

BOARD of GOVERNORS

JULY 2024

Together we aim for the stars

Minutes of the meeting of the Board of Governors for Victoria School on **Tuesday 9th July**

Members Present

Miss Christine O'Callaghan, Chairperson

Mr David Adams

Mr Marc Cahill

Mr Alistair Davey

Mrs Sam Davies

Mrs Beth Hales

Mrs Laura Halliwell

Mr Simon Husband

Mrs Judith Jones

Miss Jeanette Minns

Mrs Helen Moreton (clerk to GB)

Ms Julie Plumb

Dr Rhiannon Slade

Apologies

Cllr. Rhiannon Birch

Mrs Rebecca Connor

Mrs Cerys McDonald

Mr Mark Petherick

Cllr. Mark Wilson

Absent

Mr Peter Hall

Apologies were given and accepted by Governors.

Presentation from SLT

The governors were pleased to welcome members of the SLT

SD reminded the GB that a FADE document had been created for each of the 5 Key SIP priorities.

FADE: Priority 1 to improve standards in sustained writing and reading - L Halliwell

LH shared the review and evaluation. The analysis in September 23 showed that

- Analysis of Comparative judgement data inconsistent with limited progress in some year groups.
- Teaching methods to develop sustained writing not consistent across the school.
- Children unable to write for sustained periods of time.
- Sustained writing is inconsistent across the school in both books and teaching methods used to facilitate.

Following planned action, the review in March 24 showed

- Consistent planning of literacy sessions and basic skills across the school and particular year groups.
- Greater opportunities provided for sustained writing and the full editing process.
- Writing genres plotted to ensure exposure to a full range across the school.
- Based on parental feedback we will now hold parent drop in sessions rather than formal workshops. These will be led by parent concerns and needs.
- Staff are more mindful of the use of worksheets as a scaffold allowing children the freedom to write at length.
- Super skills embedded across the school.

- Staff confidence in delivering T4W sessions improved due to training implemented.
- Link Governor awareness of school actions and updates in LLC.
- Due to monitoring carried out a new LLC planning format has been introduced across the school which is to include skills covered in Super Skills sessions.
- Introduction of reading recommendation sessions has helped to generate a buzz about reading.

The next steps are

- Continue to embed T4W approach
- Continue to monitor planning and provision of writing.
- Introduce Talk for Reading across the school
- Visit schools where reading is deemed excellent practise. e.g. Cyfarthfa Primary and share excellent practise.

FADE: Priority 2 to embed a PACE approach across the whole school – R Jones

RJ advised that PACE stood for: Playfulness, Acceptance, Curiosity and Empathy – children need to feel that we have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas. Following the analysis in December 2023

- All staff received training on the PACE approach
- Implementation of the PACE approach in our everyday practice
- Monitor and review approaches and practice and make any necessary changes

Following planned action, the impact was reviewed

- Staff were given training at the start of term, we are in the process of developing this way of being and modelling this to each other
- The Relationships Policy was amended in accordance with the PACE approach in October 2024
- LSAs received training from Engagement Service on 6th October
- Training was delivered to the Mid-day supervisors and a parent workshop was held
- An analysis of a staff questionnaire, asking 'What is your understanding of PACE?' showed that staff understanding was good.

The next steps are

- To gather pupil voice evidence before the end of term.
- To involve Governor specialist 'Rhiannon Slade' for further expertise and input.
- Further embed the PACE approach e.g. remind staff to use PACE phrases. Revisit the approach in September on first INSETs back
- Revise our Relationship Policy further and to simplify it. This includes, making the flowchart for behaviour support very explicit, fair and clear

FADE: Priority 3 to further promote the Welsh language and culture – S Husband

SH stated that the focus was to achieve the Bronze award for the Welsh Language Charter and improve staff confidence and competence in the teaching of Welsh

Following planned action, the review in January 24 showed

- Many children are using the Welsh phrase of the week and are recognised and celebrated in the weekly celebration assembly
- Many children are using an increasing range of incidental Welsh
- Many staff are uploading evidence onto the school's storage system for the Bronze award.

