

FGB

19.05.21

Wellsprings Primary School

A meeting of the Governing Body will be held at:
5.30pm on Wednesday 19th May 2021, virtually.

Actions		By Whom
4.	Matters arising – Video Conferencing policy – check that it's on the Web Site	KL ✓
5.	Budget Proposal – Signed off SFVS – KL to finish and send off to the LA	KL ✓ KL ✓
8.	SEND – SC Appraisal and Capability – MH	SC ✓ MH
11.	Governors to email a photo to KL to arrange for a Governor identity board for the staffroom.	ALL/KL

1. Apologies (1 min)
2. Business Interests Register
3. Minutes of Last meeting 24.03.21 (5 mins)

4. Matters arising (5 mins)

- Policies

5. Business matters

- Month 12 report
- Staffing (including succession planning)

OVERALL SUMMARY

	Agreed Budget	Estimated Outturn
Funding	1,547,821	1,577,293
Committed Balance from Previous Year (B01, B05 and B06)	<i>Not included in the budget plan</i>	13,003
Projected Net Expenditure	1,543,546	1,463,710
In Year Surplus/Deficit	4,275	126,586
Uncommitted Balance from Previous Year (B02)	-60,992	-33,785
Projected Surplus/Deficit at Year End	-56,717	92,801

Breakdown of Projected Year End Balance

Committed Revenue Balance (B01)	26,505
Uncommitted Revenue Balance (B02)	66,296
Other Capital Balance (B05)	0
Community Focused Activities Balance (B06)	0



Wellsprings Primary School

17th March 2021

Draft Redundancy Report

1. Introduction- **why we needed to consider further savings**

This document was intended as an initial report for staff at risk of potential compulsory redundancy. **As you will read further on within the content of this letter, this is now no longer a requirement.**

Context to the savings we were required to make

The school ceased all fixed term contracts employed in Summer 2020, in an attempt to reduce the possibility of any termination of staff members on a permanent contract. This resulted in an annual saving of just over £135,000 per year, however despite these savings, there were still further staffing reductions required.

6. Headteacher feedback- including monitoring updates
 - Monitoring overview of English books
 - Overview of key priorities (RAP/School Action Plan)

ATTENDANCE this academic year



Wellsprings Primary School :Report Attendance

Weekly Between: Monday, May 10, 2021 and Saturday, May 15, 2021

Cumulative Between: Tuesday, September 1, 2020 and Tuesday, May 18, 2021

	No. of Pupils (Selected Week)				Official Attendance (ie C code counted as absence)		% Pupils Remote Learning (ie X Coded Sessions)		% Pupils who should be in school but Remote Learning instead (ie C Code Sessions)		Whole School Attendance (C code counted as attended)	
	Total No. Pupils on Roll	No. Pupils Expected to be in School (ie does not include X or C Codes)	No. Pupils Remote Learning (ie on X Code)	No. Vulnerable Pupils Remote Learning (ie on C code)	Selected Weekly	Cumulative	Selected Weekly	Cumulative	Selected Weekly	Cumulative	Selected Weekly	Cumulative
School	242	242	0	0	85.4%	96.2%	0.6%	23.2%	0.1%	0.3%	85.5%	96.5%
Year 1	34	34	0	0	85.5%	94.8%	1.5%	22.8%	0.6%	0.7%	86.1%	95.5%
Year 2	47	47	0	0	86.2%	96.6%	-	22.3%	-	0.2%	86.2%	96.8%
Year 3	37	37	0	0	84.6%	96.3%	-	23.4%	-	0.3%	84.6%	96.6%
Year 4	43	43	0	0	85.7%	95.9%	0.9%	22.8%	-	0.3%	85.7%	96.2%
Year 5	41	41	0	0	88.4%	97.2%	1.2%	24.6%	-	0.3%	88.4%	97.4%
Year 6	40	40	0	0	81.8%	96.3%	-	23.5%	0.3%	0.3%	82%	96.6%

ATTENDANCE- 2021

ALL: 96.54% (National 95.2% for primary schools)

Boys: 96.98%

Girls: 96.09%

PP: 95.55%

SEND: 96.41%

Exclusions: 2 (1 x Y6 Autumn term 1; 1 x Y4 Summer term 5)

