

**Minutes of a meeting of the School Performance and Management Committee
Wheatcroft C P School
Thursday 30th November 2023 at 4pm**

Present:

Mr G Dyer
Mr C Baxter
Mr O Levett

Mr G Moore
Miss V Lewis (Clerk)

Also Present:

Mrs M Gridley – presenting
Miss J Harper - presenting

SPAM01/23	<p>Welcome from the Clerk The clerk welcomed members to the first School Performance and Management Committee meeting of the school year.</p>
SPAM02/23	<p>Apologies Mrs M Parkins – has another meeting / unable to attend. Mr G Moore – not present, unknown reason. Clerk to follow up. <i>Mr Moore contacted Clerk 1.12.23 to advise he had been caught up in an emergency situation at work and apologised for not being able to contact before the meeting.</i> Governors considered and accepted apologies received.</p> <p style="text-align: center;">Action: Contact Mr Moore re absence By: Clerk</p>
SPAM03/23	<p>To invite governors to declare confidentiality or any interest in items of business on the agenda None declared.</p>
SPAM04/23	<p>Appoint Committee Chair The Clerk asked for expressions of interest in being Committee Chair for this school year. Mr Levett nominated Mr Baxter, who accepted for this year. Mr Baxter will act as the SPAM Chair for the 2023/24 school year.</p> <p style="text-align: center;">Action: Update records to reflect Chairship By: Clerk</p>
SPAM05/23	<p>Minutes of the previous SPAM meeting – 5.7.23 Governors discussed the Minutes of the previous meeting and declared a true account of the meeting. Proposed by Mr Baxter and seconded by Mr Levett. Actions: all actions completed.</p> <p style="text-align: center;">Action: File and publish agreed Minutes as per procedure By Clerk</p>
SPAM06/23	<p>Matters Arising None which are not covered by this agenda.</p>
SPAM07/23	<p>Correspondence None received.</p>
SPAM08/23	<p>Headteacher’s Report</p> <p>Monitoring and Feedback from NYC and SEA advisor visits. All the visits for the academic year have been held this term. Autumn planning meeting – SDP and SEF and 3 school visits undertaken by the SEA. Safeguarding and Attendance, Curriculum leadership and deep dive preparation, English scheme triangulation. A further SDP visit for SEND and Inclusion is scheduled for 5.12.23. Development days have been planned to ensure that school has had robust monitoring with the LA ahead of inspection. Strengths identified and targets set to enhance provision. These are added to the SDP and the updated November SEF. Governor involvement in the safeguarding and SEND/Inclusion visit</p>

SDP Priorities overview:

- **Quality of Education- English Writing**

To ensure that the English curriculum is planned sequentially; allowing for a build-up of core knowledge and skills, rich with opportunities for extended writing and application of grammar, driven by high quality texts. The English learning offer is consistent for all pupils. Assessment frameworks ensure that gaps in knowledge are identified, planned for and where required, catch up strategies are used to ensure all children make progress from their starting points.

- **Quality of Education- EYFS**

Enhance EYFS provision to develop independence and deepen knowledge, securing pupil progress through the robust use of assessment and identification of next steps. Long term planning ensures that the development of knowledge and vocabulary is sequential with clear links across all areas of development to the school curriculum. Teaching and provision is evaluated against Ofsted grade descriptors to ensure that children make progress against baseline starting points and teaching and learning is good or better.

- **Quality of Education- Policy**

Ensure that the learning offer is consistent for all pupils through the creation of a Quality of Education policy that underpins the deployment of teaching, learning and assessment approaches. Drive forward key improvements at phase and whole school level to create an outstanding learning culture, which maximises the impact of teaching assistants and has assessment, monitoring and staff training at its centre.

- **Personal Development/Behaviour and Attitudes -Thrive**

To develop THRIVE within the whole school context ensuring that the principles are embedded and pupils benefit from a trauma-informed approach to improving their mental health and wellbeing. Behaviour, attendance and learning outcomes are improved through the use of a relational approach with pupils, supported by trained practitioners and underpinned by cognitive behavioural learning.

