



WATERBEACH COMMUNITY PRIMARY SCHOOL

MEETING OF THE CHILDREN'S COMMITTEE

Wednesday 27th March 2024 at 6.30pm
held at the school

MINUTES

Governors present: Jane Green (JG, Head); John Hall (JH); Anne Morten (AM); Mark Smith (MSm); Lisa Wakley-Davis (LWD)

Also Present:

Helen Andrews (HA, Clerk)

Agenda Item	
1.	Welcome & Apologies LWD (as Chair for this meeting) opened by welcoming everyone to the last governor meeting this term. Apologies were received and accepted from MB and JL. The meeting was quorate.
2.	Declaration of Interests in Items on the Agenda: No declaration of interests in items on the agenda were declared.
3.	Staff Presentation on Phonics JG advised members of the committee that LO was unable to attend tonight's meeting and gave her apologies. Action: JG will arrange for LO to present on phonics before the end of the academic year.
4.	Minutes of Previous Children's Committee Meeting, 17th January 2024 The minutes of the Children's Committee meeting, dated 17 th January 2024, were submitted, and will be signed by the Chair as a true record of the meeting.
5.	Matters arising and actions Members of the committee confirm there were no matters arising from the previous meeting. The actions from the last meeting were reviewed:

Signed:(MB)

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	<p>6.0 JG will update the vulnerable cohorts report with the overlapping PP/SEND data and share after the meeting. Deferred to next meeting.</p> <p>8.0 A book look to review marking and feedback will be incorporated into a future meeting on 27th March 2024. On agenda. HA to add this information on the CC Calendar. Completed, closed.</p>
6.	<p>Whole School Data</p> <p>A copy of the Spring term Whole School Data Overview was circulated to the committee and reviewed during the meeting.</p> <p>Foundation Stage - 51.9% currently on track for GLD All aspects about 80% - except reading and writing. Teachers are a little concerned about being too harsh because of linking reading assessment against Little Wandle expectations rather than EYFS expectations. This needs further discussion.</p> <p>Significant gains across cohort in Communication and Language, Fine motor Aspects with highest % - Building relationships, gross motor, Literacy - comprehension Lowest results are in word reading and writing. PPF data is significantly lower than the rest of the cohort with 36.4% on track. Lots of interventions are being put in place including handwriting work, Dough Disco and fine motor, mark making and writing activities planned into daily provision.</p> <p>Of the 28 children who have joined school since September 2023, 17 are classed as vulnerable and have high needs. There are a small cohort of children who have never experienced school before.</p> <p>Challenge: A governor asked, are these children in catchment? Some are, but do not stay very long due to parental careers taking them out of the area. The new development has provided valuable housing to some families needing permanent homes.</p> <p>Teacher assessments are based on what teachers know about their children and assessment. The NTS data relates to assessment only.</p> <p>Year 1 - Remembering that this year group has had to intensely focus on phonics to catch up – this can be seen in the results. However, there is a high level of need ref maths teaching and learning. This is a refocus for staff training in the summer term and onwards. There are a number of children who are struggling with the year 1 content of maths. Actions being taken include –</p>

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New Little Wandle Phonics scheme is working - Phonics - 2 daily sessions for Phonics 1 mixed ability phase 5, 1 streamed fluency session.

Keep Up sessions.

Reading – changed adult led session to decoding focus.

Maths – adapting the planning (less focus on number lines and more on number bonds). Use of stem sentences. Will introduce chilli challenges soon.

FD to feed in actions from course to planning.

Book club, handwriting in place.

Early morning tasks are targeted to needs – to maximise use of learning time.

Sensory circuits for target children.

Year 2 - This cohort achieved 63.5% GLD at the end of the foundation year.

Phonics check – 68.5%

This year group is sustaining results and TA assessments.

More children are being targeted as GD – but there is a lack of evidence.

Writing – increase in ARE writing – not reflected in TAs – more stamina is needed, and spelling of tricky words is a focus for improvement.

Maths – strongest subject – additional greater depth child in this subject – evidence building is now a focus.

Phonics has made great improvements, and this is reflected in the results.

They are moving through the LW scheme with great impact.

