Chetwynd Junior School
P&S Focus
Meeting

Date: Monday 27th March at 5:30pm – 7pm
Location: Held in school

Governors In Attendance

Stephanie Lawes (HT)	Head Teacher
Chris Atkins (CA)	
Phil Sanders (PS)	
Nathan Townsend (NT)	Chair of P&S
Louise Kitson (LK)	
Gurbinder Thandi (GT)	
Jodie Marston (JM)	

Apologies
Julie Attwood (JA)
John Waine (JW)
Greig Shute (GS)

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** Apologies submitted from LK and GT. CA attended online.	
2.	**Declarations of interest** None pertinent.	
3.	**Review of current academic data** Questions invited. **Governor asked:** What actions are in place to address the reds in year 5, such as writing? **Reply:** What we've been looking at this term is writing, those results didn't look as bad originally but we've done a lot of moderating as we feel we are not getting the greater depth outcomes in writing we would like. We've not managed to shift despite actions taken historically. We're going to be a lot stricter in terms of what constitutes GD. **Governor asked:** Do you feel it was the flexibility of teacher marking that made it difficult to get a handle on this? **Reply:** We had a few ECTs and hadn't appreciate some staff weren't as secure in their judgements as we had believed. When we started looking at the books after the judgements made by teachers it helped us start unpicking it. **Governor asked:** Do you think there's a specific thread that's the issue? **Reply:** We've found that they have the language and flair, and the excitement, but we can see issues in punctuation and sentence variation. **Governor asked:** Is it to do with marking, too much pressure for teachers causing them to fill in the gaps? **Reply:** Think it's more their perception of what is expected. We've worked together as a team on it and gone through work together and went through the expectations at different stages to show where things are missing in areas that staff hadn't picked up on. Having a moderator on staff is very helpful in working on this. **Governor asked:** In the Ofsted comments they mentioned staff not encouraging the greater depth, are we working on that?	

	Reply: Yes, we found that some teachers weren't helping the children on what would get them over the line so we've done sessions on that to help staff understand how teachers can look at aspects of writing to help move children forward. We are having yr 5 staff re-moderating learning and found the results did come down and that is helping develop children correctly as they're not entering yr 6 with false expectations. **Governor asked:** Are there any concerns other than writing in this context? **Reply:** We want to work on GD in Maths and push some of the children further. We're looking at Enrich and how we can become an Enrich school. We have the time now we're past Ofsted to drill down into specific areas and progress on small sections. From what we've learnt over the past week we've made plans to do additional monitoring and moderation and working to ensure we support year 5 ready for them progressing to year 6. We're seeing a lot of excitement in new texts and staff are showing an excitement in teaching the materials. The writing lead has brought in positive changes which we're seeing good development in. **Governor asked:** Have we seen improvement in maths, in TT for example? **Reply:** Yes but still a long way to go. Children aren't coming in strong. **Governor asked:** Do you get many coming from other schools? Can we tell if it's an issue with the main feeder? **Reply:** Not enough to help identify it. We're going to Whitestone tomorrow and can address these areas, this was recommended by Ofsted, we should be able to go and raise these issues. We want to work with Whitestone to make progress in areas and have a more collaborative relationship. **Governor asked:** How are staff feeling about the additional moderation? **Reply:** We've done it as a staff so no-one has been targeted, it's all collaborative. We've had positive feedback so far and we're ensuring the right support is in place. In many cases it has been an issue of them not feeling confident in the marking so they're almost relieved at th additional support. As schools all do things differently, it's difficult for staff to build up a consistent understanding in the field.	
4.	**Quality of teaching – SLT days** **Agreed.**	
5.	**SEND update – (Year 3 2026-2027)** Increase on the SEND register and we've seen an influx on private dyslexia diagnoses. Had some ASD and ADHD diagnoses in. We've had an EHCP for a child in yr 5 agreed since the last meeting. From Sept we've got 6 children coming in with EHCPs. One is appealing the place. We cannot say that we can't meet need, only what we would need to have to be able to meet need. **Governor asked:** If the appealing child comes, do you think we can meet need?	