- **Personal Development/Behaviour and Attitudes – SEND**

To enhance the educational provision for SEND pupils through assessment, target setting and adaptations to the curriculum, so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future. Pupils' outcomes improve as a result of the different or additional provision being made for them. Support staff, teachers and leaders identify, assess and meet the needs of pupils with SEND, including when pupils with SEND are working with 1:1 support.

Mr Dyer gave a brief context to the upcoming presentations from Mrs Gridley, Miss Harper and Mr Levett:

- **Baseline Data unpinning priorities- English**

KS2 teacher assessment data for writing 2023 is below (-7%) on 2022 (68%) –and significantly below 2023 national data of 71% (-11%). GPS data for 2023 was significantly below 2022 (-24%) and 2023 national figures (-12%) of 72%. RWM was -7% below national levels. Maths data was +6% on 2022 and in line with 2023 National-74%

- To improve- Focussed work on- Planning, consistency, sequence, assessment, teaching, use of support staff and provision for SEND and vulnerable pupils to make sustained progress.
- 3 strands- Writing- Literacy Tree Scheme and Early reading and phonics offer. RWM- improving reading outcomes in YR6 alongside writing- NYC Reading project.

Overview of Literacy Tree Scheme – Mrs Gridley

School bought into the Literacy Tree scheme late last year. Opted for this as it is book based and fitted in with the existing teaching style. The impetus for buying into the scheme was to Improve data and raise standards. The scheme was launched with whole staff training on the approach. The way it works is through a sequential process repeated each time but with a different text and activities. The texts selected have been mapped out by year groups for the whole year and have been chosen for their links with the class's existing topics, themes, community drivers and is designed to enhance the existing provision. Some of the previous writing planning has remained in place as this was strong but it has been adjusted to follow the same sequential process and planning format of Literacy Tree. Teaching and monitoring is now happening consistently throughout school, including some with the SEA on his recent

visit. Also now in the process of rolling out moderation to support staff. It is especially evident that throughout school Literacy Tree have lots of visual tools to scaffold the learning and during monitoring these tools were also being used at different stages and abilities. Low threshold high ceiling. Taken the decision to adjust the assessment framework to provide greater consistency.

Q all staff involved have had CPD?

A. Yes, all staff had training before the Summer holidays, with the exception of Mrs Cattle who was not yet in post. She is due to undertake her training in the next few weeks – both whole school and Year 5 specific from Literacy Tree.

Q. The SEA has seen all planning, mapping etc?

A. Yes he said was a good move to enable us to follow the impact and provision

Q. Is there any early data to quantify impact?

A. We undertook a Book Look in October, and it is currently the Autumn Assessment Week so we will have teacher assessments of writing from the new framework shortly. The SEA undertook a deep dive on his recent visit involving pupil voice, book scrutiny and assessment and identified the robust and consistent nature of approach. Once we have this data compiled we'll have summative impact. At the moment it is a visual impact assessment. Will be able to interrogate progress and tracked data once assessments compiled. We learnt from Little Wandle and its application that fidelity and consistent approach will lead to success.

We ran a whole School writing project in September, which culminated in a wonderful 'Exhibition' of the children's work based on the book 'Change Sings'. This project will be repeated at the start of January with a different text, and then again in Summer. The projects raise the profile of writing and promotes pride and enjoyment in writing. The whole project was very successful and motivational across every year group.

NYC Year 6 Reading Project – Mr Levett

Mr Dyer and Mr Levett were invited by the LA to attend training and receive direction from the Authority regarding this pilot scheme. All schools were asked, to offer universal support. Wheatcroft is in Tier 1 which comprises of schools selected by size of cohort and their attainment scores. Whilst we weren't too far below national it is evident these do need to improve.

