

Clenchwarton, West Lynn and Walpole Cross Keys
Local Governing Bodies Meeting 4/6
Tuesday, 18 April 2023

Present R.Wenn (Chair), J.Borley (Executive HT), N.Maddison (Executive Dep HT), C.Catchpole, J.Calaby, P.Foskett, B. Overton, S.Robinson, C.Howells, S.Constant, C.Suckling

Attendance J.Williams, C.Cousins, M.Ryan, T Menday

Apologies M.Smith, N.Willingham, A. Kemp

Clerk N.Gay

Agenda Item	Actions
<p>1. Absence As above.</p>	
<p>2. Notification of any other urgent business None Received.</p>	
<p>3. Pecuniary and other interests Chair explained the process to new members - no issues raised.</p>	
<p>4. Governing body membership None.</p>	
<p>5. Minutes of previous meeting and Actions Minutes agreed. Actions all completed. Governor monitoring - most completed. Two outstanding, to be booked in asap. Completed monitoring forms, emailed to HR New Governor, Carl Suckling requires access to GovernorHub and email address setting up.</p>	<p>SC and SR to undertake two outstanding monitoring items (computing and music) contact JB to arrange a date.</p> <p>JB to contact HR to obtain completed forms.</p> <p>HR to add to GovernorHub NG to sort email access</p>
<p>6. SEND Review TM provided Governors with an introduction of her role and placement timings across the schools within the Trust. RW - What do you think the opinion of the parents is with the SEN provision across the school? TM - When I meet with parents they appreciate the support that the schools give their children. EHPC reports, plans</p>	

<p>and processes have to be explained and these take a long time, this sees parents frustrated but this is not the school, we do all we can to support.</p> <p>RW - What point does additional funding come in?</p> <p>JB - It does not any more, previously we have had EHPC students who receive funding termly, this is not the process now. INDIS is how we obtain funding. If they feel that we are meeting the childs' needs then the funding is not granted. We have had some successes but we have also had 6 children that are no longer granted any funding.</p> <p>TM - This is time consuming and this process now needs to be looked into further to see whether we can obtain funding via another route by providing additional evidence etc.</p> <p>JB - We are also attending a workshop in May, which will hopefully provide us with additional support in this regard.</p>	
<p>7. Early Reading</p> <p>C.Cousins for West Lynn provided a brief overview.</p> <p>Completed phonics development day, looking at data and what we can approve. In reception 50 learners are achieving or above. We have staff tutoring, one to ones for new staff, etc. Looking at sound analysis and tracking grid, targeting gaps to ensure that we are plugging where needed.</p> <p>Working really hard with getting children on track and ready for SATs. Read writing phonics training for staff is being completed to ensure all staff are up to date.</p> <p>JB - Jess is coaching staff weekly and ensuring that all staff are streamlined across all three primaries to ensure that this is embedded.</p> <p>SR -You mentioned NELI, can you explain what this is please.</p> <p>CC - A member of staff (usually a teaching assistant) delivers small group sessions to a targeted group of around 3-6 pupils for a short period of time. We use Nessy also.</p> <p>RW - how is Nessy implemented?</p> <p>CC - Via computer app.</p> <p>JB - We only have 4 children on NELI. Nessy is a one to one computer programme that we run for our years 3 to 4.</p> <p>J.Williams provided a brief overview for Clenchwarton.</p> <p>We have looked at the action plan and where we are with targets. My phonics group is taught by someone else and therefore this provides me with the opportunity to go around and see others providing support and training. Looking at tasks and checking that processes are being completed,</p>	

tracking staff training and practices that they need to tighten up on.

Answer questions to help with training. All new staff obtain training and updates for existing staff. I also speak with volunteer readers and support WL and WKC with phonics in my capacity.

I support all children with keeping up and help with catching up, they are taken on a one to one basis to get them back on track and deal with certain issues. Children are identified as support required if they remain in a colour level for a longer period, this is a great identifier.

