Chetwynd Junior School
Performance & Standards Focus
Meeting

Date: Monday 13th October 2025 at 5:30pm – 7pm
Location: Held in school

Governors In Attendance

Stephanie Lawes (HT)	Head Teacher
Chris Atkins (CA)	Chair of Governors
Phil Sanders (PS)	Vice Chair of Governors
Nathan Townsend (NT)	
Gurbinder Thandi (GT)	

Apologies
Aneika Leney (AL)
Julie Attwood (JA)
Louise Kitson (LK)
Greig Shute (GS)
Jodie Marston (JM)
John Waine (JW)

In Attendance

Jacqui Waldron (JWld)	Clerk
Michelle Wallis (MW)	Assistant HT

Meeting actions - https://app.governorhub.com/document/68ed479e44d58d6d792f8332/view

Item	Item for discussion	Action
1.	**Welcome and apologies** JW, LK, GS, Julie, Jodie, Aneka The meeting was not quorate however, as no decisions are required in this meeting, the meeting continued for information purposes.	
2.	**Declarations of interest** None pertinent and Governors done online.	
3.	**Minutes of previous and actions** Actions all updated with relevant information on the shared action tracker spreadsheet. Regarding the review of governance, **Governor asked:** Was the last one useful? **Answer:** The last one was valuable and it did flag up things we weren't doing well and could have been doing better. We implement actions based on the feedback and, even if we didn't take on all the advice, what we did made a different. We have different governance leads, a different headteacher, and a dedicated clerking service so we're in a better position than before but sure there's things we can improve on. Regarding policies, we'll indicate which are statutory to make it easier to prioritise.	
4.	**Review of current academic data** Governor questions were invited. Work has been carried out on last year's data. When Ofsted look at the school ahead of the inspection, they look at the IDSR. The 2025 info has not yet been added as it's being reviewed still at national level.	

2025 data:
We had 369 on roll which is higher than previous years and our total is supposed to be 360.

Governor asked: why was it 8 below in 2022?
Answer: Covid had an impact, and we were still RI as we hadn't had the latest Ofsted visit.

We do find our FSM data goes up and down over time.

Our SEN is well above. We add more children to our SEN register than many schools.
Governor asked: Are we were we should be professionally in that respect?
Answer: Yes. Looking at the yr3 cohort our staff are having conversations to get more information in cases. I feel we are responsive.

We're below regarding our EHC plan children but it's an improving picture.

EAL is growing in school, the demographic is changing.

Our stability is good, huge selling point for our school.

Nationally we are not a deprived area but part of our catchment area is and can't be ignored.

Yr 3 still get free meals so our rates for FSM are sometimes lower and that's often why it seems to grow over time.

Our diversity is growing, we are mainly white british but it is changing.

Speech and Language is a focus in the area in terms of RPs and that does seem to be a constant in the area. We have had additional training in school in that area and staff found it extremely helpful.

We have a number of EHCs going through and we are expecting some next year from the infant feeder schools.

No major issues with staffing.

Attendance is good.

Suspensions is decreasing over time. We have the data easy to hand should it be questioned by ofsted.

MTC is the only area we are below in last year's data.

Governor asked: What sort of thing would be pulled out as a concern for example?
Answer: Things like absence, boy girl gaps, etc. Something where there's an extreme.

Data was presented in more detail.

Looking at our progress between baseline at yr 3 and SATs results, we can see improvement across the board. For our PP pupils we can see a big increase.

Governor asked: In terms of our expectation in yr 3, are those increases where you would like it to be? And I can see the number of children is different having an impact.
Answer: We had a child leave and one arrive, the child that came may not be in our data as she hadn't been to school before and was not in a position to sit the SATs. Not sure how it will effect our data as that's not been looked at yet.

They are where we would hope them to be at the end. We're moving forward working at data which was teacher decided and not tested. We test them at yr3 so we can get a proper baseline. Some of these children were out for a term each year for two years.

30% of the cohort were SEND in yr 6 and, although we're disappointed that we're not continuing our trend of increasing results, the results are beyond what we would have expected the children to achieve when they started in yr3.

When taking out the Dissadvantage and SEND pupils the performance data is in line with what we expected in previous years.

With disadvantaged, compared to the local authority, reading was much higher.

GD is our weakness in the data as we didn't have the capacity to pull out groups to further develop certain children this past year.

Out of 14 disadvantage pupils, 9 have also have a recognised SEND barrier. Removing SEND from the disadvantage numbers, we reach 100% achievement in certain areas.