This scheme was previously trialled in Wolverhampton, with schools who had significantly lower results than our locality. Those schools engaging fully saw increases to outcomes and standards of between 16% and 19.7%. North Yorkshire have seen this success and decided to use the system in our County to boost attainment and progress.

Q. Is this a national project?

A. It was trialled in Wolverhampton and North Yorkshire has subsequently picked this up post covid as they feel it will have an impact. Other authorities may also roll out but unsure at present.

Throughout the project we will provide evidence and data to assess impact. There were lots of schools in the Wolverhampton cohort starting at a much lower baseline than us but progress measures show significant improvement so will hit the most in need of boosting and support.

Our Year 6 pupils have been baselined prior to starting the roll out. Children achieving a scaled score of anything over 100 are achieving the age related expected. From the baseline assessment 64.5% of our children are expected to achieve 100 or more. The project is designed to positively impact those pupils with scaled scores of 90-99 which in our school is an identified target group of 22% of the class. In terms of predicting if the whole group can achieve the expected 100+ the project historical data suggests around 80% of pupils would reach the level, an increase of around 15% on current baseline figures. However, this is more likely to be around 75% - which we feel is still aspirational but achievable. Last year our reading outcome was 68%, versus the national of 75% so hoping this project will bring us in line with the national in 2024.

Every day pupils read from the selected project text. In order to fully buy into the project the class are no longer reading from the Literacy Tree texts in order to apply the project to its fullest extent and hopefully achieve its fullest impact. Principally the reading scheme boosts pupils' reading but we also need to boost the comprehension of text, improve on pupils' ability to read quickly enough, understand the content and then be able to respond to questions. The project is very much about giving the children the skills to enhance their abilities but also their test readiness by improving a combination of accuracy, speed and ability.

Q. This all sounds like a really positive and impressive scheme which has already evidence success in having impact and value through an evidence and research based programme. What did the SEA think?

A. His last visit only involved looking at the writing provision and schemes. He will be able to look at this at a later date hopefully. Lindsey Miller, the LA Assessment Lead is overseeing the rollout and programme progression. We submit our question level analysis data to the LA throughout to moderate and quality assure. The LA is providing all the materials and should this work out as hoped and we achieve the value added outcomes we are hoping for we will be able to run the programme again in future years. We will also be able to check against our hypothesis that the issue with our lower than national attainment was not down to ability but to the fact test readiness wasn't there.

Children do test papers as a group exercise for 9 out of every 10 sessions and then the 10th session is undertaken as an independent test response.

Early Reading monitoring report- School strengths and development areas – Miss Harper

The ongoing use of Little Wandle continues from the implementation work undertaken by Mrs Kirby in the last 2 school years. The previous phonics delivery programme was inconsistent and across classes offered a somewhat disjointed approach. School historically took different bits from different schemes and this was not cohesive.

Q. Why LW?

A. There are a huge amount of schemes to choose from but the LA and English Hub which support the project gave schools a much more refined set of options. Little Wandle is letters and sounds driven, is very popular with lots of schools and can be well resourced from mainstream suppliers at a reasonable cost.

The Little Wandle website provides resources and training. Historically school phonics outcomes had been steadily improving, however, following Covid outcomes dropped well below average. The change to Little Wandle in 2022/23 saw outcomes increase from 60% to 87%. This is down to improved resourcing, greater consistency of teaching methods and approaches. The planning is sequenced across the school to make sure children become used to the format of lessons and learning. Children know what to expect. Blending, sounding, recapping, and then additional resources to work on at home. Each class has a programme to follow to ensure planning can be monitored robustly. All classes are on track with teaching and weeks. This is monitored closely and regardless of other events within school Phonics is never neglected or missed from the timetable.

Children undertake the Phonics Check test in June, which has a long standing historical pass mark of 32 (this could obviously be changed at any time). 87% of those taking the test last June passed the Check, with many achieving well in excess of the pass mark, several achieved 40/40. We are keen to sustain this excellent outcome. Success in Phonics feeds into KS2 extension in writing. As the cohorts follow the Little Wandle scheme move through the school their success will feed through into KS2 cohorts and will solidify learning, leading to improved outcomes in writing and English data.

