



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

**Minutes of the Meeting of the Local Governing Board of Wolfreton  
In the Conference Room on Thursday 11 December 2025, 17:00**

**GOVERNORS PRESENT:**

Miss H Power (Chair, HP), Mrs J Anderson (JA), Mrs R Durham (RD), Mr D Gath (DG), Miss S Kukuc (Headteacher, SK), Mr A Paffley (AP), Mrs E Papaglimis (EP), Mrs A Stark (AS)

**ALSO IN ATTENDANCE:**

Mrs L Craxton (Clerk, LC), Miss L Hull (Deputy HT, LH), Mrs B Norton (Director of Inclusion, BN), Mr A Owen (Deputy HT, AO), Mrs J Perry (Assistant HT, JP), Mrs L Taylor (Assistant HT, LT), Mr D Waterson (Executive Director of Education, DW)

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

**16 WELCOME AND INTRODUCTIONS**

HP welcomed everyone to the meeting and introduced Julie Anderson as the newly appointed Staff Governor, Rebecca Durham as the newly appointed Parent Governor and Anne Stark as the new Trust Appointed governor

**17 APOLOGIES**

No apologies had been received from S Gawthorpe and P Smith. S Walsh has stepped down from the board

**ACTION: LC to remove P Smith from the board due to non-attendance and no communication**

**ACTION: LC to follow up with S Gawthorpe with regards to his absence from the LGB**

**18 DECLARATIONS OF INTEREST**

All previously declared

**19 MINUTES OF THE LAST MEETING (25 September 2025)**

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

Signed by the Chair:

Date:

12/12/26

## 20 MATTERS ARISING

**ACTION:** LC to follow up with PS and SW with regards to their absence from the LGB **See minute 17**

**ACTION:** LC to forward DC and PI forms to PS and SW for electronic completion **See minute 17**

**ACTION:** Health and safety stats to be presented in a simple table format going forward **To be included when applicable, remove from the minutes**

**ACTION:** JOB to follow up with relevant shared services colleagues regarding a table of key IAM Compliant category definitions in the next health and safety report **Carried Forward**

**ACTION:** SK to liaise with Trust Leaders regarding the inclusion of Hessle 6<sup>th</sup> Form data in performance figures going forward **See minute 22**

**ACTION:** LC to circulate the Code of Conduct to governors once wording is agreed surrounding social media **See minute 31, completed**

**ACTION:** PS and SW to complete the effectiveness tool on GH as soon as possible **See minute 17**

**ACTION:** With the exception of SG and HP, all governors are to complete the self-review questions as soon as possible and forward to LC **Completed**

## 21 HEADTEACHER'S REPORT

### Quality Assurance

QA has taken place in the following areas:

- SEND Lens
- Vocational and Bucket 3 Lens
- 4 subject reviews (PSHE, Performing Arts, Social Sciences and Computing)
- Strengths include an improved culture and learning climate, consistent teaching, strong relational practice and safeguarding
- Areas for improvement include consistency of classroom practice, assessment readiness and sustaining behaviour in all classrooms

### Risk

- The key risk remains finance although risk mitigation is managed well and is robust
- Pressures on external SEND services also noted

*Q: (DG) When it comes to triangulation of a process, how do we capture typicality?*

*AO: We conduct a range of drop-ins through the MER cycles along with learning walks, book looks and learner voice. We are currently working on explaining and modelling and you can see the focus is on this in the classroom*

*C: (SK) I will go in myself to look at typicality*

*Q: (DG) Is there evidence these approaches are benefitting DA and SEND?*

*AO: Early indicators show staff buy-in and typicality throughout the school. We chose explaining and modelling as this is the biggest advantage for DA*



12/2/26

C: (SK) Alongside Learning Insights data we also look at attendance data and can see they are present in lessons as they can access the curriculum and are not needing to access pastoral support

Q: (DG) What is the strategy when areas of weak practice is seen?

AO: The vast majority is picked up by faculty leaders, it's all developmental, it's not compliance checks. Staff don't see it as a threat, they are all on board

Q: (DG) The risk summary references strain on external SEND agencies – is there a strategy to improve parent satisfaction?