Data is good, 21 out of 24 in year 1 are above or beyond, Y2 we had 15 doing phonics we now have 4, Y3 we have 3 remaining and Y4 only 1 remaining. Reception all working on track, 15 have made progress from lowest category and 5 remaining below target. Data reflects the quality teaching that TA's and support are providing, all following routine and working hard to get these children on track

We hold meetings regularly highlighting what children need to be focusing on or included in class activities.

Phonics screening check, Y1 83% pass tests that we are completing, Y2 and Y3 all passing practice retests, so looking positive.

RW - In order to engage children, is it obviously enjoyable?

JW - Yes, the children are very engaged, we make it very fun to get them engaged, they do want to learn and can see that they want to be involved.

MR - They are disappointed if they do not require to attend.

RW - Regarding the colour categories, how is this done?

JW - Sounds and reading section they have to complete a target, then they progress to the next level. It is scripted for the levels and we populate into a grid. Some groups have to be combined due to insufficient staffing but these work on similar levels.

RW - Do you have any pupils going backwards?

JW - Very rarely, but if they do it's usually due to something going on at home, or it's gotten a little difficult for them and they need some further support.

BO - When you report on progress data, Y1 looking at percentage on track to pass, what do you do for years 2 and 3?

JW - Track on portal, year 3 should all be off the programme, year 2 should be off also but if they are still outstanding this is usually due to needing additional support.

<p>JB - Nationally 92% of children in that cohort have achieved their phonics.</p> <p>NM - Anyone in year 2 gets the opportunity to take it again.</p> <p>B.Overton provided a brief overview for Walpole Cross Keys.</p> <p>Everything is in place, walked around during my takeover of the baton. I have received training and have background knowledge, JW is supporting me greatly. We have a new teacher in Y1 that requires training, she is aware of the processes but we are looking to get her training completed asap.</p>	
<p>8. Maths</p> <p>BO - Working with the action plan, lots that we do together as three schools. How to help them move forward as to what is expected from a lower to higher set. Looking at passive learners who voluntarily go unnoticed not getting involved, so we are looking at how we incorporate these. We have had CPD training on how to target these learners to be more involved. Timing and techniques provided to put into practice.</p> <p>Conscious that some enrichment activities are being utilised in some schools more than others, therefore we have linked an online portal and usage so that we can see who is achieving/requires improvement.</p> <p>Times Table Bee - for Y4 resources have been sorted, holding off as at present as there is a spelling bee ongoing at present.</p> <p>EEF recommends a lot of professional discussions, questions sent to Y2, from me asking them for ideas. Once collated I will share with others and Y3.</p> <p>EYFS baseline was done earlier in the year, added a shared drive so that everyone can share data, targets to allow the team to support and subject leads have awareness.</p> <p>CPD on supporting staff on manipulatives, ongoing training to be continued. I have seen a difference with the resources in place with teacher teaching confidence.</p> <p>Working walls, monitoring and ensuring that these are effective. Ensuring the children are using these as their first port of call for support, looking for themselves.</p> <p>Ensuring KS2 children are ready for their SATs tests, supporting and encouraging. Question level analysis and concentrating on their weaknesses and adding into the teaching to target these weaknesses.</p> <p>Tackling tables, children are used to completing these on iPad, within a timetable for practice.</p>	

