



**Minutes of the Meeting of the Local Governing Board of Wolfreton
In the Conference Room on Thursday 05 December 2024 at 17:00**

GOVERNORS PRESENT:

Miss H Power (Chair, HP), Mr D Gath (from 17:13, DG), Miss S Kukuc (Headteacher, SK), Mrs M Morgan (MM), Mr A Paffley (AP), Mr S Walsh (SW)

ALSO IN ATTENDANCE:

Mr M Carruthers (DSL, MC), Mrs L Craxton (Clerk, LC), Mrs B Norton (Director of Inclusion, BN), Mr A Owen (Deputy HT, AO), 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.

14 WELCOME AND INTRODUCTIONS

HP welcomed everyone to the meeting

15 APOLOGIES

Apologies had been received from E Papaglimis and P Smith. Apologies were received during the meeting from T Leech

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

16 DECLARATIONS OF INTEREST

All declared

17 LGB MEMBERSHIP

The following vacancy link positions were allocated as follows:

Pupil Premium: M Morgan

Careers: A Paffley

TL is to be contacted with regards to the vice-chair position

A handwritten signature in blue ink, appearing to be 'HP', written over a horizontal line.

Attendance and Behaviour yet to be allocated

ACTION: LC to contact TL with regards to the vacant vice-chair position

18 MINUTES OF THE LAST MEETING (30 September 2024)

The minutes of the meeting on 30 September 2024 were declared a true record and are to be signed by the Chair, HP

19 MATTERS ARISING

ACTION: LC to contact the full LGB via email to with regards to the unfilled link positions **See minute 17**

ACTION: Director of Inclusion to attend the next meeting **See minute 20**

20 SEND REPORT

Governors received the full report prior to the meeting

- 1383 on roll, 295 have SEND
- Highest SEND seen in Year 8, lowest in Year 12
- Highest primary needs include Dyslexia, Autism Spectrum Disorder (ASD) and Social, Emotional Mental Health (SEMH)
- The SEND team consists of the Director of Inclusion, Deputy Director of Inclusion, HLTAs, TAs, an ELSA and a Thrive practitioner (in training)
- Read, Write Inc, reading Plus and Reading Focus interventions underway
- ADHD training has been delivered and a positive impact is already being seen

Q: (HP) How do you check the lesson plans are being met?

BN: Through lesson drop-ins. Faculty leaders highlight any issues

Q: (HP) Are lesson drop-ins regular?

BN: We do try to get as many in as possible

C: (AO) They also form part of the quality assurance

Q: (HP) What does good look like for SEND?

AO: A lot comes under the curriculum planning of the Trust Teaching and Learning Framework and CPD

DG joined the meeting at 17:13

Q: (MM) IS there any CPD planned for autism and dyslexia?

BN: Yes. In January we have a dyslexia training planned

Q: (MM) SEMH and pathways – is that the same for them? Restorative as opposed to punitive removal

MC: They are all noted as SEND

Q: (AP) Is your vision of TAs in the classroom to work with the student or with the teacher?

BN: It comes down to the TA, teacher and student in question. I would love for the teacher to have more 1-1 time with certain students and the TA could look after the rest of the class

Q: (HP) What is your biggest challenge?

BN: Time, there are not enough hours in the day. We are also frustrated with the Local Authority



Q: (MM) Have you raised that at Trust level?

SK: Yes but we also recognise the LA SEND Team are under great strain too. BN has strengthened the ties

BN left the meeting at 17:20

21 ATTENDANCE AND BEHAVIOUR REPORT

Attendance

- Attendance currently 94.5%, 1.6% above the national average
- Year 11 lowest at 90.8%, Year 7 highest at 96.8%
- Boys slightly higher than girls at 94.8% and 94% respectively
- PP 90.3%, SEND 92.6%

Behaviour

- 69.5 suspensions between September and October
- 0 Permanent Exclusions
- Over 449 000 rewards given in the first half term. Year 7 are leading the way with 24% of them
- Bullying incidents remain low

Q: (DG) How are you dealing with the bullying behaviour?

MC: Work has been done regarding cyber bullying, we address matters through the PSHE curriculum and we have had the police in to talk about anti-social behaviour. A different approach is needed for different year groups

Q: (DG) How do you enforce non-contact orders?

