



# Willingham County Primary School

Meeting of the Full Governing Body on  
Thursday 1<sup>st</sup> May 2025 at 7pm (WPS)



## MINUTES

**Present:** Chris Shaw (CS) (Chair), Matt Unwin-Riches, (MUR) (Vice Chair), Mona Paalanen (MP) (Headteacher), Angela Walker (AW) (Deputy Head), Jo Aldhouse (JA), Cherie Davies (CD), Yvona Duncan (YD), Lara Feather (LF), Louise Johnston (LS), Emily Lloyd (EL), Helen McCarthy (HM), Katy Stevenson (KS) and Annabel Targett (AT)

**Also attending:** Charlene Monk (CM), CamClerk.

	Minutes	Actions																												
1.	<p><b>Welcome from the Chair</b></p> <p>The Chair (CS) welcomed all to the meeting.</p> <p><b>Apologies</b></p> <p>Apologies were received and accepted from Ann-Marie Garrett (A-MG) and Sarah Morgan (SM)</p>																													
2.	<p><b>Declarations of Interest. *</b></p> <p>There were no declarations of interest concerning items on the agenda.</p>																													
3.	<p><b>Minutes*</b></p> <p>i. The minutes of the FGB meeting, held on 20<sup>th</sup> March 2025, were submitted, and signed by the Chair as a true record of the meeting.</p> <p>ii. Actions outstanding and Matters arising (not included elsewhere on the agenda)</p> <table border="1"> <thead> <tr> <th>No</th> <th>Action</th> <th>Owner</th> <th>Deadline</th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Actions from the meeting of 27 September 2024:</b></td> </tr> <tr> <td>08</td> <td>All Governors to look at the Spring overview list by week commencing, with focus areas, planning link visits – Speak to Staff member and MP in advance of Governor visits. <b>Ongoing</b></td> <td>ALL</td> <td>asap</td> </tr> <tr> <td colspan="4"><b>Actions from this meeting 20 March 2025:</b></td> </tr> <tr> <td>01</td> <td>Headteacher to work with SENCo on capturing key points, issues, and challenges, to include in a letter to the Local Authority regarding EHCP assessment wait time for Chair of Governors to sign on behalf of the Governing body. <b>Action - closed</b></td> <td>Head, SENCo CS (Chair)</td> <td>Spring 2</td> </tr> <tr> <td>02</td> <td>CS(Chair) to sign off SFVS for submission 31<sup>st</sup> March 2025. <b>Action - closed</b></td> <td>CS (Chair)</td> <td>31.03.25</td> </tr> <tr> <td>03</td> <td>Headteacher to speak to School Council staff member to request a pupil voice feedback survey to be conducted. <b>Action - closed</b></td> <td>Head</td> <td>Spring 2</td> </tr> </tbody> </table>	No	Action	Owner	Deadline	<b>Actions from the meeting of 27 September 2024:</b>				08	All Governors to look at the Spring overview list by week commencing, with focus areas, planning link visits – Speak to Staff member and MP in advance of Governor visits. <b>Ongoing</b>	ALL	asap	<b>Actions from this meeting 20 March 2025:</b>				01	Headteacher to work with SENCo on capturing key points, issues, and challenges, to include in a letter to the Local Authority regarding EHCP assessment wait time for Chair of Governors to sign on behalf of the Governing body. <b>Action - closed</b>	Head, SENCo CS (Chair)	Spring 2	02	CS(Chair) to sign off SFVS for submission 31 <sup>st</sup> March 2025. <b>Action - closed</b>	CS (Chair)	31.03.25	03	Headteacher to speak to School Council staff member to request a pupil voice feedback survey to be conducted. <b>Action - closed</b>	Head	Spring 2	
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4.	<p><b>Head Teacher's report *</b></p> <p>The <a href="#">Headteacher report</a> was circulated ahead of the meeting.</p> <p>The Headteacher, MP, provided a summary of the report during the meeting noting the following:</p> <ul style="list-style-type: none"><li>• SUDS work on school site has started, but delayed.</li><li>• Budget professionally managed</li><li>• Governor questions asked in advance around sexualised behaviour noting graphs vary in severity due to covering a massive spectrum from MyConcern categories.</li></ul> <p><u>Staffing</u></p> <ul style="list-style-type: none"><li>• Two staff flexible working requests were discussed in Personnel.</li><li>• One Teaching assistant (TA) resignation due to personal reasons.</li><li>• Two temporary TA posts extended for another year.</li></ul> <p><u>S106</u></p> <ul style="list-style-type: none"><li>• S106 planners asked for an extension until 23<sup>rd</sup> May, which will follow with an eight-week cooling off period before tender.</li></ul> <p><u>Special Education Needs and Disadvantaged pupils</u></p> <ul style="list-style-type: none"><li>• A national concern and Local Authority focus, changing slowly.</li><li>• Waiting for assessments to be agreed for six (6) pupils, including two (2) in high priority (HP). Waiting to hear back from LA on EHCP applications, and a number of them delayed which is a frustration.</li><li>• Inco working on three (3) other EHCPs.</li></ul> <p><u>Finance</u></p> <ul style="list-style-type: none"><li>• In 2023-2024 financial year, only spent £350 of our reserves.</li><li>• LA financial advisor pleased with budget setting for 2025-2026.</li></ul> <p>The headteacher gave a reflection to Governors on her first year in post. Highlighting the following: -</p> <p><u>Positives / Strengths</u></p> <ul style="list-style-type: none"><li>• SMT for both WPS and HoneyPot are capable and talented individuals.</li><li>• Safeguarding is a strength across the school and considered a priority with an efficient professionally managed structure and team.</li></ul>	
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Signed Christopher Shaw

