

**Minutes of the Meeting of the Local Governing Board of Wolfreton  
In the Conference Room on Monday 27 November 2023 at 17:00**

**GOVERNORS PRESENT:**

Ms H Power (Chair, HP), Mr D Gath (from 17:13, DG), Miss S Kukuc (Headteacher, SK), Mr T Leech (TL), Mr A Paffley (AP), Mr P Smith (PS), Mr S Walsh (SW)

**ALSO IN ATTENDANCE:**

Mrs R Appleyard (RA), Mr M Carruthers (MC), Mrs L Craxton (Clerk, LC), Miss L Hull (LH), Mr J O'Brien (JOB), Mrs J Perry (JP)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

**15 WELCOME AND INTRODUCTIONS**

HP welcomed everyone to the meeting. Sam Walsh and Paul Smith join the LGB as Staff Governor and Trust Appointed Governor respectively

**16 APOLOGIES**

Apologies had been received from M Morgan, C Petrariu and K Woodcock

**Resolved:** That consent be given to the above-named governors

**17 DECLARATIONS OF INTEREST**

None declared for this meeting

**18 MINUTES OF THE LAST MEETING**

The minutes of the meeting on 25 September were declared a true record and were signed by the Chair, HP

**19 MATTERS ARISING**

**ACTION:** LC to follow up with S Lazenby regarding the staff governor vacancy email  
**Completed**

**ACTION:** SK to provide Trust data relating to survey questions: 'Behaviours within my workplace align with Trust values' **Completed. 2 questions were very similar and have prompted subsequent discussions on Trust values as opposed to school values**

**ACTION:** SK to include a PP Provision Map graphic in a future Headteachers Report **Carried Forward**

**ACTION:** LC to forward the contact details for the link governors to the relevant staff to initiate contact **Completed**. **LC to resend to all who did not receive. To be removed from the minutes**

**ACTION:** LC to add 'Role of a School Governor' to watchlists along with the GDPR module **Completed**. **See minute 28**

## 20 HEADTEACHERS REPORT

- Trust Annual CPD day hosted by Wolfreton on 27 October
- Remembrance event held on 11 November
- Elective activities have seen students taking part in football, netball, theatre workshops and Cross Country to name a few
- CEIAG (Careers Education, Information Advice and Guidance) continues to be a strength. Activities this term have included:
  - A Year 10 visit to Donaldsons Filtration
  - Year 9 girls participated in this year's WiME (Women into Manufacturing and Engineering) event at the Guildhall
  - UK STEM delivered a session for year 9 students on decarbonisation in the Humber region
- Successful Sixth Form open evening and Careers Fair held
- New Deputy Director of Maths recruited

*Q: (HP) Are the activities still popular? Is uptake still high?*

*SK: We have focussed on an increasing of entitlement opportunities and have seen a fluctuation with elective activities, sometimes due to the weather. An irregular number play lunchtime sports. Drama is growing but entitlement is a real focus*

*Q: (HP) Are we seeing DA and PP students taking part?*

*SK: Lauren (Warnett) focuses on particular opportunities for them, sensitively so. Others can join but PP are the main target group*

*C: (HP) I'd like to see more on the PP/DA attendance of these opportunities*

*Q; (TL) How often dop you target SEND for activities?*

*SK: There is quite an overlap in some of them, the annual Penathlon for instance. We take the opportunities as and when they come in. some are planned at the beginning of the year and some arise during the school year*

**ACTION:** SK to include table of PP and DA uptake of enrichment opportunities in the next HT Report

**ACTION:** Governors to liaise with SK on themes they would like to see included in the HT Report

## 21 SELF EVALUATION FORM

Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Post 16
2	2	2	2	2	2



All areas of the SEF have been RAG rated

C: (SK) During school review meetings we are challenged and this results in the 'rainbow' of colours you see in some sections with blue indicating strong progress. Curriculum is strong. Behaviour however is amber/green. It is better but still remains a focus. The amber does not indicate we are not good enough, we strive to do even better

Q: (HP) How do you recognise positive attitudes to learning?

LH: We reward a student of the week in each year group or attendance. We host the 'Breakfast of Champions' event for the top 30 and will be holding a Christmas Movie Celebration

C: (SK) We are continually raising the bar

Q: (HP) How do you measure success?

SK: It's a collection of strategies. We recognise the opportunities to talk about positives. If the feel in school is right they will want to attend. Eye contact, conversations and feel are key

Q: (AP) is there a correlation with SEND and the most challenging of students?

JP: Yes but it's a national trend but there is not particular group we are struggling with

C: (SK) Some may have more particular needs than others but the SEN inclusion is very strong. The 10<sup>th</sup> group is working really well

Q: (TL) What is the 10<sup>th</sup> group?

SK: It's different students all of the time. They have full access to the curriculum and full TA support

Q: (TL) Is the TA support permanent?

RA: Yes

C: (JOB) We can breakdown double DA Attendance and Behaviour in the next report and look at Trust comparisons

**ACTION: JOB to provide double DA Attendance and Behaviour data and look into Trust comparisons for the next report**

## 22 SCHOOL DEVELOPMENT PLAN

The four priorities are:

1. Secure a strong culture and climate for learning and engagement in line with our Values – Continually raising our BAR: Behaviour, Attendance, Recognition
2. Improve outcomes for all students through a consistently impactful curriculum, consistently impactful teaching and use of assessment and consistently impactful intervention
3. Further develop a Personal Development offer that prioritises positive mental health and well-being support and provides a world class 'entitlement offer' and rich 'elective offer' providing opportunities to develop character and well-being
4. Further improve outcomes and engagement post 16

C: (HP) It would be useful to have an extra column in the SDP indicating where we can find the relevant information in the SEF

Q: (AP) I see the colours strategy is still paused but can you explain what it is for?