MC: We sometimes have to rely on parents and people outside of the school and in some cases, they resolve themselves and they become friends again

C: (AO) That layer of support and sanction formalises it, it's the line in the sand

C: (SK) With regards to attendance, Perry Pens have been massive hit and we are about to introduce Freddo Friday

22 SAFEGUARDING REPORT

- 11 children identified as a Child in Need
- 2 children subject to a Child Protection Plan
- 9 children referred for Early Help
- 7 Operation Encompass alerts received
- 55 Smoothwall incidents
- Weekly briefings now include how to contact care services out of hours
- The external safeguarding audit identified many key areas of strength. These include, but are not limited to:
 - Governors understanding of emerging issues
 - Record keeping
 - Clear procedures
 - Availability of trained safeguarding staff
- Areas for development include, but are not limited to:
 - Out of date policies
 - Inconsistencies in staff responses
 - Some students unaware of British Values



Action plans are in place for all of the areas for development

Q: (SW) Smoothwall incidents have increased – how do you distinguish between concern and pranks?

MC: We don't distinguish and any notifications we receive are instantly followed up on and either myself or the Safeguarding Manager will attend if it's a significant concern. The pastoral teams pick up the lower-level concerns

Q: (HP) You don't track their internet at home?

SK: No but school use can identify further educational needs or a safeguarding concern. It could also flag a call for help

C: (MC) Other safeguarding structures are in place for the children we are very concerned about

Q: (DG) Is Prevent a concern?

MC: Not a significant one, no, but it's always there

Q: (MM) Is misogyny in the current risk assessment? It needs to be there

MC: I'll get back to you on that

C: (MM) It's white ribbon month, it would be good to see something, I'm happy to support in any way I can

MC: Absolutely, we can do something

23 HEADTEACHERS REPORT

- Additional personal development opportunities have been enjoyed
- The production of Aladdin has been a particular highlight of the term
- 2 minute silence respectfully observed for Armistice day

School Development Plan

The 4 priorities are:

1. Fully embed our strong culture of consistently high expectations, strong relationships and impactful support and challenge
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
3. Strengthen further the strategic use of data across years 7 – 13 to drive student ambition, progress and outcomes
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

Risk

The highest risk is recruitment challenges/temporary vacancies followed by Attendance. Increased demand for SEND services and finance are also considered a risk

Quality Assurance Summary

- Trust Learning Insights framework has been introduced
- QA has taken place across behaviour and attitudes, curriculum and in 2 subjects – Science and Maths

Q: (DG) How long will it take to QA each subject?



AO: *The initial challenge was the launch of a new system and new Quality of Education team. We aim to complete all subjects this academic year*

Q: (HP) *Is it showing any surprises so far?*

AO: *Nothing stands out but there are a couple of things we need to delve deeper into*

Q: (HP) *Could we see the Learning Insights information?*

AO: *Yes of course, we can bring the RAG*

Q: (DW) *How are you going to look at questioning and feedback?*

AO: *By ensuring the concepts have been understood and students can move on. When it comes to assessing key marked pieces, I'd like to move to a model that is used across the whole school*

Q: (DW) *What are you most impressed with at Wolfreton?*

AO: *Relationships, I'm a big believer in relationships. Students work harder when they have a good relationship with the teacher. That is a brilliant starting point*

Q: (MM) *Looking at the Maths review, do you overlay classroom behaviour?*

AO: *There is a lot of student movement, we try to look at possible causes for the behaviour*

Q: (SW) *Praise is not consistent, how do you address that?*

SK: *Through dialogue with faculty leaders, we have to build up the consistency*

C: (SW) *Individual praise may work better*

Q: (DG) *Does Arbor have the facility to send automated praise messages to parents?*

SK: *Student and parent voice shows the generic type of praise is not welcomed, they prefer more personalised, bespoke feedback*

C: (MM) *It's good to praise low attenders when they improve*

C: (SK) *J Perry does that, nothing is black and white*

C: (AP) *We also need to praise the 'middle block' of the school. Those that come in each day, work hard and are no trouble. They sometimes get forgotten*

24 EVALUATION AGAINST OFSTED CRITERIA – EXCEPTIONS REPORT

- All areas judged good. However, there are some areas that have been identified as exceptions where performance could be stronger or where further improvement is needed. Some of these include:
 - **Quality of Education:** work still to be done to ensure consistency in curriculum planning and sequencing
 - **Behaviour and Attitudes:** although much improved, focus needs to remain sharp to improve further
 - **Personal Development:** PD is a strength of the school but the number of students taking part in extra-curricular activities could increase further

Q: (AP) *Most schools in the Trust use the same exam boards. Is there a school or Trust approach to this?*

SK: *Our calendars are Trust aligned and leaders work together to make the decisions. I will always support middle leaders to make the best decisions*

C: (DW) *It's good to be on the same boards but contextual issues are at play*



25 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		
Proportion (%) of pupil premium eligible pupils	18.2		
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)			
Date this statement was published	November 2024		
Date on which it will be reviewed	November 2025		
Statement authorised by	S. Kukuc		
Pupil premium lead	A. Owen		
Governor / Trustee lead	D. Waterson		

