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BOARD of GOVERNORS

22nd September 2026

Together we aim for the stars

Minutes of the meeting of the Board of Governors for Victoria School on
Tuesday 22nd September 2026

Members Present

Cllr Rhiannon Birch
Mrs Samantha Davies
Mr Alistair Davey
Major David Emery
Mrs Laura Halliwell
Mrs Jennifer Hicks
Mr Simon Husband
Mrs Judith Jones
Mrs Cerys McDonald
Mrs Helen Moreton, Clerk
Mr Mark Petherick (Chair)
Mr Grant Robson
Mrs Amy Warne-Jones
Ms Vicki Weston
Ms Nicola Williams

Apologies

Mrs Joannna Clark
Ms Nicola Moorhouse
Dr Rhiannon Slade
Cllr Mark Wilson

Welcome

HM welcomed governors

Election of Chair and Vice Chair

MP was proposed as chair by **JJ** and seconded by **DE; CMcD** was proposed by **Cllr.MW** and seconded by **JH**
MP welcomed **NW** to the board of governors
Apologies were given and accepted by Governors.

SLT Presentation – Evaluation of SIP 2025/26

SD reminded governors of the 2025/26 SIP priorities:

1. 1. To further enhance teaching and learning so that pupils are provided with increased opportunities and purposeful feedback to reflect on progress and develop a growth mindset.
2. To introduce reciprocal reading so that pupils are provided with meaningful opportunities to develop effective reading skills, through a collaborative approach.
3. To build staff confidence in their use/teaching of Welsh so that at least 15% of learners' activities throughout the day will be in Welsh.
4. To ensure that teaching is well matched to pupils with additional learning needs and based on a secure understanding of their needs.

The subsidiary priorities were:

- To establish strong community links

- To ensure all aspects of the expressive arts disciplines are being taught progressively, with specific focus on music.
- To improve provision of identified aspects of personal, health and social education
- To develop authentic opportunities for cross curricular numeracy. To ensure consistency in gender attainment at 115+
- To review and refine the progression of IT skills, ensuring use of different software and expectations through the school.

SD stated that these priorities were reviewed at every SLT meeting. The monitoring process involved the whole school, including governor feedback, pupil voice, learning walks, observations, data analysis, staff questionnaires and parent questionnaires.

Priority 1: To further enhance teaching and learning so that pupils are provided with increased opportunities and purposeful feedback to reflect on progress and develop a growth mindset.

SD reported that there were 3 actions

- To build staff knowledge in the areas of Growth mindset and effective feedback.
- To promote a Growth Mindset across the school community
- To provide increased opportunities for purposeful feedback.

The evaluation showed that

- Staff have a clear understanding of developing a Growth Mindset classroom and nearly all are using process-based feedback to ensure that pupils view it as 'a means to grow'.
- Most pupils are confidently using the language of resilience and the power of yet. A small number of parents/ carers attended the Growth Mindset workshop to ensure consistency across home and school. All staff have had the opportunity to observe their colleagues and feedback on the use of process-based feedback. T&L lead/HT have observed lessons and provided feedback on use of process-based feedback and new target cards. Target cards are now used consistently across the school.
- All staff have participated in professional enquiry on the theme of Growth Mindset and have completed an A4 overview of impact, identifying next steps.
- The school will continue to prioritise this area next year, with a view to looking at best practice internationally. We will also target our evaluations based on the impact of Growth Mindset on pupil data and progress.

Priority 2: To introduce reciprocal reading so that pupils are provided with meaningful opportunities to develop effective reading skills, through a collaborative approach.

Laura Halliwell and Gemma Morgan reported that the 3 actions were

- Launch training and provide relevant resources to support teachers.
- Ongoing INSETS to evaluate staff confidence and understanding as well as opportunities to share good practice.
- To monitor implementation of reciprocal reading in all year groups and analyse appropriate data.

The evaluation showed that

- All year groups have started to implement RR processes.
- Most teachers are more confident using the RR roles to deliver effective Guided Reading sessions.
- Most pupils are developing competence of understanding and using the RR roles to create purposeful discussion around texts.
- Year 2 -6 2026 WG data shows overall above average progress scores in reading. The influence of RR can be seen within the data of those scoring 115+ (44%-69.5% in every year group). Nearly all children scoring 85 below are EFSM or ALN.
- *Collect data for 2026/2027 to continue to monitor the positive impact of introducing RR.*

JJ asked if the new Salford reading tests were being used, LH confirmed that they were. Furthermore, she advised that the VOGC had funded a pilot scheme enabling the use of GL assessment, which had proved to be excellent. It was hoped that the funding would continue.