The scheme starts at the very beginning of EYFS with children learning Phonemes and blending in EYFS, then in Year 1 they 'grow the code' with graphemes, Year 2 recap the existing learning and then pupils move onto extension learning. All progress is tracked and monitored using the Little Wandle online tracker so any arising issues with progress, learning and understanding can be easily and quickly picked up.

Teachers provide assessments every 6 weeks to Miss Harper. Currently 12-14 children in Year 2 were identified as needing extra phonics support have been taken back to the Year 1 learning to re-secure their phoneme and grapheme knowledge. There is a specialist TA working with those needing extra help running a rapid intensive catch up scheme over and above the usual Phonics lesson time.

The English Hub have visited to quality assure our work and to support staff and delivery as well as provide resources. This half term, we have undertaken a deep dive triangulation exercise with the SEA and quality assurance with the Yorkshire Endeavour Hub to action plan ahead.

This half term we provided training for staff on the September training day. This included peer to peer training with interventions to boost staff learning. Online assessment is currently being completed by Miss Harper but will be rolled out to other staff after Christmas once the process is fully secured and confirmed by Miss Harper. The entry of data into the online tracker is time consuming but worth it in terms of data analysis and support with learning and teaching.

Actions and next steps:

- Ensure consistent phonics displays are in place across the school, adapted for the appropriate levels. Each class has a display in place but some of the monitoring showed some displays need to be more consistent.
- Ensure all areas which are not classrooms but are used for intervention are also getting their displays in place (eg. The Zone).

A meeting for parents was held earlier this week. Of the 60 who were targeted 23 attended. It was extremely poor snowy weather which had an impact on attendance, however of the 23 who attended many were those who were target families. Learning packs for those who couldn't / didn't attend have been sent home to EYFS and Year 1 and 2 parents to inform them how to support their child. The Little Wandle website supports parents with sounds and delivery at home. In the next couple of weeks each child will get a pack of phoneme cards to take home on loan. These have been funded by the Hub. The Hub is also funding new Year 2 and 3 books to promote reading fluency.

Reading sessions have changed. Children grouped on ability by phonics assessment read each book three times. Staff from around school step in to listen to reading in short bite size sessions. The three reads are undertaken on 3 consecutive days to build confidence. Day 1 - Decoding, Day 2 - processing, Day 3 - comprehension.

Q. How are the books allocated?

A. the text choice is based on phonics assessments. Children need to have been assessed as knowing all sounds in the book and be able to spot diagraphs. The online tracker will support this further as we roll it out.

It is nice to see staff from other classes listening to groups not in their usual cohorts – children get extra enjoyment and confidence from this. Staff rotate through groups so that the class teacher hears every child read. Because the programme and system involves so many different staff, everyone is really on board and involved. More than one set of eyes on a child also helps spot any issues more rapidly and effectively.

Q. What happens for those not on track?

A. Depending on where they are struggling they may get a pre teach, pre read or some home works, or some more blending time in teaching or 1:1 time. It is rare there is an issue as the whole system is geared to ensuring children are in the right ability level group reading the correct level of text.

Just about to complete first full year of this process and is already so well embedded. Mr Baxter will be able to monitor / get involved with this on his next visit later in December.

