(SDP 5) SCR audit feedback - V Lewis</p> <p>Governors had been provided with a summary report and action plan in lieu of the full audit report from HR which has not yet been received. All actions have either been completed or are in the process of being completed at present. Most relate to minor items such as missing postcodes and dates which were easily rectified.</p>

	The next stage of securing the SCR procedures and processes is to integrate a robust monitoring schedule. The proposal is that Mr Dyer and Mrs Parkins will undertake this before each FGB meeting to ensure termly checks are completed. They will choose 2-3 members of staff, visitors, governors or volunteers and then quality assure the content held in both the SCR document and hard copy HR/other files. The first monitoring session will be on 25 th May.
SPAM30/22	<p>(SDP 5) Feedback on SEA attendance and SEND visit - G Dyer</p> <p>No formal report received at the time of the meeting from Lisa Jones. Completed attendance audit by Mr Dyer was included and circulated to governors. Governors provided with verbal feedback:</p> <ul style="list-style-type: none"> • Attendance good – highlighted positive impact on attendance. Actions to build on but no issues. • SEND – again happy with this area. Lisa undertook a learning walk with Mrs Parkins and Miss Glass during which she picked up on a couple of behavior and curriculum improvements / issues. In response, we have strengthened our behavior responses and are looking at the activities being provided and deployment of staff. <p>Governing Body Health Check has been completed by the Governor Support department to guide school following appointment of a new Headteacher. Some items highlighted as higher level of issue than we feel fair but there are some useful action points.</p> <p>Benchmarking attainment and performance documents – detailed comparison via the Data Dashboard which was previously supplied by the LA is not produced now. We should be able to reproduce something similar from Fischer Family Trust (FFT). In July we will get county and national comparison data however, this year there is no league tabling. We have also been selected as part of a pilot to trial some new exam type questions so perhaps this is the direction of travel.</p>
SPAM31/22	<p>Dates of Forthcoming Meetings:</p> <p>Finance Committee Meeting – 29.3.23 4pm SPAM Committee Meeting – 11.5.23 4pm FGB Meeting – 25.5.23 6pm</p>
SPAM32/22	<p>A.O.B.</p> <p>The SBM has had some necessary fire safety system repairs undertaken to ensure the system adequately protects the site. This cost of approximately £7,000 was not identified in the start or revised budgets due to the recent emergence of issues. This will be outlined in greater detail at the Finance Committee meeting on 29.3.23.</p>

Meeting closed at: 5.35pm



Signed (Chair): Date:11.5.23.....

Actions:

Agenda Item	Action	Responsible	Completed
SPAM19/22	File and publish agreed Minutes as per procedure	Clerk	✓
SPAM24/22	Send Annex B Form to governors	Clerk	✓