



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

**Minutes of the Meeting of the Local Governing Board of Wolfreton  
In the Conference Room on Thursday 12 February 2026, 17:00**

**GOVERNORS PRESENT:**

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

**ALSO IN ATTENDANCE:**

Mrs L Craxton (Clerk, LC), Miss L Hull (Deputy HT, LH), Mr C Sinclair (Faculty Leader PSHE, CS), Mr J Thornham (Faculty Leader History, Politics and Law, JT)

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

**35 WELCOME AND INTRODUCTIONS**

HP welcomed everyone to the meeting

**36 APOLOGIES**

Apologies had been received from Mrs E Papaglimis

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

**37 DECLARATIONS OF INTEREST**

All previously declared

**38 MINUTES OF THE LAST MEETING (11 December 2025)**

The minutes of the meeting held on 11 December were declared a true record and are to be signed by the Chair, HP

**39 MATTERS ARISING**

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

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

**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:** LT to include column showing all individual VA subjects **Carried Forward**

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

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

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

#### **40 HISTORY, POLITICS AND LAW PRESENTATION**

JT discussed the mission of the history department, which aims to bring the past to life, inspire curiosity, and promote understanding of historical events. He highlighted the strong outcomes from the 2025 results, particularly the improvement in top grades (7 to 9) JT emphasised the importance of enhancing the History, Politics, and Law programmes at Key Stage 5 and discussed the implementation of the Aligned Curriculum across the Trust, which began with Year 7 in September

2025 outcomes were noted, highlighting significant improvements in comparison to previous years and national averages. The department achieved notable progress with disadvantaged students, boys, and SEN students. JT detailed the structure of the history exams noting that Paper 2, historically the weakest, had showed remarkable improvement due to targeted interventions and exam practice

At Key Stage 5, JT discussed the improvements in A\* grades and the measures taken to address issues with coursework moderation. The success of a student with English as an Additional Language achieving a grade A was highlighted along with the performance of students from Hessle and Cottingham. Gerald also mentioned the efforts to raise the profile of politics through events like hosting the local MP Emma Hardy, running a mock election, and facilitating a debating club

JT concluded by discussing the enrichment opportunities provided to students, such as visits to Lincoln Castle, the National Holocaust Museum, local courts, and Parliament. He emphasised the importance of aligning the curriculum and improving extended writing skills to enhance student outcomes. The collaboration with Hessle on coursework moderation was noted as a key area for development

#### **Strategy to Reduce Attainment Gap**

JT explained that for SEN students, the approach involves referring to their learning support plans and EHCPs, ensuring they have the necessary resources, and providing regular check-ins and support.

The discussion also touched upon the methods used to measure the effectiveness of these strategies, including internal assessments, data analysis, tailored feedback, and day-to-day check-ins with students. The importance of information sharing among staff and the role of the pupil premium measure in supporting disadvantaged students were highlighted

### **Impact of AI on Student Work**

The increased use of supervised assessments in ILS sessions helps mitigate the risk of AI-generated work. The importance of being vigilant and checking the work against the student's known capabilities was noted

CS added that the school is taking a proactive approach to educate students about AI and deep fakes, ensuring they can critically assess the information they encounter

### **Cross-Departmental Support for Disadvantaged Students**

The response highlighted the importance of information sharing through CPOMS  
The pupil premium strategy includes funding a pupil premium mentor, who meets with students, reviews their records, and communicates with staff to ensure consistent support. The role of pastoral managers and heads of year in quickly addressing issues was emphasised

*Q: (HP) What is the strategy to reduce the gap between DA and non-DA?*

*JT: We refer to their LSP or EHCP and look at what is required and how equipped they are. We make sure they have everything needed to access the curriculum. Revision guides and resources are also given. After school revision sessions and interventions are also offered. Regular, discreet classroom check-ins also take place*

*C: (LH) History is good at modelling and research shows this is the best way to reach all students*

*Q: (HP) How do we measure the impact in between exams?*

*JT: We assess constantly as we go through the curriculum. Day-to-day check-ins allow us to gauge and tailored feedback on their strengths and areas of weakness is given*

