

BOARD of GOVERNORS

30th June 2026

Together we aim for the stars

Minutes of the meeting of the Board of Governors for Victoria School on
Tuesday 30th June 2026

Members Present

Cllr Rhiannon Birch
Mrs Samantha Davies
Mrs Laura Halliwell
Mr Simon Husband
Mrs Judith Jones

Mrs Helen Moreton, Clerk
Mr Mark Petherick (Chair)
Mr Grant Robson
Dr Rhiannon Slade
Ms Vicki Weston
Cllr Mark Wilson

Apologies

Mrs Joannna Clark
Major David Emery
Mrs Jennifer Hicks
Mrs Cerys McDonald
Mrs Amy Warne-Jones

Absent

Mr Alistair Davey
Ms Nicola Moorhouse

Welcome

MP welcomed governors and introduced the new parent governor, Ms Vicki Weston.

Apologies were given and accepted by Governors.

SLT Presentation

As had previously been communicated **SD** advised that the above agenda item had been postponed until the next meeting. Governors were encouraged to read the presentation in advance and be prepared to ask questions concerning it.

Minutes of the Meeting held on Tuesday 24th February 2026

The minutes of the meeting of the Board of Governors held on Tuesday 24th February 2026 were approved by **JJ**, seconded by **RS** and signed by the Chairperson. It was noted that a decision concerning FPN's would be made at this meeting, **MP** advised that it would be considered after other agenda items had been discussed.

Head Teacher Report

The report was circulated to members prior to the meeting and **SD** highlighted the following:

Pupil Numbers - As we are seeing nationally, pupil numbers in the Foundation Phase are low, however we remain full across most other year groups. The negative side of low numbers is a decrease in our budget due to falling pupil numbers, however the positive is that children are in smaller classes with a better child/adult ratio.

Staffing – Mrs Hall is currently absent due to ill health, and Mrs Wason has been accepted on a Welsh sabbatical for two terms starting September 2026.

Attendance – attendance rates were very good, currently 95.3% - school was closed for 1 afternoon in the previous week due to the exceptional weather conditions.

School Improvement Plan – Good progress is being made across all areas, as previously indicated, staff will present to governors in October.

Data – SD was delighted to share that all children from Y2-Y6 have recently participated in Welsh Government Tests, and the data shows that, overall, our children perform above average and make at least expected progress. This trend is across all areas: reading, mathematical reasoning and procedural maths. The SLT will identify the achievements of specific groups during their final meeting of the year and feedback to governors in the Autumn term. The average progress score was 1000, the data showed that in all year groups our children exceeded that score.

Estyn – An interim visit has been postponed until Thursday 2nd July

Staff Development – Our training and development for this term is linked to our SIP, in particular Professional Enquiry – an opportunity for staff to explore different and alternative pedagogical approaches to improve learner outcome and Welsh. Staff regularly attend training provided by CSC (including Network meetings). Teaching staff attended Cluster INSET day with a focus on reading. They found this extremely helpful in identifying areas of development and sharing excellent practice across all Cluster schools. We have identified the need to focus on fluency and regular reading as our SIPP vertical collaboration plan.

The maths leads have attended a series of training courses on contextual maths and progression. The new initiatives will be implemented in September and will be a SIP priority (2026/2027).

The Welsh lead and HT attended a WG pilot on introducing the CEFR to prepare schools to meet the demands of the Welsh Language and Education Act 2025.

Premises - Plans for the development of the new community cafe are on track. Thanks to the work of the Parent/carer voice group, we have been able to acquire a number of furniture items to ensure an opportunity to have a 'soft' opening of the café in the Autumn term. We have received £500 from Wales & West Utilities to support this. The playground markings, and the sensory garden are now reinstated, bringing much joy to the children.

Support Services - Cleaning services and catering services are adequate. The School Council has developed a questionnaire which has been completed by children on the theme of school lunches. The results were then shared with Big Fresh, and we are awaiting their response.

Health and Safety – A fire drill was carried out this term, and the children were excellent in their response. No points raised. We also received a very pleasing Health and Safety Audit and compliance visit, Mr. Ward, our caretaker, is to be commended for ensuring that safe practice is followed. An extreme weather risk assessment was completed prior to the recent hot weather and shared with all staff, parents were informed of changes. There has been one accident reported, which resulted in a Year 1 child sustaining a fractured arm.