DATA AND ASSESSMENT

		Reading	Writing	Maths (Number in R)
Reception	ABOVE	13%	11%	3%
	ARE	43% (73%)	52% (58%)	34% (67%)
	JUST BELOW	15%	10%	45%
Year 1	ABOVE	8%	0%	3%
	ARE	51% (66%)	38% (58%)	43% (63%)
	JUST BELOW	20%	35%	27%
Year 2	ABOVE	6%	9%	1%
	ARE	49% (60%)	34% (54%)	41% (58%)
	JUST BELOW	49%	53%	43%
Year 3	ABOVE	0%	0%	0%
	ARE	38% (53%)	30% (44%)	46% (56%)
	JUST BELOW	41%	36%	32%
Year 4	ABOVE	5%	8%	0%
	ARE	42% (61%)	40% (54%)	45% (66%)
	JUST BELOW	38%	43%	54%
Year 5	ABOVE	5%	8%	2%
	ARE	46% (67%)	49% (60%)	42% (64%)
	JUST BELOW	27%	34%	44%
Year 6	ABOVE	3%	10%	0%
	ARE	48% (58%)	43% (50%)	41% (55%)
	JUST BELOW	33%	27%	38%

Key observations

These are not a 'like-for-like' comparison in terms of assessment from Autumn 2020.

1. The children were in 'Lockdown' working remotely for just over 3 months;
2. The teachers completed assessments based upon the remote learning submitted. While this allowed them to provide judgements on coverage for most children, the quality of these assessments were compromised. As a result, the assessments are not complete during this time period.
3. Teachers completed full assessments in the final three weeks of term. This was a limited period of time to assess, and children showed (and continue to) difficulty sustaining concentration in their learning.

Since the assessments, we have completed, **Pupil Progress Meetings** with teachers, and identified key pupils whom classes need to provide additional support. Sometimes this might be plans for individual interventions out of class, or grouped tasks outside the lesson or even in-class support strategies. The Headteacher, Pupil Premium Lead and SEND Lead undertook these meetings.

BOOSTER AND CATCH UP PROGRAMMES- slide from previous meeting

Similarly, this is the case with the current Year 6; they missed out on the traditional Year 5 booster programme (which runs at the same time usually as the Year 6 booster programme) last year. They also were a low attending year group in Summer 2020. The school had started on the booster programme early, before Christmas, and will endeavor to provide continued support of this support programme using our HLTAs to target key pupils remotely. Like the Year 3 cohort, we will continue with the booster programme when the school has all the children back in.

The current Reception, Year 1 and Year 2 cohorts were our 'best attending' year groups during Lockdown 1 and the summer 2020- the assessments generally bear this out. Year 4 and Year 5 have historical data that show they were both very strong year groups at KS1 (in their phonics checks and Year 2 data). Despite not attending as regularly as R/Y1/Y2, their assessments generally reflect these higher starting points.

CURRICULUM

What does the school consider are its strengths in relation to the quality of education provided during and post-'lockdown'?

Commentary:

- Well-organised curriculum, with good use of a range of different platforms- TT Rockstars for times tables practice); Oak Academy for much of our English daily tasks, supported with Read, Write Inc materials from Oxford Owls; BBC Bitesize materials.
- Good communications with parents/carers that we have tried to maintain on our variety of different social media outlets.
- Continued enrichment opportunities (e.g. Forest School, activity sessions led by our sports coach) on site, whilst maintaining the 'bubble' format.
- Excellent use of the grounds and internal facilities to ensure that children had a broader experience- e.g. nature trails, pond dipping, access to IT facilities in supporting their learning in class (access to additional laptops).
- Much improved systemisation of the curriculum offer across all year groups. A trail of evidence as to what is provided