Date 21 July 2025

	<ul style="list-style-type: none"><li>• The headteacher receives effective and impactful finance support and training from the School Business Manager to increase understanding of the school’s financial situation.</li><li>• The Site Manager is fundamental for the efficient day to day running of the school.</li><li>• The Office staff competently provide key administration functions within the school including attendance management.</li><li>• The school is successful in appointing staff members.</li><li>• The school’s vision, values and drivers are clear, well embedded and underpin the school.</li><li>• Expectations around the behaviour policy are noted as strict but warm, managed at ease due to the efficient systems and policies in place.</li><li>• This academic year the behaviour policy was evaluated to ensure fit for purpose. The number of suspensions has increased, highlighting progress made, as permanent exclusions had not been required.</li><li>• Honeypot is a lovely setting, however the headteacher is surprised at how detached honeypot is from the school. The ideal situation would be to capture all children from 2 years up to year 6 in the planning, with the structure and expansion to consider.</li></ul> <p><u>Challenges</u></p> <ul style="list-style-type: none"><li>• It was clear to the headteacher that aspects of the curriculum still needed attention and development.</li><li>• Noting that writing is the biggest area requiring improvement.</li><li>• Noted that Maths also requires improvement, especially fundamental mathematical skills. The results within the school are not matching the teaching and child engagement that seen during observations. Progress is now evident with Year 6 SATS predictions looking more positive.</li><li>• Data is unmatched and disconnected.</li><li>• EHCP – struggles with LA to get approvals.</li><li>• Inclusion Provision is an ongoing challenge, with previous experience within the role, the headteacher is surprised with the inconsistency of provision.</li></ul> <p>Governors reflected and understood the frustrations/challenges in that the school’s attainment does not reflect the work being undertaken.</p>	
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Signed **Christopher Shaw**