Priority 3: To build staff confidence in their use/teaching of Welsh so that at least 15% of learners' activities throughout the day will be in Welsh.

Lucie Pritchard shared the 4 actions, which were

- To increase proficiency of staff in the Welsh language.
- To increase pupils' use of incidental Welsh and attitude towards Welsh.
- To increase the importance of Welsh language and identity.
- To achieve the Siarter Iaith Silver award

Evaluation of this priority showed that

- Welsh Monitoring of Daily Welsh sessions – All staff are delivering daily Welsh sessions and are more familiar and confident. A few aspects still needed attention including the variety of games being used to practice language patterns and sharing of good practice.
- The influence of Welsh leadership can be seen in the achievement of the Silver Award.
- As a result of training all staff standards of incidental Welsh have improved, however we recognise that the children are still developing these skills. We will continue to work on this during the next academic year as recommended by ESTYN.
- GW taking part in Welsh sabbatical training – This will ensure as a school we are implementing the most engaging and highly effective Welsh teaching.

LP informed governors that the aim was now to achieve the gold award, using the guidance to highlight the improvements that have already been made and develop these skills further. The collaboration with Stanwell will also continue and the Criw Cymraeg group will develop their presence across the school

Priority 4: To ensure that teaching is well matched to pupils with additional learning needs and based on a secure understanding of their needs.

Jayne Hall reported that the 4 actions were,

- Staff training needs identified and targeted professional development delivered, focusing on accessible learning and adaptive teaching.
- Ongoing review and refinement of provision maps.
- Lesson/intervention observations and learning walks undertaken across teaching and support staff to evaluate the quality and consistency of practice.
- Wider assessment tools trialed to strengthen the identification, tracking and evaluation of progress, including bespoke writing criteria, B Squared and EY Development Profile.

The evaluation of these priorities indicated that

- Learning walks demonstrated that most teaching staff have strengthened their understanding of accessible learning, with increasing evidence of strategies being embedded within planning and classroom practice. This is supporting pupils to access learning more effectively and reducing barriers to participation.
- The use of a wider range of assessment tools has enabled a few staff to identify and celebrate smaller steps of progress that may not have been captured through standard assessment approaches. This has strengthened understanding of individual starting points and next steps, enabling provision and learning opportunities to be more precisely matched to pupils' needs. It has provided clearer evidence of very good progress for a few pupils with more complex or significant additional learning needs and supported more meaningful, evidence-informed discussions with parents and external professionals.
- Learning walks demonstrated that most Learning Support Assistants provide effective and targeted support for pupils with additional learning needs. Where opportunities arise, LSAs model effective practice and share successful strategies, supporting the development of less experienced colleagues.

The next steps which had been identified were

- Continue to develop staff expertise through targeted professional development and systematic sharing of effective practice, with a particular focus on embedding adaptive teaching consistently.
- Fully launch the use of wider assessment tools within the school's assessment systems and processes, ensuring information is used consistently to inform planning, provision and evaluation of progress

- Strengthen communication, collaboration and feedback between teachers and support staff to ensure planning is consistently informed by ongoing assessment and pupils' individual next steps.
- Ensure twilight sessions are used strategically to share and disseminate effective practice across teaching and support staff.

To develop authentic opportunities for cross curricular numeracy and to ensure consistency in gender attainment at 115+.

ED and RG reported that the actions for this were

- Monitoring to explore current opportunities for cross curricular maths.
- Maths leads attending the CSCJES developing authentic opportunities course. Create a bank of ideas/resources including incidental opportunities. Bring and brag sharing during phase meetings.
- Maths leads to invite girls to a discussion group to discover their thoughts and opinions on maths at VPS. Set up 'Girls Count' extra-curricular maths club.

