

BOARD of GOVERNORS

JULY 2023

Together we aim for the stars

Minutes of the meeting of the Board of Governors for Victoria School on
Tuesday 11th July

Members Present

Miss Christine O'Callaghan, Chairperson
Mr David Adams
Mr Marc Cahill
Mrs Sam Daniels
Mrs Beth Hales
Mr Peter Hall
Mrs Laura Halliwell

Mr Simon Husband
Mrs Judith Jones
Mrs Cerys McDonald
Miss Jeanette Minns
Ms Julie Plumb
Mrs Helen Moreton
Dr Rhiannon Slade
Cllr. Mark Wilson

Apologies

Cllr. Rhiannon Birch
Mrs Rebecca Connor
Mr Alistair Davey
Mr Mark Petherick

Apologies were given and accepted by Governors.

Welcome

CO'C welcomed the SLT:

Charlotte Brown
Emma David
Rachael Glover
Laura Halliwell
Simon Husband
Rachel Jones
Lucie Pritchard
Apologies from Samantha Osbourne

SLT Presentation

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

F – Focus

A – Analysis

D – Development Plans

E – Evaluation – what is the impact and what do we need to do next?

FADE Priority 1 Reviewers LH RG

F - Tracking, monitoring and the provision of learning support

A – To continue to respond to the Curriculum for Wales, establishing robust assessment and tracking procedures

D –

- Create and implement personalised learner toolkit to support language, literacy & communication and mathematics & numeracy skills.

- Introduce new target sheets within the learner toolkits.
- Introduce comparative judgement to staff and take part in research task to develop assessment of writing.
- Find and introduce a standardised maths assessment programme across the school.
- Cluster work with AOLE teams to establish a programme of learning at a cluster level.
- Adapting and implementing the cluster programme of learning at a school level to identify the small steps in learning.
- Adapt SIMS tracking system in line with new assessment data.

E- Evaluation

LH & RG reported that 'Learning Walks' and pupil voice session showed that the toolkits were being used consistently across the school and have been tweaked and individualised to meet the needs of specific children. In some cases the targets were too broad, therefore targets were amended to focus on smaller steps.

Comparative writing had been introduced for YRS2-YRS6, this is a new way of assessing writing – a very quick assessment procedure. The analysis had shown that basic writing skills needed improvement, hence 'Super Skills' sessions had been introduced. This tool will be used again next year so that progress of individual children can be tracked. Funding has been received for this.

A standardised Maths assessment programme called MALT has been used for YRS1-YRS6. The assessment takes place in the autumn and summer term. This summer the findings from the MALT assessment will be analysed to inform future teaching. The analysis will show where the gaps are and what areas need to be revisited.

'Times Tables Rock Stars and Numbots' app has been purchased to further develop pupil's recall of times tables and number bonds. This has proved very popular with the children!

All AoLE progression maps have been completed at cluster level, SLT will personalise to Victoria in July 2023 in preparation for September.

FADE Priority 2 Reviewers CB LP SD

F - To ensure effective provision for supporting well-being, equity and inclusion.

A - As a result of the SER engagement staff felt that more focus was needed on equity and inclusion both the provision and support.

D –

- Staff Training on diversity and inclusion
- ALNCO and head to participate in training and action research project.
- Update staff on policy and procedures when dealing with racism.
- Staff and pupil questionnaires at both start and end of action research projects.
- Playground analysis on pupil and parent engagement.
- Action Research projects throughout the school, including final evaluation report.
- Whole-school assemblies
- To introduce and embed the Flourish intervention programme

E – Evaluation

STAFF

*Greater understanding and awareness of our own unconscious bias and the need to adapt the curriculum in order to give a more accurate sense of both geography and history.

*Staff now aware of the need to include a more diverse selection of activities and resources throughout the school curriculum rather than set focussed weeks. E.g. Black history month.

*More robust procedures to report racist incidents using MY CONCERN

ANTI-RACIST PROJECT

* Project is now complete and report has been produced detailing learning and next steps.

* School will be presenting to ethnic minority leads across Wales on July 14th.

PUPILS

* Questionnaires highlight that pupils have a much clearer understanding of the term 'racist' and unanimously feel that school is anti-racist.

* Pupils value the 'No-Outsiders' assembly and every week the assembly theme is displayed in class.

FLOURISH

* Over 50 children have received the intervention. The data shows that pupil well-being levels have been raised as a result of the programme.

NEXT STEPS

* Set up pupil voice diversity group.

* Map and monitor the curriculum to ensure that diversity is a cross-cutting theme.

* Continue to increase the promotion of all families in our school community eg. Displays, website, resources.

* Continue to roll out Flourish groups across Key Stage 2.