The impact of evaluation

- School has been awarded the bronze award
- School to take part in CSC audit tool to support the self- evaluation of Welsh
- School to prepare and plan for the Siatwr lath Silver award

The next steps are

- School to take part in CSC audit tool to support the self- evaluation of Welsh
- In September Stanwell will support YR6 with Welsh

FADE Priority 4 to implement a whole school tracking and assessment system in line with the AoLEs – R Glover
RG advised that the first-year trial of the new curriculum identified gaps in provision

Planned action included

- SLT to create curriculum provision tracking sheets based on Cluster work.
- Staff to populate curriculum provision based on last year's curriculum offer
- Staff to analyse and evaluate gaps in provision (22-23)
- Staff to populate new curriculum provision for 23-24.
- AoLE leads to monitor curriculum provision within their area.
- SLT to create pupil assessment tracking sheets based on Cluster work
- Staff to track pupils' achievements using assessment sheets.
- AoLE leads to monitor standards within their area

The evaluation has shown

- Curriculum provision maps for each AoLE have been created and reflect coverage across the school from Nursery to Year 6
- All staff can easily identify repetition and gaps in learning, as well as progression in skills – maps are continually monitored for this.
- Literacy and Maths leads have both monitored the curriculum provision within their area and completed FADEs with regards to their findings. Tweaks have been made to the provision maps due to this, for example, finer layer of detail for specific Maths skills and the inclusion of Financial Literacy on the Maths & Numeracy Map
- Pupil tracking sheets for each AoLE have been created
- All staff regularly update trackers and can easily identify strengths and areas for development for their class and / or individuals in each of the AoLE areas
- Reports have been adapted to reflect new curriculum provision with each AoLE lead identifying the skills to be included for their subject. This enabled leads to ensure reports showed progression of skills from Nursery to Year 6.
- SD is due to lead an Understanding Your Child's Report Parent information workshop on Thursday 11th July.

The next steps are

- All AoLE leads to monitor standards within their area
- Look at quality smart targets
- Tweak trackers according to evaluations this year

FADE Priority 5 to continue to strive for a fully inclusive school environment – S Osbourne & L Pritchard

SO informed GB that as a result of the successful anti-racist and diverse training and provision during 2022-2023, staff felt the need to further embed and develop their knowledge and resources to ensure a fully inclusive school environment. It was important to develop staff awareness of adaptations needed within the new curriculum to promote diversity and inclusion.

Following planned action, there was a refresher INSET on anti-racism and diversity in Spring 24, staff feedback included the need for:

- Exhibition of books to be accessed and used by staff to further develop diversity within the curriculum. Rota for children to go and explore these at set times.
- Key reminders on procedures and protocols for dealing with racist incidents staff have clear understanding of how these are dealt with as a school.
- Staff feel more confident to ask how to say things appropriately if they are unsure.
- Government pledge 2030- people have shown interest in what this is and how they can access this information for professional reading
- Staff to populate new curriculum provision in line with a diverse and inclusive approach and activities.

- Year 6 Windrush project completed in collaboration with Mount Stuart School – staff very reflective after project about how to adapt teaching of World War 2 topic. For example, assuming that all soldiers were white and how population changes were reflected in society post-war.
- In March, visitors from other schools were invited to view our diversity teaching – this was a positive experience for the visitors and staff to highlight the progress we have made on our diversity and inclusion journey. Staff were able to talk about what we had done as a school and our next steps. Visitors keen to take away resource ideas and lesson plans to try out. Really effective way of sharing good practice with positive feedback from all.

The next steps are

- School partnerships in September-explore schools that we could link up with understanding of diversity and inclusion in our local community
- Ongoing monitoring of trackers and curriculum provision.
- Our diversity group are visiting Wick and Marcross school to talk about their journey so far and support them in setting up their own diversity group
- The diversity group are writing to Big Fresh asking for a variety of religious celebration meals
- Our 'Young Interpreters' group have created an action plan and will make a short video to include on the website promoting their role in school. The school are applying for the 'School of Sanctuary' award/status.

Prior to the final presentation, **SD** reminded governors what 'FADE' stood for:

F – Focus

A – Analysis

D – What are we going to do?

E – Evaluation – what difference does it make to the children?

Furthermore, **SD** advised that at every SLT meeting the SIP was evaluated and reviewed. If necessary a subsidiary action plan was instigated.