Date **21 July 2025**

	<p><b>Challenge:</b> Governors asked if the Headteacher could explain in more detail the challenges with writing attainment?</p> <ul style="list-style-type: none"> <li>• The headteacher confirmed that writing has a good solid foundation in early years.</li> <li>• Agree the concept of disciplinary literacy however the process of writing is complicated. Knowledge needs to be taught in disciplinary lessons but writing practiced explicitly in English lessons.</li> <li>• Governors acknowledged that more time is required to notice the impact and discover results.</li> <li>• Headteacher noted that the school will implement bigger changes in Summer 2025, hopeful that the change reflects a difference and the “key” to success.</li> </ul> <p><b>Challenge:</b> Governors asked if individual pupil progress can be seen? All pupils learn differently however, the Inclusion Officer (SENDCo) is looking into the assessment system by standardising assessments and analysing at a finer granular level.</p> <p><b>Challenge:</b> Governors asked if pupils progress could be captured on the pupil passports? Pupil passport include detail about progress, but additional assessment tools will be used to ensure this is captured.</p> <p><b>Challenge:</b> Governors asked has the finalised curriculum structure of all subjects being incomplete had an impact on writing? The headteacher noted that this is not necessarily significant.</p> <p><b>Challenge:</b> Governors asked for the headteacher’s views on the helpfulness of the Governing body, and is more support required? The headteacher has no additional governor support requirements. The Chair reflected and thanked the headteacher on providing Governors with an open account of the strengths and challenges of the school. Governors’ questions, challenges, and support, in advance of the meeting with answers, is covered under Appendix to FGB Minutes 1st May 2025: <a href="#">HT Report Questions from Governors</a></p>	
5.	<b>Honeypots Report</b>	