FADE Priority 3 Reviewer SH

F - To achieve the Bronze award for the Welsh Language Charter.

Plan for opportunities for basic French to be introduced throughout the school.

A - There is an inconsistent approach to the teaching of French throughout the school.

All staff need to input evidence related to the 10 standards for the Bronze award for the Welsh Language Charter.

D –

- NS/SH/Criw Cymraeg to deliver an assembly to children to explain the bronze award.

- Allocate time to NS (welsh co-ordinator) to analyse evidence and identify standards that need additional documents and/or evidence.

Introduce basic French

E –

- Many children are using the Welsh phrase of the week and are recognised and celebrated in the weekly celebration assembly
- Many staff are uploading evidence onto the school's storage system for the Bronze award
- Some children and staff are using incidental French eg greetings around the school

Next steps

- Use Welsh Government funding to release Welsh Subject Leader to support teachers in the teaching of Welsh during lessons to upskill them
- Complete Bronze award application process by Spring term
- Teachers to plan theme week for the first two weeks of September to tie in the Rugby World Cup in France and to give a flavour of French culture.

SD asked governors if they had any questions. **JM** asked why was French chosen, **SH** stated that staff were surveyed, the choice being between French or German and the majority chose French.

CO'C asked if the new curriculum was being successfully embedded. **RJ** responded that we were definitely on a journey, the 6 AoLES and 4 purposes underpinned everything. The school engaged well with the cluster, it is apparent that we are very forward thinking. **CB** stated that the children always engaged and on task. **SH** said it was evident that the workstations in the corridors worked well, collaboration was good and children were developing their independent learning skills.

FADE Priority 4 Reviewer CB SD

F - To continue to evaluate and review provision and processes in order to make steps towards being ALNet compliant

A - As a result of ALNet school needs to be compliant

D –

ALNCO to continue to attend all ALN cluster meetings
 ALNCO to continue to feedback all updates to SLT
 ALNCO to continue to complete ALN cluster tasks
 Update school website with ALN information for all stakeholders from CSC Display key information for stakeholders around the school
 Parent workshop. Stakeholders fully up to date with ALNet Engagement from parents and other services involved with children reviews
 Regular ALN Governor update meetings
 ALNCO to deliver ALNet revisit the IDP 7 week process with all staff
 ALNCO to monitor practitioner's use of OPPs in the learning environment to ensure correct support and approach to children's wellbeing and learning is being optimised.
 Staff to review and update the OPPs to ensure effective use. Staff and governors to write own OPP
 ALNCO to complete an audit of LSA interventions. ALNCO to highlight areas for training,
 Whole school Intervention inset Staff to share good practice/ resources during PPA ALNCO/ SLT to monitor differentiation/ provision for ALN learners (planning audit/ learning look/ drop ins)
 E – Evaluation
 ALNCo has attended all cluster days, updates to ALN is understood and embedded.

LSAs have received bespoke training after audit of training.

OPPs are reviewed and updated for transition

INSET on Interventions delivered to staff.

Workshop for parents to share how we manage and support children with ALN

Regular updates to ALN link governor

Staff share OPPs and review sooner if needed

NEXT STEPS

Continue to share good practice

Remind staff of 7 week process and the importance of OPPs

Ensure training for LSAs is continued

An add on to the SIP was the 'Paul Dix Approach' – this arose following a health check conducted by Steve Baker, called 'When the adults change'

Fade Priority Paul Dix Reviewer RJ SD

F - To ensure effective provision for supporting equity, well-being and inclusion

A - As a result of the health check, a working party was created to receive additional training and implement the changes whole school.

- **Short term:** Change the consequence system – removing 'Golden Time' and replacing it with recognition boards.
- **Mid-term:** Introduce the scripts outlined in 'When the Adults Change.' It may be that I or one of my colleagues might carry out training to help launch and embed this language. Simplify the rules and expectations.
- **Long term:** Revisit expectations of staff carrying out 'duty' supervision and review end-of-break time routines

D –

- **All** staff to complete training
- Change Golden Time board to recognition board
- Simplify rules and communicate to parents/carers (letter) and children (assembly)
- Implement scripts to support children struggling with choices

- Implement top table and messages home
- Implement use of wrist bands
- Evaluation of changes – staff, children
- Update relationships policy to include changes

E – Evaluation

- Google form completed by teaching staff
- Google form completed by LSAs
- Google form completed by MDS
- Pupil voice session
- Refresh expectations for all in September

SD and RJ stated that the change to just 3 school rules had been impactful – all children were aware of them. All adults had lanyards reminding them of the language to be used e.g. ‘I need you to.’ It was important that the language was consistent and modelled by all adults.

SD, SH & RJ have received PACE training which supports the Paul Dix approach.