RAP- CURRICULUM SKILLS

Wellsprings Primary School Raising Achievement Plan 2 December 20

Action 4 Curriculum development

	Action and Costings where appropriate	Who/ Leads	Monitoring	When	Impact TARGETS
ing, d t the or en ge of as ysis on) in ts, ,	To revise our medium term plans- with: - overview of values and vision statements - links to Global Awareness - key text types - related skill sets and key knowledge linked to values focused on each term - cross-curricular links - parental guidance.	ML/LT KS Leads Whole staff	ML/LT GB	Oct 19 FGB: March 20 Sept 21	INSET and PDMs to complete an initial set of medium term plans. - Plans link to school values - Cross-curricular link is evident in plans - Parental guidance is provided as a guide to the children's learning
	Developing subject focus themes, including: - Book week (Reading/Writing) usually with a cross-curricular link (eg last year, in relation to History) - Global Awareness week- with work being led/supported by the Carymoor project; cross-school workshops with mixed age groups - Health Week (last year linked to mindfulness, PE, food hygiene amongst others) - Science week/project- possible focus on a specific set of key skills we wish to target (in relation to OfSTED's findings) - DT week/project- looking at the analytical elements of DT (again referred in the OfSTED) - Art week/project- the 'Big Draw' project which has a global reach	ML/LT Subject Leads KS Leads	ML/LT GB	Ongoing throughout the year Monitoring: Book scrutiny January 21 June 21 FGB: July 21	- To develop a whole school approach towards raising expectations in all subjects. This is to be achieved through Key Subject leaders working together, in identifying the focus for each subject week/focus projects. - Raised profile of writing across the school. Writing is evidently celebrated eg- good work through display posters- What do I need to do in every piece of writing? - Resource posters created and available on the school system – Writing lead created. (Refer to Action 1)
	At least ONE single piece of high-quality writing needs to be produced in relation to the focus work/project weeks. - Staff need to consider the quality of activities that the children are producing. - Work could be recorded as a whole class record (through photos/media): equally, when children do produce written/completed	ML/LT KS Leads Whole	ML/LT	Ongoing throughout the year Monitoring: Book scrutiny January 21	- The quality of writing across the curriculum will be improved over time (evident by July 21) - Writing outcomes should at least match the National % at FS, KS1 and KS2 end-of-year SATs - The types of activities over time, will match the full skills not provided by the National Curriculum, in each

RAP- MATHS

<p>Provide all staff with CPD opportunities to support the embedding of a Teaching for Mastery approach.</p>	<p>Inset day/staff meetings to support staff in using a range of resources and representations to support children across the year groups. Recap on use of online imagery (Numicon online, ITPs, Mathsbot) that can also be used alongside QSM. Maths leads to choose a few resources each term to focus on that are relevant to the small steps of key concepts.</p>	<p>-Teachers -AB/ SS -SLT</p>	<p>T1 T2 T3 Audit and review resources and purchase if budget allows</p>	<p>Ensure the PD is being implemented in classes using monitoring through: Learning walks Book looks Pupil interviews etc.</p>	<p>Mastery approach is beginning to be embedded across school and continues to be built upon.</p> <p>Planned CPD has taken place on...</p> <p>and has had an impact in improving mastery teaching and learning in the classroom.</p>
	<p>-Plan a mastery lesson alongside a mastery specialist. Maths Leads to observe each other. Staff then can be given opportunities for to observe Maths leads teach mastery lessons.</p>	<p>-Mastery specialist -Teachers -Maths leads</p>	<p>T1 T2 T3 Maths leadership time Staff timetabled out of own class</p> <p>£1000 from HUB to cover full participation in TRG</p>	<p>Maths leads attend 6x TRG Boolean Hub Training sessions with Mastery specialist</p>	
	<p>-Staff meetings based around key subject knowledge areas including fractions, algebra and reasoning using the Boolean Hub resources. Could be delivered alongside NCETM spine progression for relevant areas.</p>	<p>-Teachers -Maths leads -SLT</p>	<p>T1 T2 T3 One area to be the specific focus per term Maths leadership time to plan PD and monitor</p>	<p>Through monitoring(learning walks, book looks, pupil interviews) evidence shows maths teaching in these areas is good or better</p>	
	<p>-Staff meetings to support staff in use of NCETM PD materials including spine progression with small steps.</p>	<p>- Mastery specialist - Teachers -Maths leads</p>	<p>T2 T3 Maths leadership time to plan PD and monitor</p>		
	<p>-Staff meeting based around lesson structure including the use of stem sentences and variation of questioning within maths lessons and using intelligent practice. Teachers should also be given a chance to reflect on mastery lessons delivered by mastery leads.</p>	<p>- Mastery specialist -Teachers -Maths leads</p>	<p>T2 Maths leadership time to plan PD and monitor</p>		
	<p>-Provide staff with opportunities to plan mastery lessons alongside maths leads.</p>	<p>-Teachers -Maths leads</p>	<p>T2 Maths leadership time Staff timetabled out of own class</p>	<p>Teachers gain confidence in their subject knowledge and teaching maths using the mastery approach</p>	
	<p>-Staff provided with opportunities to observe one another within their key phase to open up a reflective dialogue when teaching mastery lessons.</p>	<p>-Teachers -Cover staff</p>	<p>Supply costs</p>		

