Chetwynd Junior School
Performance & Standards
Minutes

Date: Monday 14th July 2025 at 5:30pm
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
Jodie Marston (JM)	
Nathan Townsend (NT)	Chair of meeting
John Waine (JW)	
Julie Attwood (JA)	
Louise Kitson (LK)	
Greig Shute (GS)	
Gurbinder Thandi (GT)	
Aneika Leney (AL)	

Apologies

Jacqui Waldron (JWld)	Clerk

In Attendance

Hannah Berridge (SGP)	Clerk
Michelle Wallis (MW)	Assistant HT

Meeting actions	Who / Date for completion
Governor Hub Skills Audit to be completed by September 2025.	All / September 2025
SGP to send instructions for GH Effectiveness tool.	SGP / ASAP – 15/07/2025
Any further questions on data are to be emailed to HT.	All
In future, governors should feel free to submit questions in advance without fear of offending.	All
Add review/feedback from SLT Ofsted training to next FGB meeting agenda.	JWld
2025-2026 academic year governors meeting dates to be circulated to all governors once agreed.	HT/CA

Item	Minutes	Action
1.	**Welcome, attendance and apologies** NT welcomed governors to the meeting which started at 17:30 and was quorate throughout. Apologies were received and accepted from JWld. JW informed the board that he would need to leave meeting at 6:20pm.	
2.	**Declarations of interest** JW informed the Board that he has recently updated his declaration of interests to include being a member of the Children and Young people Overview and Scrutiny Committee for Warwickshire.	
2a.	**Minutes of previous meeting** Minutes of the previous Performance & Standards (P&S) meeting on 13th January 2025 were circulated before the meeting. Minutes were agreed by governors to be a true and accurate record.	
2b.	**Matters arising (see table below for previous actions)** Actions arising from the Full Governing Board meeting 12th May were reviewed (no actions were raised from the last P&S on 13/01/2025). *Has the Skills Audit been checked?* Governors discussed & advised where to find the skills audit on Governor Hub (GH). SGP shared details of the new GH 'Effectiveness' tool and how it worked; HT showed a live demo on screen. Action – Governor Hub Skills Audit to be completed by September 2025. Action – SGP to send instructions for GH Effectiveness tool. It was confirmed that governors had updated their relevant training logs.CA shared that he had completed DfE Prevent training & has updated his GH training log.	**ALL** **SGP**

	Would that be the same information we did? Yes, you completed the Warwickshire course, but they're trained by the DfE, so the same information is presented. *Are there plans to update this course for staff?* Yes, that's always our first training session of the year. The Key training is far more succinct and streamlined. The Warwickshire course is more detailed and relevant for Designated Safeguarding Leads (DSLs). *Are there plans for governors to attend this session with staff?* No dates have been set yet. We will offer out Safeguarding, but recommend if you're able, to attend this also. *Is it an annual refresh period for Prevent training?* That is best practice, but we can link this with safeguarding and refresh Prevent based on local experience and constant conversation/relevant incidents etc. Governors were notified that HT has now RAG-rated the School Improvement Plan (SIP).	
3.	**Review of current academic data** ***To include SATs data and internal data.*** Internal data comparison was circulated before the meeting. HT invited questions or comments from governors on data. None were tendered at this point, so NT invited HT to share key highlights. It was noted for governors' information that infant schools are generally still using SATs-style testing for Y2 attainment measurement, but that grammar is not assessed at infant school. Highlights re: Chetwynd Junior School (CJS) data: Overall, CJS has made great progress. It was explained that CJS are not expecting Y3 to match Y6 data success levels, as these children are at the beginning of a 4-year journey. Governor: What we should see is the value-added by *any* improvement or increase on percentage. CJS is not content with the dip in grammar attainment. It was explained that the skills time for maths teaching was increased by way of a timetable change. Maths attainment increased, but seemingly to the detriment of grammar, which moved to a less effective time of the day in the timetable. As a result, grammar will feature on the SIP from September 2025, with a working group and peer reviews with other schools. A revised writing framework has just been released, so CJS will ensure a boost for writing and grammar in Y3 and 4 next academic year. Y3, Y4 and Y5 reading remains strong. *Is the dip in attainment a cohort-specific thing or something that usually happens?* No, CJS don't usually see a dip, which is why it stands out to us and we want to investigate. *What age does computer grammar checking come into play more? E.g. online documents/WhatsApp messages with spell-check capabilities etc.* It's not part of the curriculum at Primary. Primary curriculum is focussed on joined handwriting and the writing features. Unless children work on computers more at secondary school, they won't encounter those computer-based grammar tools. Governor: Older children can develop their own language use, when gaming etc. A barrier could be this use of computers and tools which construct grammar for them. *Can we assume writing will remain on the SIP? Will this be looked at alongside Grammar, Punctuation & Spelling?* Correct. Our reading levels are high which will positively impact writing. Governor: There's lots of green data for Y6, so regardless of where they sit in SATs statistics, it shows the quality of education is something to be proud of. It's nice to have, but those Y6 children are leaving, so we must also focus on the Y3-5 who are here to be developed. There were some concerns around Pupil Premium (PP) (subject reports are to be featured at next FGB); numbers are low, but these figures need to balance with SEND. Spelling data review of Y3-Y5; CJS is pleased with results, they're a great improvement on the previous few years.	

