



**Minutes of the Meeting of the Local Governing Board of Wolfreton
In the Conference Room on Thursday 30 June 2025, 17:00**

GOVERNORS PRESENT:

Miss H Power (Chair, HP), Mr D Gath (DG), Mr S Gawthorpe (SG), Miss S Kukuc (Headteacher, SK), Mr T Leech (TL), Mrs M Morgan (MM), Mr A Paffley (AP), Mrs E Papaglimis (EP)

ALSO IN ATTENDANCE:

Mr M Carruthers (DSL, MC), Mrs L Craxton (Clerk, LC), Miss L Hull (Deputy HT, LH), Mr J O'Brien (Director of Improvement and Standards, Secondary and Post-16, JOB), Mr A Owen (Deputy HT, AO), Mrs J Perry (Assistant HT, JP)

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

65 WELCOME AND INTRODUCTIONS

HP welcomed everyone to the meeting

66 APOLOGIES

Apologies had been received from S Walsh

Resolved: That consent be given to the above-named governor

No apologies had been received from P Smith

ACTION: LC to follow up with PS with regards to his absence from the LGB

67 DECLARATIONS OF INTEREST

All declared

68 MINUTES OF THE LAST MEETING (01 May 2025)

The minutes of the meeting held on 01 May were declared a true record and are to be signed by the Chair, HP

69 MATTERS ARISING

ACTION: LC to follow up with SG with regards to his absence from the LGB **Completed**

ACTION: LC to follow up with SG with regards to registering on Governor Hub and completing the mandatory training **See minute 76**

ACTION: TL and PS to complete the Safeguarding module on Governor Hub no later than the end of half term 5 **See minute 76**

ACTION: TL to complete the SEND module on Governor Hub no later than the end of half term 5 **See minute 76**

70 HEADTEACHER'S REPORT

Quality of Education in brief

- Practice and Retrieval and Explaining and Modelling strong
- Whole school CDPL has taken place and has covered inclusive teaching strategies for ADHD and dyslexia, literacy and feedback and assessment reform
- The Curriculum Fitness Matrix has been launched
- WS Geography curriculum selected as the Trust curriculum of choice
- Focused work in Maths, MFL, Technology and Business has made a positive impact

Risk

- The biggest risk is finance – funding challenges in the education sector may impact
- Risk 2 – ongoing demand for and lack of SEND services
- Risk 3 – recruitment challenges. Staffing is currently sufficient. However, WS must not lose sight of the national staffing challenges
- Risk 4 – impact of attendance on outcomes

Health and Safety

- Health and Safety protocols are in place to ensure that every reasonable step is taken to prevent injury and ill-health to all on site

Q: (DG) Over 200 evaluations have taken place in teaching and learning development, how will you keep measuring to ensure consistency?

AO: With learner voice, book looks, lesson drop-ins and learner walks as those are our 4 main areas of quality assurance. We will look at them all and triangulate and strengths will be identified

C: (SK) A group led by AO have already done a lot of work with middle leaders

Q: (HP) In a nutshell, you are checking the checkers?

AO: Yes!

Q: (TL) Is there cross-Trust support in Technology?

AO: The Assistant Headteacher for teaching and learning is now also Head of Technology and this will be beneficial to the department

Q: (TL) How will you measure progression?

SK: Ultimately in the outcomes. Learner drop-in uptake, student and staff voice and internal data will all play a part too

Q: (DG) What metrics feed into the curriculum fitness matrix?

AO: We use a box tool and the boxes contain what has worked well, areas for development and how we will do it

Q: (DG) Technician posts are an issue, is this due to the low salary?

SK: That's difficult to answer as it's not isolated to Wolfreton, it's an issue in the wider region

71 EVALUATION AGAINST OFSTED CRITERIA – Exceptions Report

All areas judged 'Good'

Key exceptions include, but are not limited to

- **Quality of Education** – further work needed on reading for Purpose stand
- **Behaviour and Attitudes** – focus remains sharp to ensure gains made continue
- **Personal Development** – greater engagement in elective opportunities to be a focus

C: (SK) Reading for Pleasure is growing but there is still work to do with Reading for Purpose

72 SCHOOL DEVELOPMENT PLAN

Priority 1

To fully embed a strong culture of consistently high expectations, strong relationships and impactful support and challenge

- 85% of students say they feel safe in school
- Reduction in removes
- Attendance consistently above national