Signed **Christopher Shaw**

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	<p>The Honeypots Manager provided a <a href="#">written report</a> that was circulated ahead of the meeting.</p> <p>No Governor questions.</p>	
<p><b>6.</b></p>	<p><b>Finance Budget Update</b></p> <p>The <a href="#">Budget summary 2025/2026</a> was circulated ahead of the meeting summarising the budget position to be reviewed and considered by the governing body prior to approval.</p> <p>The Chair of Finance and Premises (LJ), supported by the School Business Manager (JA), provided a verbal summary as follows:</p> <ul style="list-style-type: none"> <li>• The draft budget prepared by the School Business Manager was reviewed and updated by the LA finance advisor, Headteacher, School Business Manager and Chair of Governors, on 1st April 2025.</li> <li>• The draft budget was further challenged and reviewed by the Finance and Premises Committee at the meeting held on 22nd April 2025.</li> <li>• The school ended the 2024/25 financial year with an in-year deficit “loss” of just £ (344) ahead of budget which was a deficit of £59,438.</li> <li>• This results in a carry forward surplus reserves of £141,686, a strong result given cost inflation and funding pressures.</li> <li>• Based on a 13 -class structure - funding for 341 pupils is meant to support 12 classes, however as discussed at the last FGB as the school’s carry forward reserves will allow for a 13 class structure next year 2025/2026 and increased pupil numbers in 2026/2027 will also support it.</li> <li>• Based on 2.8%% teaching (from Sept) and 3.2% support staff (from April) cost of living pay award, with 2% in future years, any pay award above this either needs to be funded by government or will eat into reserves.</li> <li>• Based on Staff Costs: % of Revenue Income is 86.6% for 2025/2026 lowering to 85.63% in 2026/2027. The LA recommend we have this in the region of 80-85%.</li> <li>• The LA financial advisor confirmed that they were happy with the position presented and comfortable we submitted on this basis.</li> <li>• The school’s capital allocation for 2025/2026 is £7,871 with nothing carried forward from this year. This likely to be spent on a replacement fire panel and new doors.</li> <li>• Honeypots ended the 2024/2025 financial year with an in-year surplus of just £19,058 ahead of budget which was a deficit of £7,150.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• This results in a carry forward surplus reserves of £65,242 for Honeypots.</li> <li>• This results in small in-year deficits over the 3-year period, but this is a worse case position, for Honeypots.</li> <li>• The F&amp;P committee supported the approval of the budget by the FGB&gt;</li> </ul> <p>Governor questions</p> <p>The governors discussed the % of budget spent on staff salaries – was it appropriate to retain “expensive” staff. It was noted that the staff within WPS were experienced and that this meant the teaching provision for children was the best it could be. The headteacher also noted that there would be some potential savings against the proposed budget in 2025/2026 due to potential replacement staff covering longer term staff absences.</p> <p>The governors asked whether there was any further indication on the cost of living increases being discussed by unions and the government. Neither JA or LJ had any additional insight into the final position but noted that an increase above the proposed figure will impact the budget.</p> <p><b>Resolution: That the Governing Board approved the School Budget Plan for the financial year 2025/2026.</b></p>	
<p><b>7.</b></p>	<p><b>Planning</b></p> <p>No items to discuss. Covered under agenda item 4, Headteacher Report.</p>	
<p><b>8.</b></p>	<p><b>Safeguarding*</b></p> <p>Safeguarding Link Governor (KS) undertook a safeguarding visit last month and provided a summary as follows: -</p> <ul style="list-style-type: none"> <li>• Observations noted, all pupils across the school were focused on learning, presenting an impressive and magical atmosphere.</li> <li>• Safeguarding is embedded within the school.</li> <li>• The front door continues to present security problems with the lock not always closing properly after the door shuts.</li> <li>• Covered under agenda item 4, Headteacher Report.</li> </ul>	
<p><b>9.</b></p>	<p><b>Committee Updates *</b></p> <p><u>Finance &amp; Premises</u></p> <ul style="list-style-type: none"> <li>• The Chair of Finance &amp; Premises Committee, (LJ), summarised key points from the meeting that took place on 22<sup>nd</sup> April 2025.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Catering contract ends June 2025, can extend or re tender. No time to tender, so will extent/renew and undertake conversations with the catering provider around the quality of food and menu choices.</li> <li>• Governors discussed in detail the current menu choices highlighting that dessert were offered with every meal, and asked SMT to consider how they canvas parental feedback and influence the caters to ensure the meals offered could be as healthy as possible for the children.</li> <li>• School meals highest, 240 served a day.</li> <li>• Premises updates covered under agenda item 6 Headteacher Report</li> </ul> <p><b>Action:</b> SMT to ensure that Lunchtime company organises and conducts a parent survey regarding current menu choice, suggestions to change etc.</p> <p><b>Challenge:</b> Governors asked if healthy eating options and wellbeing is integrated into the catering menu?</p> <p>The School Business Manager confirmed that the current school meal menu meets DofE food standards re health, i.e. deserts are low sugar, and also noted the use of the salad bar by children which is available daily.</p> <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• The Co-Chair of Curriculum Committee (KS) summarised key points from the meeting that took place 30<sup>th</sup> April 2025. The <a href="#">minutes</a> were uploaded to Governor hub prior to the meeting.</li> <li>• Data underpinning discussions</li> <li>• Working with an inherited curriculum and starting to make changes</li> <li>• EYFS – Lead (JE) presentation highlighted gaps in learning. Currently collaborating with teachers to identify missing areas and focussing on each one individually. Noting there is always significant progression in the summer term.</li> <li>• All teachers are now teaching English and maths every morning as separate distinct lessons rather than combining with other subjects e.g. history. This was implemented this half-term and already had an impact on writing more frequently.</li> <li>• Maths Lead is planning increased independent practice and repeat core knowledge. Next year’s curriculum will include time for recapping each day.</li> </ul>	<p style="text-align: center;"><b>HT</b></p>
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	<ul style="list-style-type: none"><li>• Staff have been asked to focus on fluency with under achievers and more independent work with greater achievers.</li></ul> <p><b>Challenge:</b> Governors asked in relation to maths, are more pupils meeting greater depth or more pupils meeting lower than expected?</p> <p>The biggest challenge are those pupils (20%) placed below 94%, and therefore not meeting or close to Age Related Expectations, that require tracking.</p> <p><b>Challenge:</b> Governors asked if conversations are taking place with parents to encourage pupils to practice times tables and reading at home?</p> <p>Yes, conversations have taken place with parents to encourage times tables and ready at home. The Early Reading Lead will be conducting a phonic session in June 2025 for parents promoting engagement and understanding.</p> <p><b>Action:</b> Early Reading Lead to record the Phonics session presentation for sharing with honeypot and school parents.</p> <p><b>Challenge:</b> Governors asked if reading was encouraged through Honeypot at home?</p> <p>Yes, reading at home is encouraged through Honeypot.</p> <p><b>Challenge:</b> Governors asked if the older pupils within the school can read with younger pupils?</p> <p>Yes, Year 6 pupil’s regularly read with Year 2 pupils.</p> <p><u>Personnel</u></p> <ul style="list-style-type: none"><li>• The Chair of Personnel, (HM), summarised key points from the meeting that took place 28<sup>th</sup> April 2025.</li><li>• Staff wellbeing reported as good/positive.</li><li>• Wellbeing working party continuing to meet with promising ideas.</li><li>• Class structure for 2025/26 discussed.</li><li>• Staff conversations and appraisals taking place.</li></ul>	<p><b>EYFS Reading Lead</b></p>
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Signed [Christopher Shaw](#)