	Greater Depth (GD) is getting stronger across the school, other than in writing. Peer support with key staff at nearby schools is planned, as this has been successful for staff previously. Y6 data; Y6 SATs results are a fantastic result of individual learning journeys. Governor: Credit to staff for this achievement; every member has input to these children over their time here. PP data was compared with PP included *and* removed, in order to identify any gaps in learning. Maths is the largest gap. It was noted that the disruption to society & education from Covid has had a big impact and SEND children were missing significant base knowledge. HT explained various SEND results in relation to child contexts in order to celebrate individual achievements relative to their starting point. Governor: This was very helpful, because otherwise, you could see the block of red on the data more generally, forgetting the individual or cohort contexts. We're doing this more as part of Ofsted preparation, to add the narrative. Governor: Governors are conscious of sometimes not challenging the data if we think it looks worrying, we don't want to offend the school team. Governor: Some percentages don't add up. Data is not checked fully as yet. It will be published against the latest national data. Governor: There has been good support from school e.g. with maths club; you can see the perspective as a parent. Governor: I wouldn't ask the question in advance [re: data], because I'd know it would be explained in the meeting. You should be challenging and asking. If it looks worrying, do say so. Governor: You mentioned spelling as an example - I should have cross-checked against the SIP and asked what interventions were in place, how working parties will work and improve things? etc. Teachers were split into 2 groups; One group looked at behaviours, using the book: 'When the adults change, everything changes' by Paul Dix. One looked at marking, using a book by Ross McGill, 'Mark. Plan. Teach.', to focus on what's most relevant to help children learn. Teachers put these learnings into practise with their classes and then created policies in both these areas together, giving ownership. Key resources include The Literacy Shed (which is DfE-approved) and Oak Academy (the Government planning stream). CJS leadership are pushing against reluctance for change; to decide what's right for our children to improve them the most, as was previously done with spelling & the Jane Constantine programme. Governor: We don't want to trial these new things and changes, at the expense of the children. Governor: We should be communicating more to parents about focus areas for development, more frequently throughout the year to remind them that those are the areas to keep up the practice at home. Definitely. Parent updates haven't been as regular and we need to utilise that avenue of communication. Governor: The middle of term is the best time; children are not as tired/busy as they are at the end of terms. *Would Ofsted ask if we're spending PP money effectively if our data is down in that area?* Having the context stories will help that and they will look at this to understand. JW left the meeting at 18:20pm, accompanied by MW. *How are you going to reassure us that the working group in focus areas isn't going to cause a drop in other areas?* We will have skills tasks on board first thing in morning in focus areas. The proposal is to have a week of each (to alternate foci) rather than a whole term of one then the other. The morning session is the children's best attention time. Opportunities through the rest of day can provide top up learning in these areas, but we ensure quality intervention is conducted at the best time of day. MW returned to the meeting at 18:24pm. Action – Any further questions on data are to be emailed to HT.	**ALL**