SK: BN and her team don't wait for a formal diagnosis, it's needs led. Parent dissatisfaction doesn't always present at the school

C: (AO) We conducted a parent voice as part of the SEND review and the results suggested parents are satisfied and there were some really nice individual comments from the parents

## 22 PERFORMANCE REPORT

School	Basics 4+		Basics 5+		Basics 7+	
	Autumn Mock	Target	Autumn Mock	Target	Autumn Mock	Target
Wolfreton School	53	80	30	60	6	17

School	Attainment 8	
	Autumn Mock	Target
Wolfreton School	41	54

	Level 3 Value Added	A-Level APS	A-Level Value Added	Applied General APS	Applied General Value Added
Autumn (working at)	0.11	34.50	0.14	25.75	0.04

### KS4

- Strong set of results last summer
- End of Year 10 cohort indicated another strong group although their mock grades are 5% lower than the previous cohort
- 11 students need to convert to match last year
- Last year's prediction were accurate and not unrealistic

C: (HP) There is a big gap between mocks and targets

C: (LW) It is a big gap, we are aspirational, we believe they can do it. Intense revision time will be introduced into lessons during January and February

Q: (DW) Have you not gone backwards?

LW: Yes, we have, slightly. This cohort have done full papers, last year's did not

Q: (DW) Did QLA show anything?

LW: Yes. We look at strategies and share good practice

Q: (DW) What about DA, SEND and the double DA?

LW: Double DA always remain a priority, we are putting things in place to support them

C: (LW) Combined Science had their best summer results so far. After Christmas interventions and exam prep will start

Q: (AP) Are similar strategies employed in other groups where no one is achieving above a grade 6?

LW: Yes. Some subjects are challenging and some tutor groups are changing

**KS5**

- Data not like for like v last year due to the addition of CHS students, stronger outcomes are predicted
- No October assessment was done, did not add value
- Independent learning taking place every fortnight and are assessment focussed
- Overall significant improvement

C: (DG) It would be useful to have a column with all individual VA subjects

C: (LT) I can include that

Q: (AP) Is this the last run through of current specifications?

LT: We have 2 new qualifications coming through – Health and Social Care and IT. This Year 12 will be the last to be taught BTEC. Year 13 are taught under the new specifications. No concerns have been highlighted or raised

Q: (EP) What are the entry requirements for A-Level?

LT: It's subject based. It's Grade 5 for many but not all. Maths is a 7, Sciences are a 6 but with a 7 in Maths and vocational need a 4 in English and maths if relevant

**ACTION: LT to include column showing all individual VA subjects**

**23 PUPIL PREMIUM STRATEGY**

Detail	2024 - 25	2025 - 26	2026 - 27
School name	Wolfreton School and Sixth Form College		
Number of pupils in the school (Y7 to Y13)	1383	1506	
Proportion (%) of pupil premium eligible pupils	18.2	19.8	
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 2027		
Date this statement was published	Nov 2024	Dec 2025	
Date on which it will be reviewed	Nov 2025	Nov 2026	
Statement authorised by	S Kukuc	S Kukuc	
Pupil premium lead	A Owen	A Owen	
Governor / Trustee lead	M Morgan	H Power	

Detail	2024-25	2025-26	2026-27
Pupil premium funding allocation this academic year	£257,490	£278,727.91	
<b>Total budget for this academic year</b> If your school is a school in a trust that pools this funding, state the amount available to your school this academic year	£257,490	£278,727.91	

Signed by the Chair:



Date:

12/2/26

**Budgeted Cost:**

- Quality First Teaching – £104,214.35
- Targeted Academic Support – £42,345.06
- Wider Strategies – £132,168.50

Challenges include low reading ages, low attendance, parental engagement and behaviour and attitudes to learning

Strategies in place include WS Canon Reading Initiative, leadership coaching, 1:1 tuition, targeted small group intervention, Thrive Practitioner and pastoral support

*C: (AO) I am personally confident in the strategy and our approach. We will continue to go above and beyond*