Q. In terms of data, when will we be in a position to see this?

	<p>A. Data from the Autumn assessments will be prepared by 15th December. Will be able to be reported at that time and at the next meeting.</p> <p>Q. on the SDP will the Impact and Evidence column be annotated and updated?</p> <p>A. yes, but is a working document and not all actions have something to be annotated in this column. Ofsted will receive the SDP once we get the call. This document is our working plan. The Inspection will be less focussed on the SDP RAG rating etc and more on our priorities, targets and evidence.</p> <p>Governors were reassured and pleased with how English is being approached and improved within school by all staff involved</p>
<p>SPAM09/23</p>	<p>Safeguarding / SEND Updates</p> <p>All staff and governors should recognise that there is a corporate responsibility for safeguarding.</p> <p>Governors received an up to date report from Miss Glass and she will attend the next FGB meeting to further expand and inform governors of updates.</p> <p>Notes from recent SEA Visits:</p> <p>Safeguarding is a high priority for the school and leaders have worked to establish a culture of safeguarding. The school has put in place suitable filtering and monitoring (RM Safety Net) and alerts are received and responded to by the DSL team. Staff receive regular safeguarding training. CPOMS is used to record concerns and actions. The safeguarding team have introduced a cycle of review of cases in CPOMS to see how to further improve. The school has developed a policy and procedure for the reporting and recording of low-level concerns about staff.</p> <p>Pupils felt safe and know which adults they would go to if they were concerned. They could describe how the school helps keep them safe, a particular strength is the work the school has done to signpost pupils to support if they had a worry outside school time.</p> <p>Parent/ carers spoken to by the SEA thought the school works hard to keep their children safe. They felt bullying was rare and always would be followed up by school.</p> <p>The safeguarding governor reported that safeguarding is a high priority for the governing board and is an agenda item on every meeting. All governors have read KCSIE 2023.</p> <p>The governing board uses a number of evidence sources to monitor the effectiveness of safeguarding, including: SCR check with HT, DSL reports and presentations to governors, PSHE lead presentation to governors, annual audit which safeguarding governor works with the school on, HT reports, in school governor visits including by the safeguarding governor.</p> <p>Governors are aware of their role in filtering and monitoring and are keen to work with the school on how to develop the best way of monitoring and reviewing the effectiveness of systems.</p>
<p>SPAM/23</p>	<p>Curriculum & Subject Leadership – LA Monitoring Report - School Strengths & Development Areas</p> <p>Curriculum-</p> <ul style="list-style-type: none"> • The starting point was the national curriculum and the school drivers (including locality and music) à subject statements and draft progression maps (created by CL and SLT to ensure quality and challenge) à unit sequence and medium-term plans (developed by subject leaders and staff) à individual lesson plans (subject teacher). • More recently the curriculum has been further developed to add prior learning to lesson sequences (so teachers understand, check and build on what pupils already know) and developing clarity about the lesson outcomes (what teachers assess against during the lesson). • The CL reports that Music, History, Geography and DT are the subjects furthest along the curriculum development journey- School deep dive suggestions.

- Over the past 12 months a more rigorous approach to subject leaders monitoring of their subject has been introduced with allocated time and activities.
- The HT line manages subject leads and directs the CL to provide additional support for subject leaders where needed. The CL does not oversee the English and Maths curriculum.

English-

- There is a much stronger curriculum framework in place for writing, based around the Literacy Tree scheme, and there are now resources to help teachers understand the 'big picture' of where their classes' lesson sequences build in terms of the development of writing across the school.
- Leaders have recognised the need to ensure Y1 curriculum reflects what pupils can already do from EYFS and are working to develop the progression maps based on this (this was half-way through completion when the SEA visited).
- Little Wandle implementation is clearly having a positive effect on the development of phonics and progression into early reading.
- Leaders have considered how to take some of the reasons for success of Little Wandle into their planning for later reading and writing (i.e. clarity and fidelity) and are making this a focus of their planning.

Attendance-

- There is systematic tracking of attendance patterns and intervention. The school maintains a list of persistently absent students which includes actions and interventions.
- The school promotes high attendance through communications to parents, including explicit references to the attendance framework, and through assemblies and the curriculum.
- The two main factors influencing attendance are holidays (not authorised) and illness
- The school works with other local schools to develop shared approaches and as part of an attendance hub locally.