	Action – In future, governors should feel free to submit questions in advance without fear of offending. Governor: We must avoid falling into the trap of thinking 'no questions raised means no one has read the documents in advance of the meeting'.	**ALL**
4.	**Quality of Teaching** ***Curriculum days & summary of this year.*** Governors' attention was drawn to the monitoring visit reports on GH for Quality of Teaching and SEND. Governor: I'd encouraged governors to complete and file written reports from visits as they will be a good tool for Ofsted. The HT gave an overview and noted especially that CJS has had 3 Early Career Teachers (ECTs) this academic year who have shown good progress this year. Ofsted: Schools are awaiting the new Ofsted framework to be released. In the meantime, CJS SLT are undertaking Ofsted training in September 2025, to ensure CJS is in the best position for their expected inspection. 10 workshops will be covered by all SLT members attending then notes shared. *Could we have an update at the next governors meeting from that training course please?* Yes. There's a workshop on Governance which will be particularly relevant to share learnings from. Action – Add review/feedback from SLT Ofsted training to next FGB meeting agenda. Governors were advised to be sure of their link focus roles in preparation for Ofsted. A discussion followed regarding whether Ofsted will request to meet with the whole LGB or just the Chair. SGP advised other schools who've been inspected in the last 6 months have had only the Chair to represent the FGB; to confirm to HT & CA whether this was a school suggestion or Ofsted request. Curriculum report: Regarding the RAG-rated curriculum document: CJS need to embed the 5 key subject foci with staff. In addition, it's clear that reading is key to unlocking the rest of pupils' learning capacity. *Is the need to further embed because the staff don't agree with the 5 key areas?* I think it's just that we didn't revisit it again enough following the launch of the 5 key foci. Governor: Link governors can help to ask about these in monitoring visits etc. HT explained that directed tasks about key areas are linked onto PPA time for staff. It was explained that areas still in development are shown as amber on the document. Oracy will remain part of action plans going forward. Maths: Maths has been more consistent. Maths Mastery (MM) was introduced this year in Y5 and Y6, with CJS hoping to build on this to improve outcomes. *Is there a cross over in Y3 as Whitestone Infant School also use Maths Mastery?* We have accessed KS1 MM to use with Y3 pupils in need of additional intervention. The syllabus was originally designed for Primary schools and KS1, so we're slightly behind as it wasn't available at first for Junior curriculum. School Council: Governors were updated that the CJS School Council represents the whole school now, not just Y6. School councillors have confidence to challenge things & have conducted a pupil survey with their peers. They will then be part of compiling the action plan from these results as part of the ownership of this task. From the School Council charity day, Guide Dogs representatives came in today (14/7/2025) to receive their cheque. Pupils were able to celebrate and share this success with the whole school and see firsthand what they've achieved. The HT also shared & celebrated that a CJS pupil has raised so much for the Air Ambulance that he has qualified for a ride in one of their helicopters!	**JWld**

	PSHE: Y6 'Equipped for life' includes how children do and should respond to things they're exposed to online. CJS is working closely with local PCSOs on this subject, but it was noted that there have been very few issues with social media this year. New picture books are available in school with the aim for every child to have the opportunity to recognise themselves in a story. These resources are also used for social stories/exploration. Road Safety: CJS is the 2nd school in Warwickshire to be recognised under the Steet Safe Scheme. The Local Authority have stated they feel there is nothing more that CJS can do to encourage safety, so they're going to close the road. *Do we need Highways Agency involvement?* They are involved and planning considerations from Caroline Close. Behaviour: OPAL has reduced lunchtime issues. MW is to attend training in November 2025 on 'Positive Behaviour Support' (with accreditation), through the Nuneaton Consortium. It was noted that parents seem to prefer extreme behaviour to result in suspensions, but it was explained that CJS must ensure all pupils are supported and reasons for poor behaviour are dealt with appropriately, including establishing boundaries and expectations for all. Governor: Parent survey results are positive though. *How many parents completed survey?* 95 and last year's response rate was 147; So, we're seeing fewer than last year. It feels like parents who don't have issues won't fill it in, so we see a lot of negatives being raised via this outlet. Governor: It is helpful to have RAG-rating, it makes the document clear.	
5.	**School Surveys: Parent, Staff and Pupil** Responses from the recent surveys were discussed. Communication was the biggest area of comment/concern. Parent evening appointments were contentious. Staff noted that they do encourage parents to email or make appointments to discuss anything throughout the school year. Addressing behaviour should be inclusive and show CJS is working with *all* children. *Were those all the written responses?* Yes, those comments are what we received in the feedback report, grouped by positive and negative. *Communication was said to need improvement, what's been done?* Newsletters go out every month. The school office team are short on staff currently, so HT to have ownership of this to ensure newsletter goes out in a timely fashion. Governor: I think it's more the timeliness of information releases e.g. Info of new classes a day before transition day was quite late notice to prepare for the next day. We do signpost to where the information can be found on the school website. I think the incoming Y3 community accept this information distribution structure as a CJS system. We will increase awareness of timescales on our dates schedule. Governor: Ensure parents are aware of the CJS open-door policy and encourage communication. Governor: Parents need to get used to the ways of doing things.	
6.	**School Improvement Plan (SIP)** ***Review & areas for improvement in 2025/2026 academic year.*** This had been covered in previous items, notably Item 4.	
7.	**School Expansion Update** HT updated governors that the expansion will be going ahead, with submission to Warwickshire County Council in December 2025. Potential build dates were suggested for Easter, but HT has suggested summer as it'll be easier to prepare for and manage without children in school. It was felt that the changes to the entrance and offices should be prioritised for summer works due to safety, security and the ease of moving children's classes around.	