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	<ul style="list-style-type: none"> <li>• School Parent teacher association to be asked to contribute towards staff wellbeing.</li> <li>• KUDOS reward scheme well received.</li> <li>• SENCo Mental Health Award</li> <li>• Subscription /sign up to the LA Wellbeing Support Officer package.</li> <li>• Flexible working requests discussed and two agreed.</li> </ul> <p><b>Challenge:</b> Governors asked if there would be much movement of teachers between classes for the next academic year?</p> <p>Unknown now as teachers have until 31<sup>st</sup> May 2025 to resign so cannot finalise structure for 2025 / 2026 until this date.</p>	
<p><b>10.</b></p>	<p><b>Governor Business</b></p> <p style="padding-left: 40px;">i. Governor training and Board Development</p> <p>New Governor (CD) attended the Introduction to School Governance and Essential safeguarding for governors and trustees course.</p> <p style="padding-left: 40px;">ii. School Visits and Key Dates – <a href="#">key dates and planning Spring Term 2025</a></p> <p>Link Governor (LJ) undertook a Governor Link Finance budget visit.</p> <p>Safeguarding Governor (KS) will come in to do a SCR check with School Business Manager.</p> <p>Vice-Chair of Governor (MUR) will be supporting the school during SATS week.</p> <p style="padding-left: 40px;">iii. Recruitment needs.</p> <p>The Chair of Governors, (CS) informed the board of two upcoming leavers, ending 31 August 2025, both Co-opted Governors (SM &amp; KS).</p> <p>The Chair of Governors has received a recommendation for a co-opted governor and will be meeting with the potential governor next week.</p> <p>Noted the balance of parent and non-parent governors forming the board should be continually reviewed to ensure balance.</p> <p style="padding-left: 40px;">iv. Policy Review</p> <p>None.</p>	
<p><b>11.</b></p>	<p><b>Summary of Actions*</b></p> <p>See table at end of minutes.</p>	
<p><b>12.</b></p>	<p><b>Date of Next Meeting*</b></p> <p>The next FGB meeting is scheduled for Thursday 10th July 2025 at 7pm.</p>	

Signed **Christopher Shaw**

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	Personnel – Monday 30 <sup>th</sup> June 2025 Curriculum – 17 <sup>th</sup> July 2025 F&P – 19 <sup>th</sup> /26 <sup>th</sup> June 2025	
<b>13.</b>	<b>Review the Impact of this Meeting*</b>  The Chair reflected on the positive impact achieved on the school and honeypot budget and the headteachers reflections on her first year, providing a positive focus and clear areas of developments.	