The evaluation showed that

- Initial monitoring had identified a range of cross-curricular mathematics opportunities but highlighted that these were not always explicit to the children. Opportunities for authentic learning such as using mathematics during the canteen build were also missed. This identified a need to strengthen the visibility and purposeful use of mathematics across the curriculum.
- Following the Authentic Cross- Curricular course in June 2026, maths leads delivered Humanities training to support teachers in developing meaningful cross curricular opportunities for Mathematics. The training was very well received, providing staff with practical lesson ideas and links to useful resources. This has increased staff awareness of how mathematical skills can be embedded naturally within other areas of the curriculum.
- The impact of the training will be further developed through additional professional learning in October 2026, focusing on Expressive Arts and Science and Technology, with opportunities for staff to explore and share further ideas for authentic cross curricular learning.
- Maths leads met with a target group of girls from Y4-6 to discuss maths at VPS. Twenty girls completed a questionnaire while all the girls reported enjoying maths, analysis of the questionnaire responses revealed no clear consensus regarding their feelings or opinion of maths.

To embed an anti-racist curriculum that promotes equity and develops staff confidence and reflection around racist incidents and to ensure high-quality, consistent diverse and inclusive teaching of humanities, specifically history & geography, across the school through effective resourcing.

SO reported the following actions

- We have arranged 'An Introduction to Racism and Anti Racism' for teachers and LSAs training from Show Racism the Red Card (SRtRC).
- We have arranged 'Building Inclusive Libraries and Curricula' training from Diversity and Anti Racism Professional Learning (DARPL).
- We have introduced use of a new flowchart; 'how to deal with racist incidents'.
- We are launching our application for the School of Sanctuary award.
- We are currently auditing and reviewing current humanities resources on offer.

The evaluation of the actions was very positive

- Very effective training - staff attitudes: In recognising racist incidents in school – 100% more confident or much more confident and in responding to racist incidents in school, 75% feel confident or very confident. The remainder responded as neutral.
- Incidental evidence of increased staff confidence delivering new inclusive humanities learning (through informal discussions).
- Evidence in learning journals of an embedded inclusive approach to RVE learning, and an increased visibility of purposeful RVE across school.

To improve family and community engagement

SD highlighted 3 actions

- The establishment of a Parent Carer Voice Group (PCVG), essential in fostering communication between the school and its community.
- Create a hub of information for parent/carers to reference support avenues.
- Identify parents' workshop needs through a survey.

Evaluation

- The PCVG were active and informing whole school practice e.g. home/school agreement, community focus action plan.
- Monthly newsletter created to signpost parents/carers to support. Valued by all parents and carers in focus group.
- Several workshops held based on questionnaire analysis – time and theme. However, these were not very well attended so it became apparent that there was a need to investigate other ways to reach families.
- The community café has become a reality and will open officially at the end of September with a school nurse drop-in. We will evaluate the effectiveness of the café to ensure that accessing resources to support family learning remains a priority.

SD advised that she was delighted by the response of the school community and the way they had rallied to ensure that the café could open. We had received no funding, but many families had donated resources and time.

To improve provision for identified aspects of Personal, health and social education

SH informed governors of the actions

- We delivered INSET to staff on the results from the SHRN (Schools Healthy Research Network) questionnaire and discussed key findings. Analysis of the SHRN data showed that many children (70%) reported difficulties with sleep, including getting to sleep and staying asleep.
- Children completed a google form to gather their views and attituded to Physical Education. (PE)
- We conducted an audit of PE resources and identified equipment that needed to be purchased.
- We applied for grant funding to support the purchase of required PE equipment

Evaluation had shown that

- Most children enjoy physical education (indoor and outdoor)
- The school has appropriate PE resources enabling all planned topics to be taught effectively
- Staff confidence in using SHRN data has improved.

To ensure all aspects of the expressive arts disciplines are being taught progressively, with specific focus on music.

LP reminded governors of the actions, evaluation of said actions and the next steps

Actions

- Audit of planning of expressive arts coverage across the school.
- Feedback questionnaire for staff exploring the teaching specifically of music and the use of the Charanga scheme of work available on HWB.
- AOLE team for expressive arts to explore and audit resources across the school to teach music effectively.
- AOLE team to direct staff to the CSC poster pack resources available.