RAP- MATHS

Key areas:

TRAINING for staff on Mastery Maths- for all staff
Variation and fluency

PLANNING Mastery lessons- small chunks

MODELLING Maths Lessons- by Maths Leads/consultants

PEER OBSERVATIONS of lessons- in Key Phase groups

RESOURCES- what do we need?

BOOK SCRUTINY

Key Observations:

What is working well?

- There is generally **well-matched outcomes across key phase classes** (eg in Year 5/6, Year 1);
- There is **progress evident in all classes**. In the best examples, this is significant (despite Lockdown/Covid);
 - R Y1 Y2 Y3 Y4 Y5 Y6
- Coverage of **topics across the school are broad and stimulate good writing** outcomes;
- **Writing stamina is increasing**, although it is hard developing this after the Lockdown break;

What is working well?

- **Handwriting is improving** and in the best examples is joined, fluent and consistent;
- **Vocabulary choices** become more mature as the children progress up the school (as we would expect);
- The **technical elements of writing is taught well** and children are trying to apply these skills to their own writing;
- **Teacher assessment is secure**- in best practice it is very precise and **offers some excellent next step** guidance;
- There are some examples of **peer assessment**.

Key Observations:

What do we need to do better?

- **Ensure that books remain neat and presentable**- the routines for setting out the page (date/title, underlined) to start an activity needs to be more consistently applied. Worksheets should be stuck in with care;
- Some classes are routinely using **Purple Pen** (pupil self editing colour) for correcting spellings or self-marking 'closed' tasks. Some also use it to edit their writing to improve its content. Some classes do not use it at all. Are we going to use this to **peer assess**? There needs to be consistency.
- **Pink pen markers** for teachers are used in a lot of classes, but not all. Again, are we using them- if so everyone needs to.
- We have a lot of very good practice across the school. We need to give teachers the chance to **share their pupil books** now that Covid routines seem to be changing (a little).

7. Education Matters- Governor CP training and Welfare Matters
Health and Safety

SAFEGUARDING- COVID UPDATE

Education and Welfare

Number of pupils on the schools monitoring register: 49

On a Child Protection plan: 3 (4 'stepped down' to CIN) LAC: 1

Recognised as Child in Need: 2 (4 have 'stepped down' from CIN)

Having Tier 3 (FIS) support: 2

Supported with a TAC: 5

CSC INVOLVEMENT: 7

Police logs: 4 (2 from one family; CSC involved in assessment)

HEALTH AND SAFETY UPDATE- SUMMER TERM 2021

	EQUIPMENT INJURIES	PLAYGROUND INJURIES	INSIDE
FS	1 (BRIDGE) 1 (PLAY EQUIPMENT)	26	2
KS1	5 (TRAIL) 2 (PLAY EQUIPMENT)	19	2
KS2	2 (PLAY EQUIPMENT)	9	5

Governance

Safeguarding for Governors

Course length approx. 1 hour.

[Use this course](#)

Safeguarding for Named Governors

Course length approx. 1 hour, 30 minutes.

[Use this course](#)

Safeguarding for Governors

Safeguarding children, staff, volunteers and visitors is a key element of the governance of educational settings. This course is designed to support members of the Governing Body/Trustee Board to gain an overview of safeguarding in educational settings.



Training

[Show training materials](#)



Assessment

You will be able to access the assessment after you have completed the training.



Certificate

Your certificate will be available after you have completed the training and passed the assessment.



Presentation

[Watch the presentation](#)

Running time: 44 minutes



Course notes

[Download the course notes](#)

File: PDF, 498 KB



Working together to safeguard children 2018

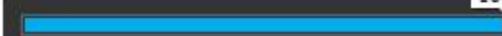
SHARING INFORMATION

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

RELEVANT



18:31



8. Policies- Health and Safety; GDPR/FOIA; School Finance

9. Training – feedback (5 min)

10. Meeting dates

FGB Wednesdays 5.30 –7.7.21