*Q: (HP) Do you make adjustments along the way, assess as you go along?*

*AO: Yes, we constantly assess*

*Q: (AS) How is the breakfast club run?*

*AO: It used to be at breakfast and first break but now it's just breakfast time*

*Q: (AS) Has it improved attendance and outcomes?*

*AO: Yes. We have found the more we can offer at school, the better they do*

*C: (SK) More children are accessing Rushanje House and 60% of students accessing are PP. This can be used instead of an external sanction to ensure the continuity of the curriculum and that impacts positively on attendance*

**Resolved:** The Pupil Premium Strategy was approved. SK to upload to school website before 31 December 2025

## **24 SEND INFORMATION REPORT**

The report covers a wide range of topics such as key staff, online safety, transition support and inclusivity

- Nurture provision – *Switch* – launched. Students can switch in and out of lessons as needed and this is working well
- Students still attend mainstream English, maths, science and PE along with DT and cookery
- Humanities and creative curriculum linked to main school curriculum to allow them to integrate back into lessons
- Positive progress seen in the first term

*C: (SK) AO and BN were asked to present at the council chambers on the work they are doing and received really positive feedback. Other schools in the area will be visiting to see the work done*

*C: (HP) I have visited, the area is completely different and I like the 'exit approach'*

*Q: (DW) Many SEND students won't go into 6<sup>th</sup> Form, do we know where they went on to last year?*

*SK: Yes, we have Year 11 transition support. Careers prioritise SEND and they visit post-16 providers. 94.4% progressed. We will need to wait for the sustained data*

*Q: (DW) Are you confident they are receiving support identified in classrooms?*

*BN: Steve Shaw visited and highlighted areas we could improve on. We have changed all EHCP Learner Support Passports to make them more accessible. Lesson drop-ins have been done and we have calendared more in*



12/12/26

Q: (AP) How impactful was the training delivered to all staff?

BN: We did staff feedback to assess if we'd filled in the gaps in training and it was really positive. Previously struggling students are now thriving. We don't see them as much, they are doing very well in their classrooms

BN left the meeting at 18:20

**Resolved:** The SEND Information Report was approved

## 25 SEF (SELF EVALUATION FORM) SUMMARY AND SDP (SCHOOL DEVELOPMENT PLAN)

It is important to note the SEF is under constant review

The 3 whole school development priorities are

1. Academic curriculum
2. Aspirational and inclusive culture
3. Developing teaching

Q: (AP) Is the SDP linked to CPD?

SK: Yes. It links through Learning Insights and lesson drop-ins for example. We need to ensure what is written in the plan is what is happening in the classrooms

C: (AO) Specific CPL is chosen to fit in with time allocated staff meetings and contain short bursts of a specific strand

C: (LH) SEND CPD from last year is showing now. The significant shift shows the impact

C: (SK) CPD is about all strands of what we do

Q: (DG) Staff survey results show 82% feel it's making a difference. What are you doing with the 18% who don't?

SK: We have put on another staff voice. We choose the most challenging times and last year staff were boosted when they saw the results

C: (SK) The SEF feeds into the SDP and is very much a work in progress, we are constantly reviewing and updating

LT and LW left the meeting at 18:36

## 26 ATTENDANCE AND BEHAVIOUR REPORT

### Attendance

- Attendance is currently 94.9%, 2.1% above national
- WS is the highest attending secondary school in the Local Authority
- Boys higher than girls at 95.5% and 94.3% respectively
- SEN 91.9%, DA 90.8%
- FSM have improved 5% over the last 3 years

### Behaviour

- 49 suspensions, 19 of these in Year 9. Small minority responsible
- 37 girls, 12 boys
- 26 SEND, 27 FSM, 27 DA
- 0 permanent exclusions
- 28% reduction in lesson removes

C: (LH) Student voice has been done around PP. we are working on the results but it's important to highlight the improvements

C: (JP) The questions included what can we do to help you. We need to continue to encourage them to come in

C: (JP) The DA tracking sheet is updated every 4 weeks

C: (AO) The sense of belonging has continued to develop

Q: (HP) Was participation in Grease linked to attendance?