Disadvantaged with SEND still outperformed LA averages.

EHCP results, the 2 who achieved expected were really close to GD.

Our gap 3 years ago between groups was far higher than it is now, staff have made massive impact on children. We had very high levels of need and SEMH barriers this year.

The reading subject report was shown to governors.

Teachers analyse the results of assessment which is carefully looked at as a class, then pulled together to provide a whole picture of the school for SLT and subject leaders. Using the baseline or the KS1 data, we add the latest data and drill down. We start with boy girl comparison and interrogate the data to identify gender differences and develop strategies like different books to engage more boys.

We identify headlines that will inform the changes and decisions we make. We carefully disect the groups and look at what combined SEND and dissadvantage pupils we have for example.

The data drives the staff meetings and the initiatives we do across the school.

SLT are taking class data and drilling down into the individual children to find which children aren't passing and working out why. These are the children teachers need to have in mind day in day out. We constantly ask "so what? What do they need?". We expect the teachers to pick out the children they can identify as being able to make improvements.

Governor asked: Should we be asking questions along these lines? How the PP children are doing?
Answer: When govs look at books and talk to children, staff are expected to ensure you get a range including PP, SEND, and Greater Depth potentials. You won't need to ask as you're getting it already.

SEND:
We have Provision maps for year groups that clearly indicate who will do interventions, what they will focus on, and which children. We use our PP funding as part of this and ensure our

	PP children are involved in this so it isn't just a SEND focus. Data is collated each half term and EHCP folders are updated using this to build up the collection of evidence.	
5.	**Pupil Premium impact** Covered above, we will have more data to share at the next meeting.	
6.	**SEF updates in line with ofsted framework changes** The school vision and values are on these documents as Ofsted will want to see what our drivers are and how they feed in. The first two pages haven't been updated yet as we're still waiting on templates to guide us there. We're making changes by adding in the additional Ofsted categories. Safeguarding is a new distinct are in the document and we're already identifying our actions for this year and imputing our actions from last year. There is a concern that as a board we don't check enough as governors regarding safeguarding. **Governor asked:** What things should we be doing? **Answer:** We need to be scrutinising everything and not taking things for granted. It's a core duty. Governors need to be able to sit and confirm they feel confident in answering questions on safeguarding as a whole. We've pulled out what Ofsted are asking about regarding safeguarding into a seperate document so we have to hand the data and information they will want. We're including historic data so it's clear the changes and developments we're making. We including data that are areas where we could see issues with potential non-attendance due to emotional or wellbeing barriers so we can demonstrate how we're doing all we can to get them in school and ensure their attendance. **Governor asked:** Are these the ones you're concerned about then? **Answer:** Yes, sometimes its from parents saying they're having issues getting them to come in the morning. **Governor asked:** Will children appear in multiple places? **Answer:** Yes, we can see that and we do have them appear in multiple categories. If Ofsted ask us a specific question, about how many people are in care for example, we can get that number immediately. **Governor asked:** Would this be useful for governors to see regularly? **Answer:** We did a SG report twice last year, this document should do that. We can add in additional information if you specifically want to see that answers questions you have.	
7.	**Curriculum developments** Ofsted area - Curriculum and teaching Leadership and Governance	
8.	**Safeguarding update – using new Ofsted framework** Ofsted area – Safeguarding	

9.	**Policies - update from polices group 16/10/25** Errors that were identified in a recent policy meeting have been actioned including a couple of typos. ACTION – CA, JA, AL, GS to sign statutory policies off on GH.	CA, JA, AL, GS
10.	**Any other business** ***Working party minutes:*** **Governor raised:** Looks good, looks like you've got a good range of staff attending them and getting things from all areas. They're based off the staff survey and the school drivers. We split the teachers and have an open invitation to LSAs as we welcome them to come along but the meetings need to be after school. Some do have LSAs on, but it does depend on their availability. One thing already from wellbeing is related to parent emails. We've made a poster and sign off page for emails making clear the expectations including being respectful and that emails will not always be responded to immediately but when staff have the time to do so. These working groups have opened up conversations that mean we are ensuring decisions can be made that help with wellbeing and workload, we get a dialogue going. Ideas have included using AI **Governor asked:** Are you doing training for AI? **Answer:** Yes we've had training for staff. It's been great to drill down on things, like behaviour. We've been able to identify and discuss exactly where that is stemming from.	
11.	**Date of next meeting** 8/12/25 5:30 – 7pm	

Closed 7.15