Priority 2

Ensure the best quality teaching and learning across years 7–13 through an ambitious curriculum delivered by expert teachers using research-informed practices to drive knowledge acquisition, recall, progress and outcomes

- Faculty leaders have effectively utilised exam and question-level analysis
- Over 130 evaluations conducted

Priority 3

Strengthen further the strategic use of data across Years 7–13 to drive student ambition, progress and outcomes

- Provision Map now includes LSP
- Able, gifted and talented students identified

Priority 4

Further strengthen the culture of positivity, pride and belonging through understanding of relational strategies and strong engagement with 'The Wolfreton Experience' Personal Development Programme

- Lunchtime and after-school clubs growing in popularity
- Assemblies delivered to Years 9, 10 and 11 to promote 6th Form

Q: (HP) What number completed the survey?

LH: 544 completed the summer survey and they were spread out over a variety of years

Q: (MM) Do you do exit surveys with Year 11?

LH: The Edurio survey has been done this year. We also collected feedback in tutor time but that was challenging

C: (SK) Every student gets it emailed but a lot choose to not fill it in
C: (HP) It's good to present the feedback, the 'you said, we did' element
C: (SK) We include it in newsletters. The new watercoolers are because of the students
C: (HP) It's good to see the actions and results
Q: (HP) 15% say they don't feel safe in school, what are you doing about that?
SK: Surveys like this allow us to find those in need
Q: (HP) What happened with those who don't feel safe?
SK: The tutor teams and house teams hold conversations on how best to support and address
C: (SK) The recent external safeguarding review also provided positive feedback and the 2 Executive Directors of Education come in and conduct student voice
C: (AP) There is a lot of green in the plan which shows the hard work you have all put in
Q: (AP) What work has been done to ensure we drive the numbers up without adding to workload? We need to ensure things are not just getting added on
SK: There are 2 data trawls per year and they are collected centrally. Teachers can move forward with their own data throughout the year. we monitor pinch points and training is factored in
C: (SK) Planning for next year is already underway
Q: (MM) What about 6th Form?
SK: It is woven through the plan rather than having it's own section

73 SAFEGUARDING REPORT

- Very little change from the last report
- 8 Children in Need
- 12 Children open to Early Help
- No children on a Child Protection Plan
- 197 Smoothwall incidents logged
- 22 Operation Encompass alerts received
- Tom's a-Talks have taken place. These are workshops and assemblies designed to address suicide awareness and substance abuse

C: (DG) It would be good to see previous data in these reports
C: (SK) We can provide that going forward
C: (MC) The template is being reviewed at Trust level
Q: (MM) Is misogyny included in Prevent? I'm happy to support with the White Ribbon campaign
MC: Thank you. We cover misogyny in pastoral briefings and assemblies
C: (LH) Focused discussion in the classroom also covers relevant topics
Q: (MM) And Safer Schools?
LH: We work incredibly closely with the Safer Schools Team
C: (SK) We have the strongest relationship we have ever had with Safer Schools
Q: (AP) Have you seen a spike in antisemitism?
MC: Not at this time, no
C: (SK) We would be alert to it
C: (MC) We have covered aspects of the conflict

74 SEND REPORT

- Reading interventions secured for next year
- Targeted interventions for reading ongoing
- Biggest successes seen with Reading Plus and Read. Write, Inc

- Librarian and HLTAs all trained to deliver Reading Plus
- Positive feedback received from SEND consultant over several visits
- Student voice shows 87% of students know who to talk to if they need help
- Whole school training delivered covering ADHD and dyslexia
- Nurture provision in place from September

C: (AO) *B Norton has done incredible work with literacy intervention and Steve Shaw has been invaluable*

C: (SK) *The team timetable carefully to maximise interventions as 1-1 is not always possible*

C: (SK) *We also have a number of TAs moving onto teacher training*

C: (AO) *Training and CPD is always well received. Our biggest success has been raising the profile*

Q: (DG) *How do you measure reading progress?*

AO: *We started with a group of 118 and, after 2 rounds of intervention and assessment, 58 no longer needed additional support outside of the classroom. We now have 36 students across the school we are still working closely with. 31 of those have made great progress and have closed the gap between reading age and actual age*

Q: (TL) *Do you follow-up with them to make sure they don't regress?*

AO: *Yes, they are still in classroom interventions and Year 7 will be retested in October*