	So, we're seeing the expansion and *road closure?* The road is being closed for the expansion works. Parents won't be able to drive down to the school at all. The concern is that the [parking/road use] issue will be pushed out to other roads, but it's currently unsafe for children to access CJS on foot. A suggestion has been made to make certain hours illegal to access the school. Staff, local residents and visitors can register to be exempt from this. (See School Streets Scheme: https://www.warwickshire.gov.uk/active-travel-schemes/school-streets)	
8.	**Policies** - **Acceptable Use Policy** - **Appraisal Policy Teaching Staff 2024-25** - **Chetwynd Junior AI Use in School Policy 2025** - **Chetwynd Junior School Policy & Procedure on Self Harming May 2025** - **Data protection Policy** - **Mental Health & Wellbeing Policy Updated Summer 25** - **Model pay Policy 25-26** - **New SEND Policy March 2025** - **Relational Policy CJS Jan 25 (2)** The above policies had been circulated before the meeting. Questions and comments related to policies: *Re: the relational policy, do we think a clause to protect staff from parents should be included? That* would be featured in a separate policy & we have consulted the NHT?. Governor: It should be included, as child and parent behaviour can be linked. *What are you collating from policies to identify whether issues are improving or escalating? E.g. To know whether any further action is required, based on behaviour?* We can see that patterns of suspensions have decreased. Also, lunchtime behaviour issues have reduced due to OPAL. *What are the processes for measuring the effectiveness of the policy?* Our policy working group for reviews and many policies are Warwickshire Education Service model policies. The measure is at the point of policy review & we can use parent responses to survey as part of the measure too. Governor: We must ensure that the policies reflect the school. The role of the LGB is to implement the correct policy for the school. In response to discussion around this, governors were reminded that MW is completing an NPQ in Behaviour alongside a Positive Behaviour Support qualification. HT stated that the above were perfect examples of the kind of questions which could be submitted in advance for HT to be able to prepare a response and any accompanying data.	
9.	**AOB** HT used this item to give a staffing update. CJS will have 2 job-shares next year (as opposed to 1 this year). These will be in Y6 (with existing Y6 teachers) & Y3 (with 2 teachers who have Y3 experience). PPA time is now scheduled on a Wednesday - 2 x year groups in the morning/2 x year groups in the afternoon, then swap. This reduces the need for extra staffing to support PPA. PPA cover time can see a spike in poor pupil behaviour, but CJS is not seeing this happen with the current PPA cover team, so are confident the proposed plan will be successful. The weekly staff meeting has been moved to Monday to allow job-share handover time after school on Wednesday evening if needed. This does mean that those staff in job-shares will need to factor in handover for information cascaded from staff meetings, as only one of each pair will be able to attend. Planned whole-staff Autism training will mean a one-off Wednesday staff meeting in order to include all staff. The current Apprentice will stay for the whole year, which will be a hit on the CJS budget, however the need is there. There is also the consideration that in future, the class Learning Support Assistant will become a 1:1 as need is increasing for this nature of support. Governor: The job-share this year has actually been a cost saving.	

	Yes, although we do have to consider pay rises, NI contributions etc for each of these members of staff. This is to be considered at the next finance meeting.	
10.	**Date of next meeting and meeting close** TBC – Dates to be circulated to all governors once agreed. Action – 2025-2026 academic year governors meeting dates to be circulated to all governors once agreed. *Is it the Y6 leavers assembly this Friday?* Yes, there are 2 timeslots. We are also holding our celebration assembly on Wednesday and trophy assembly on Friday; there are plenty of options for governors to come into school to join us.	**HT/CA**

Previous meetings actions

Meeting actions	**Who / Date for completion**
Clerk to investigate why previous Clerk cannot be removed from GH	JWld / Before next meeting
Skills Audit to be completed	ALL / Before next meeting
Training records to be updated	ALL / Before next meeting
Look into booking a review of governance	SL / ASAP
SIP to be RAG rated moving forward	SL / Next meeting
Clerk to post links to acronym guides	JWld / Before next meeting
Please email any follow-up questions on SDR	ALL / Before next meeting
All acronyms to be written out in full on first use.	SLT / Ongoing task

Chair of governors

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