Safeguarding – No exclusions since the last meeting. All staff have completed the new IDEV safeguarding training. SD also reported that 3 MARF's have been received for 1 family.

Budget - The recovery plan has been submitted, and we await feedback from the Vale. We have implemented the change to nursery provision as of September 2026, however other major changes will be across the next two years. We have a fundraising event planned which will support us in purchasing resources and setting up an early year's base in the old caretaker's house. SD reminded governors that they would be welcome to attend.

Parent Voice – The newly formed group have evaluated and amended the new Home/school agreement which will be sent out in September. They have been very proactive in securing furniture for the new community café.

Final Comments – **SD** summed up the report by stating that despite the many constraints placed upon the school this year, we can be proud of a highly successful and productive period. The progress made by the children has been particularly encouraging, and it is pleasing to see the positive impact of the introduction of Growth Mindset principles across the school. Although we remain very much on a journey of enquiry and development in this area, there is already clear evidence that pupils are beginning to understand the value of resilience, perseverance and a positive approach to challenge. This is reflected not only in their attitudes to learning, but also in the way they respond to feedback, setbacks and increasingly demanding tasks.

Teachers have worked thoughtfully to adapt their feedback so that the emphasis is placed firmly on process, effort and progress, rather than on end products alone. This shift has supported a more reflective and purposeful learning culture, helping pupils to recognise that improvement comes through sustained practice, careful consideration and a willingness to learn from mistakes. In turn, this is fostering greater independence, stronger learner confidence and a more mature understanding of what it means to be successful.

There is also much to acknowledge in terms of the wider achievements of the school community. Staff have continued to demonstrate commitment, professionalism and flexibility in meeting the needs of pupils, while maintaining high expectations and a strong sense of care. Their dedication has been central to ensuring stability and continuity for children, and their efforts deserve sincere recognition. Likewise, the children themselves have responded well to the opportunities provided, showing increasing confidence, engagement and pride in their work.

However, **SD** advised that it was disappointing that to date the governors had not yet been able to formalize an action plan, nor strengthen engagement to the degree that would have been desirable. This remains an area for further development, particularly if we are to ensure that governance is as strategic, informed and effective as it should be. However, she reported that she remained confident that, with a concerted and sustained effort, we can work together more purposefully to address this. By clarifying priorities, agreeing with shared actions and establishing more regular and meaningful involvement, we will be better placed to support the school's ongoing improvement.

Looking ahead, it was important that we build on the positive momentum generated this year. There is a strong foundation on which to develop, and with clearer collaboration between school leaders and Governors, we can continue to sharpen our focus on the areas that matter most. This will help ensure that Victoria continues to strive for the very best in all that it does. Through stronger partnership, consistent communication and an unwavering commitment to high standards, **SD** said she believed that we can further enhance the quality of provision and improve outcomes for all pupils, enabling every child to thrive academically, socially and emotionally.

MP thanked **SD** for her report and asked if there were any questions or comments. **RS** commented that her own children were delighted when governors visited their class, they felt 'special'. It was agreed that governors should bring their diaries to future meetings so that dates for visits, learning walks etc. could be agreed. **Cllr.MW** asked if letters of thanks could be sent from GB to the caretaker, staff and the Parent Voice group, acknowledging their hard work, this was endorsed by **Cllr. RB**.

RS asked if external professionals would be invited to the community café, **SD** confirmed that would be the case, the school nurse has agreed to come in and meet parents in an informal setting, as have other agencies. However, it was also intended that parents could meet, chat and share ideas amongst themselves.

Health & Safety Committee – **GR** advised that they had considered the recent report and again felt that the work by Mr. Ward, caretaker should be commended. There were a few minor issues which were expected with a Victorian school but overall, it was excellent and a tribute to all the hard work undertaken to keep the school community safe.

AoLEs Feedback – **JJ** reported that she had observed a reciprocal reading session in January, the observations taking place in two Y5 classes. One class (Miss Sutton's) had mixed ability grouping with an average of 5 children to a group, the other (Mrs. Osborne's) had ability grouping and mixed sizes of groups. The children in both classes wore lanyards which were colour-coded according to their roles, leader, predictor, questioner and clarifier. **SD** advised that these roles were used across the curriculum.