Year group – reading – WT is still high, and this is not helped by new additions to the year group.

Tests make it harder for children as they are wordy.

Writing is low but actions are being taken in small grouping, working on motivating writing through information texts.

JG warned governors not to rely on the data too heavily. She explained the reports available through Rising Stars which is able to provide teachers with gap analysis to support progress in key areas.

Year 3 - ST class has experienced high-teacher turnover - this instability made test conditions erratic this time round. As a year group, results are showing weaknesses in writing and GAPS which is mainly linked to spelling. However, work on Little Wandle reading groups and catch-up interventions is having a positive effect on the work children are producing and their focus in reading sessions.

Year 4 - GAPS is the strongest area for this cohort with reading improving due to catch-up sessions. Several children who have all round difficulties in this year group bring the average and the combined scores down. However, catch-up sessions in reading should support children to make progress. One class has lower scores and have been discussed in Pupil Action meetings and

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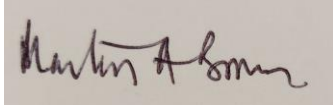
	<p>advice and support given for teaching strategies. Maths weaker areas links to calculations. Both teachers are working on focus children to make progress.</p> <p>Year 5 - Reading and GAPS are stronger areas in this cohort. However, spelling is poor, and the children are not applying their punctuation knowledge to their writing. Work on this is being done in class alongside focus on sentence structure. Maths is the weakest area and further support is being given in small groups. Teachers are focusing on fluency and arithmetic which are weaker areas. Actions to address this include redirection of teaching to focus on the gaps identified above. Meetings with the subject leaders for specific support and resources. TA delivering interventions to address specific gaps in learning.</p> <p>Year 6 - Increased % of children on track in all core subjects. Reading SAT taken was from 2023 – which was a challenging paper and the majority of children scored well. Writing is weaker area – class teachers are clear of areas that need addressing and are working on these in lessons. There is some concern about behaviour in small group sessions – being monitored by SLT.</p> <p>Governors discussed the challenges with the Year 6 cohort and the fact that a small number of children have been exempted from taking their SATs tests. Discussions evolved to challenging behaviours demonstrated across the school and the significant amount of resources it requires to manage this.</p>
7.	<p>Book Look to review Marking & Feedback</p> <p>Governors were provided with a hard copy of the Feedback Policy for reference during the meeting. The policy has been created to ensure feedback is accessible and has meaning to all children whilst considering the workload of teachers.</p> <p>JG explained the use of the green pen in marking – which should be evident in the books provided during the meeting. There should also be visible next steps identified where the teacher feels that something should draw the learning out. These expectations vary per year group. The policy describes examples of feedback progression for governors to refer to for each cohort. Governors were provided with a selection of workbooks from each year group. JG drew attention to the back of the Feedback Policy which relates to stamps provided for feedback and marking.</p> <p>Governors discussed the advantages for having one book to record writing – which provides great evidence of progression. JG explained that the new Headteacher may have different ideas about having one book per subject from</p>

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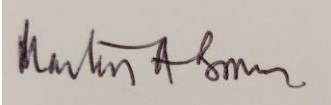
	<p>the new academic year. However, she recommended that children have a dedicated Science book as it is a core subject.</p> <p>Challenge: A governor asked how this is monitored. SLT monitor feedback, book looks are undertaken regularly. At the last monitoring, the focus was the use of the green pen which identified that it wasn't consistent across the school. A moderation session is also arranged on a termly basis where teacher moderate each other's classes workbooks for a standardisation across the school.</p> <p>Challenge: A governor asked, do staff find this manageable? Yes. We encourage children to be doing as much reflection as possible on their learning – particularly for the older year groups.</p> <p>Challenge: A governor asked, how long has this been in place? It has been in development since 2016. Teachers that have been here since then have collaborated on it. Inconsistencies are usually with newer staff, despite receiving a full induction at the start of their appointments. Books should show progress if it doesn't this is where the dialogue around moderation is initiated.</p> <p>Governors discussed their own experiences of marking in school and the impact negative feedback can have on learning. JG argued that, whilst handwriting is important, it is the content that is the key focus.</p>
8.	<p>Discussion on SDP 2023-24 The SDP will be updated over the Easter holidays and will be shared at a future committee meeting.</p>
9.	<p>Committee Priorities 2023-24 Governors agreed that these had been adequately covered in previous items on the agenda for this meeting.</p>
10.	<p>PPF Update (SI) Action: LWD and JG will meet next term, a report on PPF will be provided ahead of the next Children's Committee meeting.</p>
11.	<p>Policy Review (SI) 11.1 <u>RSE Policy</u> The drafted RSE Policy was circulated ahead of the meeting for review by governors.</p>