SPAM11/23

Governors Ofsted Group –

- Inspection handbook and Updates
- Organisation of the Day
- Training
- Ofsted Webinar Link

It is important that regardless of when we are inspected, governors are prepared for the procedure and also their role within it. We are working to ensure that we are ready – not just for a potential Inspection but all of the time for consistency and fidelity. We are not, and do not wish to be, complacent – we are confident as a school in our values, our systems and our staff.

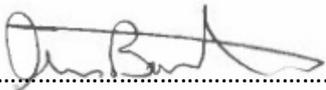
Governors were reminded that for a full picture of the inspection to refer back to the handbook and the Updates blog which offers interim additional information and details about changes. Updates this year focus on the Ruth Perry case (wellbeing) and updates to KCSIE. Mr Dyer is also preparing a guidance document to assist and support governors with the process. This will be circulated by the Clerk when it is complete. Some notes:

- Meeting with governors will be approx. 30 minutes, usually on day 2. This will follow the phone call, deep dives, conversation with pupils, subject leadership meetings, parent conversations, questionnaires, SENCo meeting, SCR check and safeguarding and conversations with SEA.
- Governor roles and knowledge will have been discussed at length previously so it is a check that what has been said is reflected and that governors are seen to have a secure understanding of the school.
- Conversation will be about key areas and an opportunity to reinforce school strengths and seen impact.

Clerk has arranged bespoke training for all governors on 12th December at 5.30pm. Hopefully this will work for the majority, and those who cannot attend will receive the training notes and slides. Clerk will

	<p>confirm arrangements with governors in the next few days. Aside from this training, governors were signposted to the wealth of specific webinar training available on the Ofsted YouTube channel. These webinars focus on specific aspects of inspection and inform SLT practice.</p> <p>Q. Does the Inspection consider behaviour?</p> <p>A. Yes, the inspection team will look at playtimes, in class, around school. This is difficult to quantify in any way for governors to reference but as a school we have robust behaviour management in place and are confident in our staff and pupils.</p>
	<p>Action: Circulate governor Ofsted guidance document from HT By Clerk</p>
SPAM12/23	<p>Health & Safety / Premises Updates:</p> <p>The SBM updated governors briefly on the premises improvements to classroom spaces, other funding streams which will contribute to improving provision and staffing changes. She will expand and report further at the FGB meeting in January.</p>
SPAM13/23	<p>Policy Review</p> <ul style="list-style-type: none"> - SW003 Relationships & Behaviour Policy – an update to the existing policy with minor tweaks such as integrating CPOMS into the systems. - SW020 Online Filtering & Monitoring Policy – new policy created in line with KCSiE updates and requirements. Miss Glass has adapted other excellent examples from other schools to fit our setting and processes. - SW021 Thrive Policy – new policy drawn up by Mr Levett to represent our expanded use of Thrive to support pupils to ensure consistent application. <p>All policies were considered and approved.</p>
	<p>Action: File and publish Policies as per procedure By Clerk</p>
SPAM14/23	<p>Dates of Forthcoming Meetings:</p> <p>FGB Meeting – 18.1.24 5pm SPAM Meeting – 9.5.24 4pm</p>
SPAM15/23	<p>A.O.B.</p> <p>Autumn Term Governor Monitoring – all done except for:</p> <ul style="list-style-type: none"> • Mrs Parkins to visit regarding Thrive and meet with Mr Levett. This is in the diary for next week. • Mr Baxter will meet with Mr Dyer later in December to monitor English.

Meeting closed at: 5.25pm

Signed (Chair):  Date: ...7.5.24.....

Actions:

Agenda Item	Action	Responsible	Completed
SPAM02/23	Contact Mr Moore re absence	Clerk	✓
SPAM04/23	Update records to reflect Chairship	Clerk	✓
SPAM05/23	File and publish agreed Minutes as per procedure	Clerk	✓
SPAM11/23	Circulate governor Ofsted guidance document from HT	Clerk	✓
SPAM13/23	File and publish Policies as per procedure	Clerk	✓