	Reply: We will go to the LA and go through what we need to have to be able to support. We've already asked them to do a site survey for another child who has access requirements we may need to address. **Governor asked:** Feel like we have enough on day one to manage this? **Reply:** We've got children now and in the past with similar need so feel we would be able to manage. We have to consider the physical site in certain cases as we may have issues more in that respect and we may need to fight for funding to make changes and improvements. **Governor asked:** Are most coming from our main feeder school(s)? **Reply:** Yes and we're already in those conversations to discover what is working well and making observations so we can transition the support structure. Funding is looking at between £139,740 and £159840 for next year. We have some applications in, although one just got turned down, and some ready to go in or close to go in. We are expecting this to possibly change as we may have one leaving and we may have a different one joining to take that place. It's an ever-changing picture.	
6.	**OPAL update** We had a meeting before Easter to look at how we can progress with Opal as the winter months have been very disappointing weather wise. We've had a limited area which limited the activities. Children we less happy and behaviour was affected. It's been recommended we plan for similar weather issues by making plans to bring activities closer to the building to prevent the need to go on to the field for example. With the better weather we've already had the children out on the field and starting new activities. Forest area is open, scooter area added, den building starting, we're adding rope swings and a ninja line. Felt more like we're moving in the right direction again. We're looking at an open morning for parents to see how Opal works and the ethos and idea behind Opal. It's been wonderful to see what the children are doing and creating. We're looking to make a "village" using pallets. It'll be a project for staff and the older children. We've seen children who have struggled at lunchtime in the past really thriving. **Governor asked:** What have we done to capture the children's feedback? It would be good to capture that. **Reply:** We haven't had any complaints from parents and we're seeing an improvement in behaviour since the are was opened up again. Our big lunchtime behaviour issue is the boys' football day. **Governor asked:** How is the feedback from MDS? **Reply:** Yes, they're positive. We get feedback from the MDS and talk through any issues raised in the assemblies, for example disagreements over sharing of pallets. All children sign up to the behaviour charter. **Governor asked:** Are the activities inclusive?	

Reply: Yes, very varied and we have tried to meet all needs and see the kids all mixing and joining in all different areas including digging and dressing up. Girls do football on a day on their own and can join in with the boys on the other football day.

When we have seen children struggling, we ask what it is they want and then worked to facilitate that, such as getting a rugby ball.

We find the younger children do better with these activities as they've started with it. As it naturally transitions through we're hoping to see even less issues.

School Development plan 2026-2027:

We've developed the SDP following OFSTED. We've gone back to the old format and drilled down on the points that were raised during OFSTED. It carried from spring this year to summer next year to give us time to implement things.

Questions invited.

Governor asked: What are the critical things we have to focus on in the short term?
Reply: The ones that state Autumn are our first points of action. This includes MTC for example, MFL which was a big point on OFSTED. We're auditing what we do now and where we want to be.

Governor asked: Regarding MFL, it's a longer term plan, but can we see some milestones in there? More specifics as opposed to just the broader plan?
Reply: We want to see what we've got now and what we need to do. We haven't been investing time into it. We need to ensure we can give it the correct amount of time without detracting from other areas.

We've had a good brainstorm on easy fixes we can do to improve the amount of time we spend on it and where we can incorporate it. We're looking at the DfE curriculum that is optional.

Governor asked: You mention in her wanting at least three standards as strong?
Reply: We need some time to decide which of the 7 we want to focus on, we need to really look at it.
Governor asked: Will that be decided by next term?
Reply: Yes, we just need to look at it a bit first. We will be able to put in the details of what we've done against the success criteria each term in the document. We can use the OFSTED reports that demonstrate areas as strong at other schools to assess where we might be close in areas already and can get some quick wins.

We learnt a lot from OFSTED, but it was so early in the framework being rolled out that there's a lot of progress we can make to prepare better for the next one.

Governor asked: What support and challenge do you need from SLT and governors to support with this?
Reply: Need govs to work with us on our targets and breakdowns and ensure it's on our agenda to keep questioning and monitor these longer term areas and ensure there is progress being made and keep that momentum.

Governors were asked, where possible, to share questions before hand to help SLT bring answers in a more developed way.

7.	**Safeguarding audit and action plans** We have ticked off areas already including a lockdown test and invacuation test. We will have those scheduled in the same way as fire drills. **Governor asked:** Are you getting staff feedback on what went well or not? **Reply:** Yes, we have had feedback and recorded any issues to create learning points. We've got a piece of work to do for an audit on the PHSE curriculum to ensure we're covering specific areas and that staff are fully trained in a few areas. We have training on self harm and suicide planned. One member of staff is the only one trained so we need others to get trained up to give us that back up, we want to take advantage of our DSL team size. We have managed to tick off a lot of areas on the audit already. Some areas are going to become a regular training area rather than one-offs.	
8.	**Policies** Governors asked to sign off the policies shared via the Governor Hub signing tool.	
9.	**AOB** None	
10.	**Date of next meeting** 15th June FGB Pay committee 8th May	

Closed 19:00