



Schools of Woolton Hill
Teaching & Learning / FGB Virtual Meeting
Held on 31st January 2022 at 4.30pm

Attendees	SR Sarah Rolls SW Stephen Waite PD Paul Davies CD Christine Dale AM Andrew McLaughlin JW Jonathan Walters YK Yordanka Kavalova EW Elaine Watson KK Kathryn Knapp KC Karen Callow SD Sarah Dixon	Co-opted Governor (Chair) Foundation Governor (Vice Chair) Fed Exec Headteacher Foundation Governor Co-opted Governor (arrived 5.25pm) Co-opted Governor Co-opted Governor (Chair T&L) Co-opted Governor Fed Deputy Headteacher SEN Coordinator EYFS
Apologies	JG Jenny Graham	Foundation Governor

PART 1: Teaching & Learning

1.	Welcome & Apologies	Chair of T&L welcomed Governors to the meeting
2.	Pecuniary Interests	No declarations of interest relating to the agenda
3.	EYFS – Strategy & Progress: Sarah Dixon EYFS St Thomas’	<p>Sarah Dixon, EYFS at St Thomas’ was introduced to the meeting and invited to give an update:</p> <ul style="list-style-type: none"> • Under new rules for assessment in EYFS, schools are now required to set their own aspirations and goals/milestones for achievement in this age group, determined by the cohort. • SD has been working with Kathryn Knapp to define what this will look like at St Thomas’ • The aspirations have been agreed, with milestones to be defined, ie where each child will get to by the end of the year. • Emphasis is on being ‘present’ in child’s learning, knowing the children, rather than just looking for evidence to reach a benchmark. • Have engaged with Year 1 teachers to review what Year 1 ‘ready’ looks like to establish where they need to be. • Monitoring /attainment? <ul style="list-style-type: none"> ○ No statutory requirement to monitor ○ Looking to do cluster moderation
4.	SEN – Strategy & Progress: Karen Callow (presentation shared with governors)	<p>Karen Callow, SEN Coordinator for the federation was introduced to the meeting and invited to give an update:</p> <ol style="list-style-type: none"> I. WHJS – ‘old way’ was a centralized model, no clear rationale for entry or return from the Willows unit. II. ‘new way’ – introduce a de-centralized model, where everyone works together, to create an inclusive experience with person centred planning, needs clearly identified and plan adhered to. 3 key elements, Behaviour plans, ‘Passport to Success’, Impact Statements <ul style="list-style-type: none"> ○ Willows is now closed, children have sense of belonging to their classroom, class teachers empowered to support ○ 3 clear levels of intervention, Universal/Targetted/Intensive ○ Ensure approach is compliant – everyone is responsible for SEN ○ Behaviour plans in place which include child & family

- Assessment & tracking
- New up to date interventions bought and in use with staff who have been trained how to use them
- Clear plans – ‘Passports to Success’, include measurable targets
- Impact statements – clear understanding between TAs and class teachers
- Make sure the right children are on the register
- Introduced Peer mentor scheme with Year 6
- Teachers – provision maps, give clarity for lesson planning and ensure impact can be measured

PD advised Governors that this has and continues to be a significant amount of work. The situation in both schools was far worse than had been previously understood and required a complete rethink from the ground up for provision of SEN in the federation. KC has done an amazing job, with Kathryn Knapp to get us where we are today, but still much work to embed the new procedures and move to ‘BAU’ confidence in the provision.

JW asked if Arbor was being used for the tracking and assessment.

KC confirmed that it was possible but not in use yet.

YK thanked KC for the very clear and detailed presentation, which provided governors with a clarity of the provision we have not seen before.

5. Milestone 1 data set – progress review (data circulated in Nov)

Following the release of the data set in November, 5 key areas for concern were identified for improvement.

YK invited PD to provide an update on progress:

- Attainment PP & SEN
 - ‘Mighty Writer’ programme has been purchased to use as an intervention.
 - Staff have been trained and must deliver a minimum of 1 hour of intervention per week.
 - Children seem to like it – an engaging resource (mentioned in ‘Hot Chocolate Friday’)
 - Focuses on structure of writing
 - Interventions commenced in January so only a few weeks in, but improvements have been observed albeit anecdotal at present
- Low GDS scores
 - PD hopes to see this addressed through improvements in quality of teaching in the classroom
 - Planning is key – everyone now required to do their own planning as modelled on inset day
 - Differentiation must be explicit for different capabilities, less able supported with scaffolding
- General feedback
 - Kathryn and Tom Scott (English subject lead) have conducted learning walks across both schools and found clear evidence of HAM 3 part planning model embedded and understood.
 - Learning walls are also much improved (raised in last LLP visit)
 - St Thomas’ focusing on ‘the final write’, positive examples observed this week
 - WHJS – need to publish writing – celebrate more

KK observed that there is some great writing going on in both schools which should be published/celebrated much more

- Greater confidence in all staff to plan learning journeys
- T&L Consultant is supporting in PPA time and in classroom to create team teach approach

YK asked if homework has differentiation to mirror class work.

PD advised that elements of homework are differentiated, eg spelling, reading

6. Year 6 data set (mock SATs)

Exec Headteacher led a conversation on the recent data from mocks SATs for year 6 which had been circulated to governors in advance of the meeting;

	Reading	Writing	Maths	Combined
Expected	78%	72%	75%	75%
Greater Depth	25%	22%	22%	23%

- Results are generally pleasing and show progress from the previous set of data
- Data has been created reviewing those who are close to the ARE threshold
- Should be read as predictions.