<p>JB - Nationals last year was 27% which is those that achieved 25 out of 25. We need to get them to practise the computer system and the timer, this allows 6 seconds to provide an answer so just need them to get used to this.</p> <p>MR - There is an access need also if they have support in place, you can type for them, etc.</p> <p>CH - ECT's have been supported and talk with Billy, some questions related to challenging pupils, etc making sure that they are supported. I meet with them weekly, complete learning walks, etc.</p> <p>MR - I have one ECT here and we work together to ensure that all are supported. We have been lucky enough to have had Ofsted here to provide all this information to them, maths is a real strength across the schools. We have been great to get them more engaged.</p> <p>CH - Teachers are coming away from white rose, some snippets from this platform but they are using more freedom even though they are following the scheme.</p> <p>SR - Teachers are teaching accordingly, to the learners' abilities that they have in front of them?</p> <p>JB - Absolutely</p> <p>NM - Learning via Covid PowerPoint was a strict process, this then flowed through on their return but it does not fit all learner levels.</p> <p>BO - They are able to alter questions for learners to dig deeper and ensure reaching all learners better with this approach.</p> <p>SR - Teachers have good subject knowledge to make these changes.</p> <p>MR - Ofsted seemed happy with our input too.</p> <p>JB - We have not received responses back from Ofsted as yet to confirm outcomes but will confirm with all once received.</p>	
<p>9. Head Teachers Report</p> <p>Report added to Governor Hub for all to read prior to the meeting. JB provided a brief overview of data.</p> <p>No questions</p>	
<p>10. Safeguarding</p> <p>NM provided a brief overview of her section from the Head Teachers Report.</p> <p>Further Update</p>	

<p>New governors have had training and directed to further details which have been put on the governor hub.</p> <p>DSL - completed a quality assurance exercise in checking our systems and processes. Created a report and provided it to our Safeguarding Lead Mr Duce.</p> <p>Just started some reflective practice sessions, going to invite more DSL's. It is a pre-scripted process where you have a case to discuss. This helps you obtain new ideas and perspectives from others as to how to deal with situations that you may not have thought about and you help each other out.</p> <p>Further training completed for all staff CPD, volunteers completed etc.</p> <p>Single Central register needs completing, for WXC and WL, this was booked in but Ofsted arrived so we will rebook this asap.</p>	<p>Book SCR check in diary asap</p>
<p>11. Pupil Premium</p> <p>Reports provided on Governor Hub and NM completed a brief overview.</p> <p>RW - Please provide an example of what Gayle the pastoral, attendance and wellbeing lead does.</p> <p>NM - She is supporting children with parents breaking up etc, art therapy, playing games with them to get the children to talk and open up.</p> <p>BO - Vulnerable children like to know that there is someone to talk to.</p> <p>CH - Children are much more upbeat after they have been with her too.</p>	
<p>12. Spring Data Review</p> <p>Report provided on Governor Hub.</p> <p>RW - CW year 2 reading looks very low?</p> <p>JB - This is data for only the ones that have reached 100%.</p> <p>RW - Y3 maths, looks like they have not had any progress?</p> <p>JB - It is not a concern as it does not mean that they will not achieve.</p> <p>RW - Y5 writing is an issue.</p> <p>JB - We currently have a staff member off and need to do some moderations. Need to look at the data and complete pupil progress to obtain a moderation.</p>	

<p>RW - Y3 is lower than other schools for reading?</p> <p>JB - 4 out of 7 have completed, 3 have not achieved and intervention is being completed but this is not changing the percentage. Walpole are getting greater depths which shows the impact that they are having.</p>	
<p>13. Skills Audit Catch Up</p> <p>Defer to the next meeting.</p> <p>HR to speak to SC re compliance issues via Apple/Google.</p>	<p>Add to the next agenda.</p>
<p>14. Monitoring</p> <p>Computing and music require completion still.</p> <p>English and maths learning walk, behaviour and safeguarding needs to be completed.</p>	
<p>15. Policy Review</p> <p>None completed for review at present, will have for next meeting. If there are too many then we will hold a separate time for these to be processed.</p>	
<p>16. Current Focus</p> <p>West Lynn data need to come in harder, completing interventions etc. to work with these learners.</p> <p>RW - What is parent engagement like?</p> <p>CH - Poor sadly, we do boosters, before and after school clubs. These are well attended at other schools but not taken advantage of at West Lynn sadly. Looking at introducing in Y5 to get them involved earlier to see whether it helps.</p> <p>Get Ofsted ready at the other two schools.</p>	
<p>17. Any Other Business</p> <p>Nothing to add</p>	
<p>Date of Next Meeting – Tuesday, 16 May 2023 at 5 pm. To be held at Walpole Cross Keys.</p>	