Evaluation and next steps

- Introduction of new topics next year for some year groups. Encouraging staff to look at existing Expressive arts coverage and where appropriate to include music.
- Key findings of the questionnaire – music is being taught less across the school. Music experiences given often but more explicit teaching of music to be monitored. Staff less confident in teaching music – more support needed in navigating resources.
- Use of expressive arts room and instruments available to be discussed with staff and plans put in place.

To review and refine the progression of IT skills, ensuring use of different software and expectations through the school.

RJ shared the actions

Actions

- Audit current IT curriculum and software used across phases
- Provide staff training on age-appropriate software and digital competencies
- Review whole-school IT progression framework, with close attention to databases and spreadsheets

Evaluation

- A comprehensive audit of digital infrastructure and ICT resources has been undertaken. Provision across the school is robust and fit for purpose, with Hwb grant funding supporting the sustainability of high-quality digital resources. A future requirement has been identified for learner headphones in the 2026/27 academic year to further enhance access to digital learning opportunities.

- Professional learning has been provided responsively to meet emerging needs. Staff demonstrate a strong culture of collaborative practice, regularly sharing effective approaches and modelling the use of innovative digital tools and technologies to enhance teaching, learning and assessment.
- The review of digital provision has been informed by current professional learning, national guidance and emerging educational priorities. Consideration has been given to the rapidly evolving use of artificial intelligence (AI) within education, alongside developing guidance relating to online safety, digital citizenship and the use of mobile technologies in schools. We will be reviewing and updating policies this year and would welcome any professional support that we can be provided with.

VW commented that she would be able to meet with RJ to assist with the challenges of AI as she has experience in this field.

In summing up, SD said the governors could be assured that both the main priorities and subsidiary ones were robustly monitored, with the aim of improving. Furthermore, she reminded governors that the purpose of meeting in their AoLE teams was that they would have a greater understanding of the aims and monitoring processes, so that they could share with the other governors.

CMcD commented that in addition to the presentation being engaging, she was impressed by the level of very real ambition.
MP thanked the SLT for their informative and comprehensive presentation.

Safeguarding
J Hall (ALNCO) presented a safeguarding update

Training and Staff Development
Safeguarding knowledge and practice continue to be strengthened through regular training and targeted professional development.

- The Designated Safeguarding Person (DSP) has completed Group C Safeguarding and Train the Trainer (Group B) training. The DDSP will be attending the same training next month. This will strengthen the school's capacity to maintain effective safeguarding practice and provide ongoing training and support for staff.
- All staff have completed their Group A Safeguarding refresher training via iDev. A programme of further and additional safeguarding training has been agreed through twilight sessions this term, ensuring that staff knowledge remains current and responsive to identified school priorities.
- All staff participated in Young Carers: Identification and Support training during the September INSET Day. This has increased staff awareness of the potential indicators and impact of young caring responsibilities and strengthened our ability to identify and support pupils and families who may benefit from additional support. AD commented that is was important that young carer's were identified and not overburdened with an inappropriate level of care.
- A targeted group of staff have received updated epilepsy training from the Epilepsy Specialist Nurse. This ensures that relevant staff have the knowledge and confidence to respond appropriately to individual pupils' medical needs and support their safe access to education.
- Policies and Procedures
- Safeguarding policies, procedures and individual arrangements continue to be reviewed regularly to ensure they remain appropriate and responsive to the needs of pupils.

Buildings and Security

- A Fire and Safety Compliance Visit was completed on 9 June, with no concerns identified.
- Significant safety modifications and maintenance were undertaken over the summer break to facilitate the change of purpose of the Funhouse into an ALN provision. The adaptations have been designed to create a safer and more appropriate environment for pupils who may present with increased risks associated with absconding, climbing and unsafe access to the environment.

- These environmental changes have enabled the school to develop additional ALN provisions while ensuring that safety and risk management remain central to the design and use of space.

SD commented that this ALN base had been set up without any funding, parents had donated resources and their time. There were 5 children and 4 staff members in the base, these children required specialist provision, they ranged from Nursery to YR1 children, many were pre-verbal.