Detail	2024-25	2025-26	2026-27
Pupil premium funding allocation this academic year	£257,490		
Total budget for this academic year 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		

The Pupil Premium and Recovery Fund is divided into 3 areas (budgeted cost in brackets):

1. Quality First Teaching (£76 560)
2. Targeted Academic Support (£47 946.60)
3. Wider Strategies (£132 983.40)

Intended outcomes include, but are not limited to:

- Close the attendance gap of DA and non-DA
- Ensure reading ages do not hinder access to learning
- Ensure DA are aspirational in their Post-16 destinations
- Close the gap between DA and non-DA in Maths and English

This academic year (brief):

- Mentoring and coaching for ECTs
- Investment in the Wolfreton Canon texts
- Support the study skills and time management of students
- Tuition for students below age-related expectations
- Additional out of school hours support
- Wider access to IT facilities
- Retention of Attendance and Welfare Manager role
- Appointment of Thrive practitioners
- Breakfast club



Previous academic year review (brief):

- A focus on continued professional development
- Walkthrus evidence an increase in the use of retrieval in lessons, cold calling continues to be the norm and lesson routines are very good
- 22 PP and 21 non-PP students received 10 weekly one hour sessions for Maths
- 6th Form students were employed as academic tutors for English, Maths, Science, Geography and History
- SMASH supported 19 students
- Think for the Future (TFTF) successfully helped small groups of students focus on their behaviour and resilience
- Intended outcomes and success criteria to show progress

External providers include Mable Therapy, Reading Plus and Tigers Trust

C: (AO) Amid everything we do, we also help with transport costs

Q: (MM) Do you offer bikes?

AO: No but we will look into that, that's a really good initiative

Q: (DG) Are there individual checkpoints to assess against success criteria?

AO: Every time there is a data drop we look at very student individually

Q: (HP) Do you use the data drops to tweak the strategy?

AO: Yes. We can now look at boosting them in the mornings with their interventions

Q: (MM) How often do you revisit the data around characteristics? Is it just at enrolment or throughout their time in the school?

SK: We are in regular communication with parents and pastoral managers and also pick up information when talking to the young people and their families

C: (AP) We need to keep an eye on the double DA

Resolved: The Pupil Premium Strategy was approved

26 SEF SUMMARY

Self-Evaluation Grades					
Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Post 16
2	2	2	2	2	2

- Broadly based and balanced curriculum enables all to 'Achieve their Ambitions'
- SEND follow the full curriculum with adaptive teaching support learning
- The school is characterised by its positive atmosphere
- Attendance continues to improve and remains a priority
- Identified and planned entitlement opportunities enhance SMSC development
- Parental engagement with the school is good
- Governors have a good understanding of the school

Q: (DG) This reads really positive, why 2's?

SK: To truly be 1's we would need to see consistency across all areas and we are not there yet

Q: (DG) Does that apply to all?



SK: Yes. *Take Personal Development for instance – not all students are engaged in extracurricular activities*

C: (AP) *I'd like to thank the staff in the PD area, a lot of work has gone into it outside of the timetable*

C: (SK) *We are creating that Wolfreton experience*

C: (MM) *The Aladdin production ignited a love of drama in some students*

Q: (DG) *Do you have timescales to move up to 1's?*

SK: *We are an ambitious team but we will not put a timeline on it!*

27 COMPLAINTS SUMMARY

- 3 complaints received in HT1. 2 were resolved at level 1 and 1 was moved to Level 3

28 GOVERNANCE UPDATES

28a Governor Link Visits

HP conducted a visit on 23 October to see the school in action and witness the changes in behaviour and attitudes of the students

The central area was quiet and calm and students were eager to get to class

No issues were raised

28b Governor Training

ACTION: TL, PS and SW to register on Governor Hub as soon as possible

29 POLICY REVIEW

29.1 Examination Policy and Procedure

The Examination Policy and Procedure was tabled for approval

Resolved: The Examination Policy and Procedure was approved

30 DATE OF NEXT MEETING

Thursday 06 February 2025, 17:00. Pre-meet from 16:30

31 ANY OTHER URGENT BUSINESS

31.1 Drop-off (MM)

MM raised concerns surrounding the traffic situation at morning drop-off. There are children everywhere, with some being dropped off in the road and the turning circle is not deep enough, causing a backlog of traffic on Well Lane

SK noted that the duty staff will be asked to move further down towards the gates



32 ACTION POINTS

32a ACTION: LC to contact TL with regards to the vacant vice-chair position (**minute 17**)

32b ACTION: TL, PS and SW to register on Governor Hub as soon as possible (**minute 28**)

Part A closed at 18:53 and AO, SW and DW left the meeting