JP: Definitely, they all wanted to be in it!

Q: (DW) How can we reassure governors we are doing all we can when it comes to the severe absence below 50%?

JP: The focus is on Year 7 and so far, we have no severe absence there

Q: (DW) Do you have sight of those not at school?

JP: Yes. Myself, LH and the DSL visit them

Q: (DG) Is it not additional work on staff to help the small minority responsible for most FTEs?

LH: Yes but there are contextual issues at play. Support is making a difference

Q: (DW) If a high proportion of FTEs are SEND, are you confident the curriculum is right for them?

LH: It looks high but when it's broken down it's a small number of students. A range of interventions are in place and we constantly review

JP: We will also place students on the SEND register so they can access the support

Q: (AP) Are you confident the drop in removals is not down to tolerating behaviour due to inconsistency?

LH: Over the last 2 years we have raised the bar higher, consistency is part of the reviews

C: (SK) I encourage the governors to come in and see the difference we are making

C: (RD) Your social media presence is helping the school

C: (LH) That's great to hear. The more we can share the great work the students do the better!

JP left the meeting at 19:02

## 27 SAFEGUARDING REPORT

- 5 Early Help referrals
- 8 Children in Need
- 3 on a Child Protection Plan
- 12 Operation Encompass alerts received
- 63 Smoothwall incidents logged
- Targeted emotional and mental health provision continues to grow
- RSE delivery strengthened

Very little change since the last report

## 28 COMPLAINTS SUMMARY 2024-2025

- WS received 23 complaints during the last academic year
- 5 reached level 2 and 3 reached level 3

C: (SK) It's positive we have an open mechanism for parents, concerns are addressed immediately

## 29 POLICY REVIEW

**29a RSHE Policy**

The RSHE Policy was tabled for approval

**Resolved:** The RSHE Policy was approved

**30 GOVERNANCE MATTERS**

**31a Autumn 2025 link visits**

EP conducted a safeguarding visit on 22 October. The visit was positive and no issues were raised

**ACTION: DG and HP to submit their link visit reports as soon as possible for inclusion in the next set of papers**

**31b Governor Training**

All governors have completed their safeguarding training

With the exception of trust staff, all governors are to complete the GDPR training on Governor Hub before the next meeting

**ACTION: All relevant governors to complete the GDPR training on Governor Hub before the next meeting**

**31c Code of Conduct**

The Code of Conduct was included with the papers for information only

**32 DATE OF THE NEXT MEETING**

Thursday 12 February 2026, 17:00. Pre-meet from 16:30

It was noted the closeness of this meeting and the next one in February and the duplication on the agendas

**ACTION: LC to speak with the Director of Governance regarding meeting and report frequency**

**33 ANY OTHER URGENT BUSINESS**

**33.1 Alarms (HP)**

HP queried if the sirens for lockdown and fire were different. SK stated they were

- Staff are trained annually and new staff receive training throughout the year
- Students are spoken to on day 1 and the topic is revisited further in the term
- A lockdown drill is planned for the Spring term



12/2/26

**34 ACTION POINTS**

**34a ACTION:** LC to remove P Smith from the board due to non-attendance and no communication (**minute 17**)

**34b ACTION:** LC to follow up with S Gawthorpe with regards to his absence from the LGB (**minute 17**)

**34c ACTION:** JOB to follow up with relevant shared services colleagues regarding a table of key IAM Compliant category definitions in the next health and safety report (**minute 20**)

**34d ACTION:** LT to include column showing all individual VA subjects (**minute 22**)

**34e ACTION:** DG and HP to submit their link visit reports as soon as possible for inclusion in the next set of papers (**minute 31**)

**34f ACTION:** All relevant governors to complete the GDPR training on Governor Hub before the next meeting (**minute 31**)

**34g ACTION:** LC to speak with the Director of Governance regarding meeting and report frequency (**minute 32**)

**Part A closed at 19:11 and JA, LH and AO left the meeting**



12/12/24