Attendance and Exclusions

- Current attendance arrangements continue to be monitored closely, with a focus on maintaining access to education while responding appropriately to individual needs.
- Two pupils are currently accessing joint placements within specialist provision on a part-time basis. These arrangements provide access to provision that is more closely matched to individual needs while maintaining an appropriate link with the mainstream school.
- One pupil is currently not accessing their mainstream allocation. The school is working closely with the family and Vale of Glamorgan ALN services through the reconsideration process to identify an appropriate way forward and support the pupil's access to suitable education.
- One pupil is currently accessing school through a Pupil Support Plan with a reduced timetable due to presenting neurodevelopmental needs and associated anxiety. The reintegration process is progressing positively, with the pupil expected to return to full-time attendance within the next two weeks. The graduated approach is allowing the school to prioritise emotional wellbeing and successful engagement while steadily increasing attendance.

JH reported that there had been no exclusions for some time and no MARF's. The priorities for the coming term will include the completion of planned safeguarding training, review of the Safeguarding SER, emergency drills, continued monitoring of attendance and reduced timetables, and further development of accessible wellbeing support for pupils and families.
AD referenced the new safeguarding training and commented that there was a section on grooming which had become more prolific.

Minutes of the Meeting held on Tuesday 30th June 2026
The minutes of the meeting of the Board of Governors held on Tuesday 30th June 2026 were approved by CMcD, seconded by JJ.

Budget Update
See attached

Register of Interest
HM reminded governors that she should be notified of any changes to the register.

Delegated Spending Limits 2026/27
The GB agreed that the head teacher could authorize spending up to £15K, the finance committee between £15 - £25K, any amount over that would need the permission of the full governing body.

Nomination for membership of VSGA Committee
Governors nominated Cllr. Mark Wilson.

Committee Structure and Terms of Reference
MP acknowledged that there had been a lot of change to the GB, resulting in several vacancies on various committees. He presented the structure and governors were appointed accordingly to reflect their skills and experiences.

AoLE Teams

It was agreed that the teams would be discussed in the November meeting and they would meet in the first half of the summer term.

School Improvement Plan 2026/27

SD reminded governors that the school vision is to provide a **nurturing** and **inclusive** environment that facilitates a love of learning. By working together, we strive to foster happy, respectful relationships among all members of our community, equipping our children with the **resilience** needed to embrace challenges and safely navigate their futures. It was important to provide a **varied** and **inclusive** curriculum that is both **challenging** and **engaging**, fostering an environment that motivates the development of purposeful skills essential for lifelong learning and personal growth.

The 5 priorities this year were:

Priority 1

- Continue to implement growth mindset across the school and strengthen process-based learning through high-quality feedback, metacognition and structured opportunities for staff collaboration.

Priority 2

- Develop and consistently apply responsive teaching strategies during lessons to maximise engagement, pace and progress for all learners.

Priority 3

- Implement a consistent, systematic spelling programme that supports reading and writing through a multi-sensory, morpheme-aware approach.

Priority 4

- Raise pupils' ability to apply mathematics in real-life contexts, with a sharp focus on reasoning, problem-solving, mathematical language and transfer.

Priority 5

- Increase the amount of incidental Welsh used by KS2 pupils so that Welsh is heard and used naturally across lessons, routines and social times, not only in discrete Welsh sessions.

SD added that one of the cluster targets was the importance of reading regularly and fluently. Considering that, SD and LH have delivered a training programme to sixth form students in Stanwell. The students have received certificates acknowledging that they have completed the programme and they will therefore be equipped to come into school as volunteers to help children with their reading. In addition to this, Cardiff & Vale college are assisting in making a promotional video that can be shared with other schools. It is hoped to hold a workshop for parents in the community café, to provide them with strategies to assist with reading.

GR asked if governors would be able to attend the workshop and/or any INSET training. SD confirmed that governors would be very welcome.

Correspondence

HM had received correspondence from Dr Slade stating that her term of office as a parent governor ended in October and she would not seek re-election. Governor support had been informed, a parent governor election would be held in due course.

Any Other Business

An updated Anti bullying policy had been received, HM will circulate to governors, any comments should be reported to her by Friday 2nd October.

DE asked if it would be helpful if there was a governor's photo board in school, it was agreed that as 'Colorfoto' were in school on 2nd October, governors could attend at 8.30 to have a photo taken. If anyone was unable to attend, they could submit their own photo.

Date of next meetings: Tuesday 10th November GB meeting at 5.00PM

Learning walk – Wednesday 3rd February at 9.15AM

Tuesday 16th March GB meeting at 5.00PM

Tuesday 8th June GB meeting at 5.00PM