7. Safeguarding in the curriculum

Safeguarding in the curriculum is primarily met through the PSHE content. This includes how children can keep themselves safe both on-line and with the people around them. PD advised that additional provision is met through;

- Harrap are going to conduct some internet safety courses for children and parents
- Assembly theme of the term in 'Friendship'
 - Discussing when friendships go well and not so well – who you can talk to
 - Children discuss – It's ok to disagree – you can speak out
- Specific assemblies – eg 'Be Bright Be Seen, timed when the clocks change
- Trusted adults
- Peer mentoring – Year 6 scheme to encourage children to speak to other children
- Anti-bullying week
- CPOMS – creates alerts for DSLs to pick up on
 - Create tailored advice or support for specific children

MEETING CLOSED – 5.45pm

PART 2: FGB

1. Welcome & Apologies

Chair of Governors (SR) welcomed Governors to the meeting

2. Pecuniary Interests

No declarations of interest relating to the agenda

3. Committees/Membership/TORs

- SR advised Governors that following the decision to continue with the committee structure as created after federating, the TORs for each committee need approving along with a review of the committee memberships and overall GB membership.
- SR advised governors that despite previous interest from Caroline Whiting to join the GB, it had now been agreed that for personal reasons we would not follow this up any further. Governors agreed with the decision.
- SR advised the GB that Greg Pilbrow has resigned from the GB
- Governors agreed that membership of the GB was now a critical issue to resolve. The format of the GB was discussed and confirmed that we would still aspire to 14 members.
 - Current vacancies:
 - 1 x Co-Opted - staff governor (if someone comes forward)
 - 2 x Parent Governors
 - 2 x Co-Opted Governors (any specific skills for the GB tbc)
- CD asked what the process was for finding governors and could existing governors recommend potential candidates. Governors agreed that we should use all channels to find new governors.
- PD agreed that school will send out requests for Parent Governors again
- Kathryn Knapp was voted in as an Associate Member of the GB
- TORs for Compliance/T&L/Resourcing have been circulated, and any differences discussed. Governors voted to approve.
- Strategy & Comms and FGB don't require a statutory TORs but governors discussed that it might help with the rigour of the meetings

4. PP – Governors review of spend and progress?

Steve Waite - Governor PP - SW addressed the meeting and advised he had prepared a presentation. (Screen shared with governors) Key elements for governors:

- Safeguarding
 - All governors must log in to GovHub and sign KCISE (annual declaration)

- SW/PD created monitoring plan/schedule for Safeguarding to be held in school, and online in GovHub. Will need to be updated monthly in GovHub for version control. DSL will update school
- SCR has been inspected and ‘signed off’ by SW for both schools
- Policies
 - ‘Supporting Children with Medical Needs’ adopted by both schools, must be read by all governors.
- Health & Safety

The governing body have a key part to play in tackling risk aversion, helping to provide a wider sense of perspective and helping the schools to get the balance right on managing risk.

 - Accident at St Thomas’ reported to the HSE - no further feedback received

SW left the meeting at 6.25pm

5. OFSTED readiness

SR advised the meeting that following the governor training on the 6th December, YK had produced an action plan of requirements to help the schools be ofsted ready! The final output to be a ‘crib sheet’ of content to support governors on key subjects when interviewed as part of the ofsted visit.

- YK has produced some work on St Thomas’ – (previously circulated)

To build on (Strengths)	To develop (Areas of improvement)
Clear vision shared across the federation – the WH way	Pace of change: focus on a small number of key priorities: a) quality of teaching “good” across the board; b) consistent lesson planning, building on best practice; c) use of data to inform priorities
Historically attainment above national average	Improve progress and outcomes for children below and above ARE
Warm and positive relationship between staff and children	Shared annual safeguarding schedule to reaffirm safeguarding is everyone’s responsibility
Middle leaders are willing to learn and develop	Frequent and purposeful CPD opportunities for middle leaders, incl. support to develop and implement change as they are new in role and lack experience

- SR advised she has completed a first draft on Vision.
- Governors discussed that some of the other information gaps are found in the HT report, SIP and the SEF.
- It was agreed that all governors must read these documents to be familiar with the key themes within them
- All governors agreed that actions must be completed in 2 weeks – Monday 14th February. JW to collate content

6. Parents Evening – Feedback

PD advised governors that the first cycle of ‘new style’ parents evenings had been completed

- Feedback overall has been positive
- Parents felt able to have more constructive conversations without child present
- First time parents have been given specific ARE feedback – some learnings for next time
- YK advised governors of presentation with key themes in GovHub

7. AOB

PD advised governors that he would like to raise the idea of Church Affiliation. To create a cohesive vision for the federation with shared values he believes it makes sense for WHJS to consider church affiliation. Would help explain the gap between St Thomas’ and WHJS.

- Church affiliation is; an agreement between the two schools, recognises what already exists as the relationship, allows a more aligned approach
- Church affiliation is not; the church controlling WHJS or it becoming a single faith school

Governors discussed how parents might feel about this. Is there a need to do it now?

PD has set up some dates with Richard Wharton to ‘brain storm’ combined values.

Governors agreed that we should use these dates to understand more about what this means, and delay the vision and values session to the summer term.

MEETING CLOSED