*Q: (AP) How do navigate the use of AI to make sure they are using it properly?*

*JT: We know if they have used it from their usual standard of work. ILS time in 6<sup>th</sup> Form is used to make sure they are not using it*

*C: (CS) There are lots of changes happening very quickly, chatbots for instance. We are trying to take an approach to help them identify what is real and what is not. Year 11 have already had an assembly on this*

*Q: (SG) How do you make sure the DA journey from class to class is seamless?*

*SK: Through information sharing. CPOMS can be viewed by heads of year and senior leaders. PP mentors are funded by the PP grant and these colleagues talk to the young people and get their perspective. Staff are good at sharing this information*

## **41 PSHE PRESENTATION**

CS explained the core themes of PSHE

The curriculum aims to prepare students for life beyond academic performance by fostering respect, diversity, empathy, and British values. CS detailed the structure of the PSHE curriculum, which is informed by various representative bodies and adapted to address contemporary issues such as anti-social behaviour and vaping. The curriculum follows a spiral approach, building on foundational knowledge as students' progress through different year groups

CS described the entitlement days, where students engage in activities like Restart a Heart with the Yorkshire Ambulance Service, Real Games with local employers, Prison Me No Way, and the Donaldson's Experience Day. These days provide valuable life skills and experiences, such as life-saving techniques, career insights, and teamwork

CS emphasised the importance of providing students with the necessary support and resources, including links to external services like Childline and highlighted the positive engagement with parents in supporting the statutory elements of the curriculum, such as sex and relationships education

### **PD Curriculum Supplementation**

It was noted that students are increasingly engaging in passive activities such as watching and scrolling, rather than actively communicating. To address this, the curriculum will include skills that promote effective communication outside of their friendship groups. This will involve support in writing, understanding stereotyping, and health and safety within the workplace. These skills are intended to enhance the PD curriculum and ensure students are well-rounded in their abilities

### **Statutory Guidance Changes in 2026**

The meeting highlighted the statutory guidance changes set to take effect in 2026. It was emphasised that the school is already covering many of the required areas, thus major changes to the curriculum are not necessary. One key point discussed was parent access and consultations, with schools required to make PSHE materials available

### **LGBTQ+ Curriculum Clarity for Parents**

It was mentioned that some parents have called to enquire about the specifics of the curriculum. In response, the school plans to share more detailed information to address these enquiries. This is not a change but rather an enhancement of existing practices to ensure parents are well-informed

### **Curriculum Review and Content Changes**

Adjustments are made based on feedback from PSHE meetings. The curriculum will place additional emphasis on topics such as misogyny, the manosphere, incels, and online influencers. Given the students' constant screen time, the curriculum aims to educate them to make informed decisions. Online safety, AI, deepfake technology, scams, gambling, and mental health are critical components of the curriculum. Mental health education spans from Year 7 through to later years, focusing on resilience, grief, loss, loneliness, and suicide prevention

### **Personal Safety and Skills Development**

The discussion on personal safety and skills development highlighted the importance of educating students on various safety topics. These include road safety, railway safety, water safety, public spaces, and knife crime. The curriculum aims to equip students with essential personal skills such as effective communication, managing emotions, conflict resolution, and handling online pressures. These skills are crucial for students to navigate their school environment and beyond

### **Parental Engagement and Feedback**

A letter was sent out to parents outlining students' and parents' rights. The feedback from parents was constructive, with supportive conversations reinforcing trust in the school. Examples of resources and work were shared with parents before Christmas, including a curriculum overview. The school aims to maintain clear communication with parents to support students' comfort and understanding

### **Student Voice and Curriculum Assessment**

It was noted that assessments are not based on traditional tests but rather through student feedback and observations. The school encourages respect for diversity, emotional and mental health, physical health, and independence. Collaboration with other subjects like DT, PE, and science ensures a holistic approach to health education. Participation in extracurricular activities and assemblies with external speakers further enriches the curriculum