SK: We paused it in January as we had other emerging priorities. It's a recognition awarded to those who display values, those who show engagement and success in the values of the school

**ACTION: JOB to look into an extra column in the SDP indicating where the relevant information is in the SEF**



## 23 ATTENDANCE AND BEHAVIOUR REPORT

### Attendance

- Attendance at the time of the report is 93.6% (National 92.2%) and is the highest in the Trust
- Year 12 the highest (96.6%), Year 11 the lowest (91.2%)
- Girls and boys fairly equal at 93.2% and 93.8% respectively
- PP 87.2%, non-PP 94.8%
- SEND Support 88.8%, SEND EHCP 91%, non-SEND 94.2%
- PA 21.1%
- 7 EHE students
- 18 home visits conducted by Attendance and Welfare Manager

C: (JP) We are concerned with KS4

C: (JP) We are concerned with KS4. SEND, PP and lates are an issue. We have whole school, personalised and smaller group focus. Sam (Walsh) has an amazing initiative for Year 10 – the Premier League Cup! On the spot prizes are awarded at the end of each half term for students who have been in school for 3 weeks every day. The 100% club are given a badge and go into a draw for a £100 voucher

Q: (TL) What about medical absence?

JP: We assess that on a case by case basis

C: (AP) Speaking as someone who used to teach, non-attendees – not PA but off often – can create a challenge when they come into class

C: (JP) That depends on the individuals. Some just want to come back to class and crack on so to speak, others require a lot of support

Q: (DG) How many days do they need to be absent before they are classed as PA?

JP: When they drop below 90% they are considered PA. At 95% they receive tutor intervention and small conversations are held

Q: (JOB) Are they welcomed back before entering the classroom?

JP: Sometimes but the return has no fuss. A fresh start is good start

### Behaviour

- 64.5 days lost to suspensions involving 31 students
- PP & SEND make up the suspensions
- 0 permanent exclusions
- 286 isolations seen and 610 detentions given for poor behaviour
- 48 bullying logs created 8 currently still active
- 396 000 rewards points given during the first half term

Q: (TL) All FTEs are PP and SEND, that's quite shocking. Are the incidents inside or outside the classroom or a mixture of both?

LH: Both. What started in the classroom can carry over the corridors and vice-versa

SK: We always follow the legal guidance. We look at the needs to make sure we know how to best support the young people

C: (SK) Suspension is not the end. There is a clear reintegration plan put in place. Adapted support and interventions are given to meet current need. Isolations are low in comparison to the size of the school and learning hours

Q: (TL) Is there enough staff on duty at lunch to deal with poor behaviour?

SK: We do have enough but could always use more. Wet weather poses a challenge as we have the whole school inside. We are looking into a covered area outside to help with this



**JP left the meeting at 18:45**

**24 SAFEGUARDING REPORT AND RISK REGISTER**

- 0 students in a category of concern
- 11 LAC
- 62 students on the Safeguarding Monitoring List
- Year 7 with the highest SEND (68)
- 223 safeguarding concerns received as at end October
- 1 referral to Early Help
- Mental Health remains a concern
- Support is received from Tigers Trust, SMASH and the Trust wellbeing dogs, Marlowe and Sherlock, to name a few

*Q: (TL) Do you think you do enough when it comes to mental health?*

*MC: I don't think you can ever do enough. My main focus is working on their resilience before they move on to higher levels of support*

*C: (TL) You are all doing such a good job, thank you*

**MC left the meeting at 18:56**

**25 RISK REGISTER**

Recruitment remains a challenge nationally and, although WS is fortunate to be fully staffed, it must remain on the risk register should circumstances change

It was noted the Trust are looking into an alternative to school-based risk registers

**26 POLICIES FOR REVIEW**

**26.1 Positive Discipline Behaviour Policy**

The Positive Discipline Behaviour Policy was tabled for approval. All amends and updates had been highlighted with 'track changes'

**Resolved:** The Positive Discipline Behaviour Policy was approved

**27 LINK VISITS**

No link visits have taken place. Governors were urged to book in a visit as soon as possible

**28 GOVERNOR TRAINING**

At the time of the meeting, LC had an open query with The National College and their incorrect logging of modules. LC to feedback as soon as query is resolved

**ACTION: LC to contact all governors with outstanding learning to complete as soon as feedback is received from TNC**

**29 DATE OF NEXT MEETING**



Monday 22 January 2023, 17:00. Pre-meet from 16:30

**30 AOB**

None

**31 ACTION POINTS**

**31a ACTION:** SK to include a PP Provision Map graphic in a future Headteachers Report (minute 19)

**31b ACTION:** SK to include table of PP and DA uptake of enrichment opportunities in the next HT Report (minute 20)

**31c ACTION:** Governors to liaise with SK on themes they would like to see included in the HT Report (minute 20)

**31d ACTION:** JOB to provide double DA Attendance and Behaviour data and look into Trust comparisons for the next report (minute 21)

**31e ACTION:** JOB to look into an extra column in the SDP indicating where the relevant information is in the SEF (minute 22)

**31f ACTION:** LC to contact all governors with outstanding learning to complete as soon as feedback is received from TNC (minute 28)

Part A closed at 19:05 and RA, LH, JOB and SW left the meeting