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	<p>Challenge: A governor challenged the “standing tall” reference on page 2 of the policy and suggested that it may not be the most inclusive to use. Governors were advised that the policy is based on a model provided by the local authority.</p> <p>Challenge: A governor challenged the governor responsibilities described within the policy. Conversation took place on the need to revisit the Annual Schedule of Work and governors need to be more accountable for their link roles.</p> <p>Challenge: A governor challenged item 3.5 (page 6 of the policy), all visitors will be made aware of the content and principles of this policy. How is this done? JG highlighted this area for review with the PSHE Lead.</p> <p>Ratification: Members of the committee unanimously approved the RSE Policy, pending the points raised above.</p>
12.	<p>Safeguarding (SI) In her absence, the Safeguarding Link has informed the Clerk that a governor visit concerning the school’s Single Central Record and a Safeguarding Audit has taken place this half term. A report on both visits will be shared ahead of the next FGB meeting.</p>
13.	<p>Committee Related Monitoring Monitoring reports related to curriculum and maths visits were circulated ahead of the meeting.</p> <p>Msm provided the highlights of both visits. Governors agreed that the dual leadership of subjects works well in terms of succession planning to keep the development of the curriculum the main focus.</p>
14.	<p>Any Other Business Governors were pleased to learn of the transition arrangements being planned by the EY Lead to support children who will be new to the school in September 2024. Now that it has been confirmed that the school planned for the new development will not be ready until 2026, the impact of this on WPS places will be a strategic consideration for governors going forward. Governors discussed pupil numbers and class planning for the years ahead.</p> <p>There were no other strategic items of any other business raised at the meeting.</p>

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	There being no further business, the meeting closed at 8pm.
13.	Date and time of next meeting The next Children's Committee meeting will be 22 nd May 2024, 6.30pm at the school. HS will present on SEND.

Actions from the meeting, 27th March 2024

	Action	Owner	Deadline
6.0 (from previous meeting)	JG will update the vulnerable cohorts report with the overlapping PP/SEND data and share after the meeting.	JG	Next meeting
10.0	A PPF Report will be shared for review at the next meeting.	LWD	Next meeting

Governor Meeting Dates 2023-2024

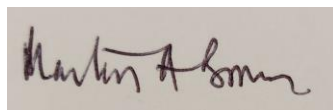
Waterbeach Community Primary School
Approved Governor Meeting Dates 2023-2024

Date	Meeting	Topic	
Autumn			
20th Sept 23	Children's	Autumn 1	
4th Oct 23	Resources	Autumn 1	
18th Oct 23	FGB	Autumn 1	Data Review (incl SEF)
8th Nov 23	Resources	Autumn 2	
15th Nov 23	Children's	Autumn 2	
13th Dec 23	FGB	Autumn 2	
Spring			
10th Jan 24	Resources	Spring 1	
17th Jan 24	Children's	Spring 1	
7th Feb 2024	FGB	Spring 1	SDP Focus
13th Mar 24	Resources	Spring 2	
27th Mar 24	Children's	Spring 2	
Summer			
24th Apr 24	Resources	Summer 1	Budget Scrutiny
8th May 24	FGB	Budget	Budget Approval
22nd May 24	Children's	Summer 1	
5th June 24	FGB	Summer 1	
26th June 24	Resources	Summer 2	
17th Jul 24	Children's	Summer 2	
10th Jul 24	FGB	Summer 2	Business Meeting

Governor Training & Development

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Governors for Schools - [click here](#)

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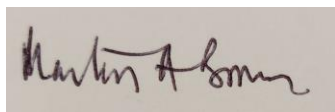


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NGA Learning Link – [click here](#)

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