### **Careers Programme and Guidance**

The careers programme spans across the entire school, with dedicated staff providing career advice and guidance. Careers Week involves each subject delivering sessions on potential career paths related to their field. The programme prioritises support for PP and SEN students, with various trips and speakers enhancing students' understanding of different careers. The school follows statutory guidance and Gatsby benchmarks to ensure a stable and comprehensive careers programme

### **Priorities and Evaluation**

Upcoming initiatives include promoting women in manufacturing and engineering, launching new construction projects, and organizing various trips to enhance career education. The emphasis is on providing meaningful, hands-on experiences rather than virtual ones, ensuring students gain practical insights into different careers. The discussion highlighted the importance of these initiatives in preparing students for future career paths and enhancing their understanding of diverse industries.

**Destination data** shared shows only 2 students from the 2024-2025 cohort as NEET (not in education or employment)

*Q: (HP) How do you capture student aspirations?*

*CS The complete a future skills questionnaire in tutor time and the answers are logged and sent through to the careers lead*

*C: (LH) The questionnaire is repeated and different points to monitor any changes*

*C: (CS) We are adapting the PSHE programme all the time*

*Q: (HP) What happens when they start high and don't achieve?*

*CS: We are moving to more rigorous checking*

*C: (HP) It's still important to set high aspirations*

*C (SK) Exposure to all that is out there is key. Our alumni are also a great inspiration*

*C: (AS) I recently attended a careers event at a primary school. They were asking lots of questions and it was good for them to see things may change but they can still achieve*

*Q: (SG) Are you mapping future skills and adapting?*

*CS: Yes, we have a holistic approach*

*Q: (SG) I agree with having aspirations but the vast majority won't end up in high roles, how do you manage that?*

*CS: Careers have a great system without limiting their ambition. They guide them towards something their grades will allow and certain trips are for those with an interest, they are bespoke to the group*

*C: (CS) We have a good group of girls showing an interest in WiME (Women in Manufacturing and Engineering)*

*C: (AP) Both times I have visited as link governor, I have been impressed with the impartiality of the advice*

*C: (CS) We are really fortunate to have in-house career advice, the team know the children*

*C: (RD) As a parent, mental health is huge. I also work among young people and the pressure on children these days is huge. It would be good to let parents know how they can support with mental health at home*

*C: (CS) That's a great observation, I will take that on board*

*C: (AS) As a parent myself, I'm not sure what I need to be looking for with e-safety*

*C: (CS) We send out newsletters as it changes all the time*

*C: (SK) We will definitely take all concerns on how we communicate to parents on board*

## **CS and JT left the meeting at 18:21**

### **42 POLICY REVIEW**

#### **42a Examination Policy and Procedure**

The Examination Policy and Procedure was tabled for approval

**Resolved:** The Examination Policy and Procedure was approved

#### **42b Malpractice Policy**

The Malpractice Policy was tabled for approval

Governors noted an explicit line needs to be added to the policy stating that parents or carers are informed if a child is accused of malpractice

**Resolved:** After the above amend was agreed, the Malpractice Policy was approved

### **43 DATE OF NEXT MEETING**

MONDAY 23 March 2026, 17:00. Pre-meet from 16:30

### **44 ANY OTHER URGENT BUSINESS**

#### **44a Awards Evening (SG)**

SG took the opportunity to thank SK and team for the invitation to the awards evening and noted the evening was excellent

#### **44b Attendance (SG)**

SG noted there was 'chatter' in the air among parents regarding children being sent to school, or coming in of their own volition, despite being ill in an effort to record perfect attendance

SK stated attendance was on the national radar and WS has been asked to participate in research on good attendance

SK also stated no one should be coming to school if they are not fit to do so and it would be addressed should the staff become aware of any one in school who should not be

The group agreed resilience needs to be built and that ailments such as a sore throat or mild headache should not be seen as illness

All attendance initiatives run over a short period of time and reset themselves so all students can achieve perfect attendance at some stage throughout the year

#### **45 ACTION POINTS**

**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 39**)

**ACTION:** LT to include column showing all individual VA subjects (**minute 39**)

**Part A closed at 18:48 and JA and LH left the meeting**