In Miss Sutton's class, the children showed confidence in their roles, were supportive and kind to each other and were respectful when listening to other group members.

In Mrs. Osborne's class there was a strong leader in the group, but they were careful to allow each child to contribute and again, the children were very respectful, listening carefully to each other. Furthermore, **JJ** reported that she could see value in both approaches to the reciprocal reading - the mixed ability groups and in the ability grouping. The Salford scheme will be used to show progress across the school year, but School is also trialing a new online reading test which could be used in the future.

MP reported that he had met with Mrs. Pritchard to look at expressive arts and was also impressed by the enthusiasm and standard of work.

Learning walk Feedback – **JJ** reported that she and **CMcD** had recently taken part in a 'Learning Walk' around school, except for YR4 who were off site, they visited all year groups. They were welcomed into every classroom, the children being confident and happy to share their work, answering every question!

Nursery - a happy group of children who were working well together, using all areas of the room. They were obviously enjoying their activities but were also being withdrawn easily to work on more focused teacher led activities and then returning to their independent tasks without any fuss. The children were eager to share with us what tasks they were doing and were confident in what they were doing.

Reception - group activities with one teacher-based group. All children were happily engaged but very welcoming and confident to talk about their activities.

Year 1 - a different set up here with children working independently and 1 group working with the teacher on a focused task. The children I spoke to demonstrated a clear understanding of what they were doing and were very happy to talk about it.

Year 2 - There was a class activity in this year group, except for a small number of children working on a writing assessment in a quiet area with LSA support. All children were engaged in what the teacher was explaining, and activities were ready for them to move on to.

Year 3 - A good use of resources in this year group. It was maths reasoning that we saw and the children had a clear knowledge of the task they were doing and what they would do when they had completed their work. There were extension tasks ready for those who did complete their work, there was differentiation shown in the tasks given and a toolkit available to help them with the task. All children were engaged, confident in what they were doing and what they would be doing when they were ready to move on.

Year 5 - This was a fascinating lesson where the children showed they were far more confident in their work than I would have if I were given the same task! They were using Keela - a new app showing 360* views and navigation. They displayed amazing confidence in what they were doing. They were working collaboratively in small groups, each child having a different role and showed respect in each other's opinions.

Year 6 - This year group was so focused on their work, I don't think they realised there were visitors in the classroom initially.

They conveyed a lot of interest in their work over a range of tasks. There was one teacher-based group, a group on computers, independent reading and a teacher led comprehension. All children had a clear understanding of what they were doing and then what they had to do when they were ready to move on.

After the walk around the school, we met with a small number of children who showed us their journals.

This was a delightful session - I was with a group of 4 children from Years 2 and 3. They each chose a piece of work to show me and were clearly very proud to be showing it to a visitor. They spoke clearly and confidently and showed a good understanding of what they had done but also in the context of what came before and after. There was progression noted in each of the journals and differentiation was also to be seen.

Although it was a small window into the workings of the classes and the school, I came away with the overall impression that there was good work going on in all year groups which resulted in happy, confident children who had a clear knowledge of the tasks they were being asked to do and also why they were doing it.

The children were working collaboratively with their peers and showed consideration and respect when sharing ideas.

JJ concluded by thanking SD and staff for giving this opportunity to see the school at work.

Finance Committee – see under matters confidential

Adoption of Policies - The following policies had been circulated to governors prior to the meeting; they were all accepted and adopted:

Sexual Harassment Policy

School Sickness & Absence Policy

School Professional Development Policy

School Support Staff Performance Development

Model Teachers Pay Policy

Fixed Penalty Notice's – see under matters confidential

Correspondence

None

Any Other Business

GR asked if there would be an opportunity to meet with staff before the end of term to thank them for all their efforts. **SD** said that unfortunately it wouldn't be possible, it was therefore agreed that prior to the next meeting in October the GB would meet with staff at 4.10 for coffee.

Date of next meeting: Tuesday 20th October 2026: 4.10PM meet staff and 5.00PM for GB meeting

Matters Confidential

See attached