Q: (MM) *Do you involve parents at all?*

AO: *We send letters home detailing the support needed and the vast majority support. I'll be delivering assemblies before the reading tests to make sure they understand the importance. We also send letters home congratulating those released from the programme*

Q: (TL) *Has there been any EHCP/LSP (Learning Support Plan) alignment dip tests?*

AO: *We have done 5 and they aligned well. We have looked at the implementation of LSPs in the classroom and are building into the QA process*

Q: (TL) *Do you include parental feedback?*

AO: *We always consult parents. Their voice and student voice is very important*

C: (SK) *The LSPs for the incoming Year 7s are ready*

C: (LH) *The pastoral teams also review them regularly*

C: (JP) *The SENDCo and Deputy SENDCo also join the pastoral meetings*

Q: (TL) *Has staff training in ADHD and dyslexia led to any change in behaviour or outcomes?*

LH: *It's hard to pinpoint exactly. SEN FTE numbers have halved since last year. we can't attribute it to one thing but the signs are there*

Q: (TL) *Is there a SEND specific plan for next year?*

AO: *We are hoping to use Matthews Hub for ADHD and the training done in other areas is continuing*

Q: (EP) *Is there support and awareness for neurodiverse staff?*

SK: *Yes and training has been done. We have workplace passports and make reasonable adjustments*

C: (SK) *We also thoroughly investigate sanction requests before granting or declining them*

C: (LH) *There is also a homework club for SEND specific students run by the SEND team*

75 ATTENDANCE AND BEHAVIOUR REPORT

Attendance

- Attendance currently 93.5%
- Year 7 highest at 95.5%, Year 10 lowest at 92.3%
- Boys higher than girls at 93.9% and 93% respectively
- SEN 91.3%, PP 88.7%
- Persistent absence 16.6%, severe absence 2.3%



25/9/25.

- 10 students on a reduced timetable
- 5 students EHE

Behaviour

- 356 days lost to suspensions
- Boys 171.5 days lost, girls 184.5 days lost
- 3 permanent exclusions
- Pride Month celebrated with assemblies and tutor time activities

C: (LH) Our pastoral teams have been working incredibly hard

C: (SK) I am very proud of our young people and staff

Q: (SG) Do you share the good work with feeder schools?

JP: Yes, we are very open with our expectations and standards

C: (SK) If any of the LGB see negative comments on social media, encourage those making them to contact us for a visit, let them see the school in action

JP left the meeting at 18:31

76 GOVERNANCE MATTERS

76.1 Governor Link Visits

2 recorded visits have taken place

MM conducted a PP visit on 28 January 2025

No issues raised

AP conducted a Careers visit on 02 April 2025

No issues raised

76.2 Governor Training

With the exception of SG, all governors have completed their mandatory safeguarding training for his academic year

ACTION: SG to forward safeguarding training undertaken as part of his role as a senior police officer

Due to an admin oversight, TL is to complete the SEND module in the new academic year

77 POLICY MATTERS

77.1 The Trust Attendance Policy and Local Procedures and Uniform documents were presented for information only

The Trust Attendance Policy will be live from September 2025

MM raised a concern regarding the pleated box skirts as they do not offer dignity protection. LC is to feedback to the Trust DSL

ACTION: LC to feedback pleated box skirt concerns to the Trust DSL

77.2 Policies for Review

77.2i Provider Access Policy

The Provider Access Policy was tabled for approval

Resolved: The Provider Access Policy was approved

77.2ii Accessibility Plan

The Accessibility Plan was tabled for approval

Resolved: The Accessibility Plan was approved

LH and AO left the meeting at 18:35

78 EFFECTIVENESS REVIEW

Due to time constraints, governors are to complete the review electronically and forward answers to LC. These will then be anonymised and forwarded to the Trust Director of Governance for analysis

79 DATE OF THE NEXT MEETING

The LGB meeting dates for the 2025-2026 academic year have been agreed by the Education Team and shared with the Chair and HT

ACTION: LC to populate calendars with the LGB meeting dates for 2025-2026

80 ANY OTHER URGENT BUSINESS

None

81 ACTION POINTS

81a ACTION: LC to follow up with PS with regards to his absence from the LGB (**minute 66**)

81b ACTION: SG to forward safeguarding training undertaken as part of his role as a senior police officer (**minute 76**)

81c ACTION: LC to feedback pleated box skirt concerns to the Trust DSL (**minute 77**)

Part A closed at 18:43 and JOB left the meeting