FADE Priority – safeguarding procedures/policies – J Hall

JH provided a safeguarding update for the summer term

- JH and SD have attended My Concern update training, specific to school's needs.
- We are now part of a Vale pilot scheme to trial 'My Concern- My Voice' which is an open access reporting system that enables anyone we choose, to report a safeguarding concern. We have decided to use it initially with visitors to school and parents. Access to this is via a QR code or a website link which has been shared on the newsletter/ displayed around the school. Once this link has been accessed and the form completed, a report will be sent directly to the school safeguarding leads SD/ JH
- Following a recent safeguarding incident involving Y6 pupils' use of the platform 'WhatsApp' outside of school hours, we have liaised with the Vale and SWP with regard to ways in which we can further educate and support our pupils with regard to e-safety. As a result, we have sent a further letter to parents highlighting the risks of the use of such platforms and invited our school police liaison officer to provide additional sessions with the children on top of the usual programme of support.
- We have several children requiring 1:1 adult support for challenging/ dysregulated behaviours, particularly within our younger age groups. Unfortunately, we have needed to exclude a pupil for physical behaviours towards staff. This has been a last resort and in the interest of safety and wellbeing for the child and staff. We have additional outside agency support working closely with us at the moment. The impact of some of these behaviours is naturally the demand on staff to pupil ratio. We are currently facing great challenges with regard to ensuring we are able to allocate 1:1 support for our most vulnerable pupils currently and for the next academic year.

The next steps are

- Trial My Voice- review and consider wider use with pupils

- SG team to continue update their training
- Review of Safeguarding SER
- Plan ACES training (update) for whole staff next academic year

Following the report from **JH, JP** on behalf of all the governors thanked the SLT for their presentations. Following the vote of thanks, the SLT left the meeting.

Minutes of the Meeting held on Tuesday 14th May 2024

The minutes of the meeting of the Board of Governors held on Tuesday 14th May were approved by the Governors; proposed by **DA** seconded by **JJ** and signed by the Chairperson.

Matters arising

None

Head Teacher Report

This had been circulated prior to the meeting, **SD** highlighted the following points:

Attendance

SD advised that attendance was particularly good, she would continue to authorise up to 10 days holiday per year, by continuing to work with families the unauthorised absence was low.

Checking and Evaluation of the quality of teaching and learning

This term, Literacy and Numeracy leaders have monitored their areas in order to evaluate consistency and standards across the school. Overall, we are pleased with the findings, particularly standards in writing. Any tweaks have been identified and discussed at SLT level, e.g. consistency of planning.

Pupil progress meetings have been held with every class teacher to evaluate the progress pupils have made and the impact of interventions. Any child identified as not making expected progress has been put on a monitoring list for September and shared with the new class teacher as part of transition.

The SER (self-evaluation report) report will be completed by all staff and Governors in the Autumn term in order to highlight additional areas of school improvement. We will be using the new ESTYN framework as the basis of our self-evaluation.

The school improvement partner has been in to complete the pre-inspection report and has commented on both the effective leadership of the school and the strong rate of improvement. There will be a new partner in September.

Staff development

Much of our training and development for this term is linked to our SIP and the implementation of the revised curriculum and ensuring consistency of practice.

We held a particularly successful INSET day, which was a carousel of workshops, led by SLT leads:

Creating a reading environment – Laura Halliwell

Financial Literacy – Rachael Glover/ Emma David

Creating an anti-racist school – Sam Davies

Computational Thinking – Rach Jones

Staff feedback was very positive, and every member of staff identified 'lessons learned'.

Premises

Work will begin on converting the shelter to the new canteen at the start of the summer holidays 2025. The plan remains to convert the old canteen into the Victoria Community Hub – a space for families to meet and attend workshops. The space will also be used as a food technology area for the children.

Over the school holidays, there will be a replacement of two of the flat roofs.

Budget

The budget has been set with a deficit and remains challenging.

Health & Safety

We have recently had our health and safety audit with no areas for improvement identified. We are fully compliant

Celebrations

There have been many celebrations this term, including:

- Theme Weeks
- Danceathon
- Residentials
- Trips
- Y4 swimming
- Sport's Day
- Summer Fayre – which raised £6K
- Music Concert
- Victoria's Got Talent
- Fair Trade café
- School council visit to the Senedd

Feedback from finance & Personnel Committee

SH advised that the budget had been signed off and a recovery plan submitted to the LEA. Low nursery and Reception numbers will have a detrimental effect on our budget.

Safeguarding

Please see above – provided by ALNCO, J Hall

Correspondence

None

AOB

CO'C thanked everyone for their support this year.

Date of next meeting T.B.C.

Matters Confidential – See Attached