ED advised that all staff had undertaken the Paul Dix training. A consistent approach to the school rules was being implemented, many parents reporting that they use them at home too. Recognition was given to children via a wristband and followed up with a text or phone call home.

FADE Priority 5 Reviewer ED RJ

F - Leadership - To improve the professional learning offer through further embedding action research approaches.

A - As a result of the SER engagement, being provided time to engage with action research to develop professional learning was identified as an area of development.

SLT discussion on coaching as a means to develop a positive and personal approach to further self-development.

D –

To implement a coaching ethos across the school.

- Staff INSET to revise coaching and to introduce questioning.
- Establish an agreement for coaching.
- Volunteers to be allocated a coaching buddy.
- Coaching INSET on the use of support questions.
- Coaching sessions to take place for volunteer members of staff.
- Evaluate coaching

To establish action research focus and process.

- Review action research process and reiterate whole school focus.
- Establish baseline of class perception with the following questions: What is Racism? How do you know someone is Welsh? What does it mean to be Welsh?
- Interview focus children to ascertain their opinion on a curriculum that fosters a sense of belonging.
- Adapt curriculum and resources to reflect inclusive community.
- Complete mini action research project with CTG

To evaluate the effectiveness of action research project.

- Repeat baseline questions to all classes.
- Write report on action research findings.
- Present findings to stakeholders.
- Update T&L policy with findings.
- Evaluate process and create action plan for 23/24.

E – this FADE will be evaluated before the end of July.

SD concluded the SLT presentation by stating that the staff would look at the FADE data and feedback to staff in September. Mrs Daniels also said that she held assemblies with the children to ask what they liked which resulted in tweaks being made. There was a strong Pupil Voice at Victoria.

CMcD asked if the approach being adopted at Victoria was different from the current teacher training programme. **SD** responded that teacher training has changed there is more emphasis on building relationships and self-esteem. It was

important to talk to the children and get their feedback. **SD** also re-iterated that Google forms were often used to engage with parents. Regarding the new curriculum, **SD** said that we were at the point where we were evaluating its impact and looking to improve in September. Mrs Daniels said that she had a fantastic team who were very experienced.

On behalf of the GB **JP** gave a vote of thanks to the SLT, saying she was impressed with the progress, the plans and the positivity.

RS said children enjoyed the 'Top Table' as it boosted their confidence, she also liked the lanyards which reflected the whole school ethos.

MC said it was evident that great strides forward had been made but he wondered how the budget would impact on this. **SD** advised that the PTA were doing a fantastic job in raising funds to boost our resources, staff went above and beyond to deliver for the children. The GB agreed that it was important to recognise the value of all the staff.

SLT left the meeting

Minutes of the Meeting held on Tuesday 16th May 2023

The minutes of the meeting of the Board of Governors held on Tuesday 16th May were approved by the Governors; proposed by **Cllr M W** seconded by **JP** and signed by the Chairperson.

Matters arising

None

Budget and Recovery Plan & Head teacher Report

SD said she would link these 2 agenda items together.

The head teacher report had been circulated prior to the meeting. The SLT had reported on the SIP, plans were already in place for next year. The SER has been updated to reflect findings and ensure an ongoing cycle of review. A working party of Governors would be trialling the NREI for Governors tool, we would be the first school to trial it.

This term, each AoLE (area of learning and experience) leader has again been allocated monitoring time to review their specific area and monitor the impact of changes made. **SD** encouraged each governor to meet with their AoLE lead in the autumn ter. **HM will send a reminder to governors.**

It has been a very busy term with lots to celebrate.

SD concluded by saying that this has been quite a challenging year yet an extremely productive one. We have maintained our focus on ensuring that children feel safe and happy whilst implementing a curriculum that responds directly to the needs of our pupils.

The children have really developed their independence this year and have used their pupil voice to make a change and a difference – from influencing the curriculum to developing and creating whole school fundraising opportunities.

We are particularly proud of the work we have done on making our school an anti-racist establishment and this work is clearly value by the children. As a result, our school curriculum and resources are becoming more inclusive and diverse, with a real focus on belonging.

Vale Attendance Report

The report had been circulated prior to the meeting. **SD** stated that our attendance rates are stable and are currently at 93% - we are always affected by holidays in the summer term. However, unauthorised absence is low.

Safeguarding

JJ reported that **SD & CB** have had a safeguarding update and training with regards ESTYN reporting. My Concern is being used more effectively.

This term there have been 6 MARF's, there have been 2 CLA reviews. **CB** will be undertaking Safeguarding Level 2 in July.

Correspondence

Re-appointment of Cllr. Birch as the Minor Authorities Governor

Date of next meeting
TBC

Matters Confidential - See attached