**There being no further business, the meeting closed at 8.48pm.**

**Table of Outstanding Actions**

<b>No</b>	<b>Action</b>	<b>Owner</b>	<b>Deadline</b>
<b>Actions from the meeting of 27 September 2024:</b>			
08	All Governors to look at the Spring overview list by week commencing, with focus areas, planning link visits – Speak to Staff member and MP in advance of Governor visits.	ALL	asap
<b>Actions from this meeting 1 May 2025:</b>			
01	Lunchtime Co to organise and conduct a parent survey regarding current menu choice, suggestions to change etc.	HT/ Lunchtime co	Next FGB 10 <sup>th</sup> July 25
02	Early Reading Lead to record the Phonics session presentation for sharing with honeypot and school parents.	Early Reading Lead	Next FGB 10 <sup>th</sup> July 25

**FGB Future agenda items**

10<sup>th</sup> July 2025 – Annual Governance Planner

Signed **Christopher Shaw**

Date **21 July 2025**



## Appendix to FGB Minutes 1<sup>st</sup> May 2025:

### HT Report Questions from Governors

Governor questions

#### **Attendance**

- Are any of the trends or reasons for the increase in attendance significantly concerning to SMT?

The main reasons for the slight decrease in overall attendance, outlined in the HT report, are not concerning in themselves, they are: part of life (sickness, family medical situations, GRT 'travelling for work'); part of an inclusive approach (therapy off-site, part-time timetable); or WPS integrity (not off-rolling children who have not yet filled in forms for another school after a move/not taken up a place at the school). As outlined above, when we were concerned about levels of sickness, we sought further advice from PHE and LA.

Significant concerns come mostly from individual pupils, whether it is absence without reason or patterns of absence for a pupil over time- there is not a rise in these cases. The DfE renewed focus on attendance (new guidelines and laws from August 2024) emphasise monitoring (we have monitored weekly for years) and early intervention (phone and in-person conversations, supportive in-school measures, signposting help for families) and not reaching for punitive measures quickly. It is about building relationships with families as well as utilising support from school (Attendance Lead works with INCo / DSL team / wraparound care staff).

#### **Safeguarding and Behaviour**

- The "Concerns by Type" notes an increase in sexualised or language related to safeguarding - has there been a more general increase in these types of concerns or are these more isolated incidents?

There tends to be a rise in sexualised language late in Spring 2 and into Summer 1, as year groups teach the PSHE lessons that involve naming the body parts, and younger children become more curious, most incidents recorded involve language/actions that are 'normal' /age appropriate.

Several incidents are isolated and relate to one pupil; ongoing support is in place through school and local authority.

- What additional work is being done with pupils to reduce or prevent a continued growth in this area moving forward?

Normal practices of speaking with pupil and parents for 'normal' sexualised language/actions (slapping bottoms; EYFS child showing another child their bottom) and if there are several cases across the school, they will have a recap lesson/talk. This year, EYFS did an additional lesson straight after the naming body parts lesson to talk about 'the pants rule.'

Signed **Christopher Shaw**

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As mentioned above, the school has made referrals for pupil to get support from external agencies. For the time being, the work is targeted support, but the DSL team is increasing their awareness of how to manage similar situations, as well as reviewing whether there is content, we may need to share with our oldest pupils through additional PSHE lessons.

- There appears to be continued increase in the number of formal incidents tracked that result in interventions being given out to children across the school - has there been a more general increase in poor behaviour or are these more isolated incidents?

From behaviour tracking done by class teachers and SMT it's clear that we are talking about isolated incidents with pupils with additional needs. It's not clear yet that there is an increase. Suspensions have significantly decreased from the Autumn term, and poor behaviour of a small number of pupils has decreased.

- What are staff and SMT doing to understand the root cause of this increase and have any changes to the behaviour policy or management of children been made or recommended?

Following from above, it's not clear that there is an increase. We are talking about a small number of pupils with behavioural needs, and their behaviour has shown improvement since the Autumn term. For these pupils, SMT have worked to provide targeted support in-class to enable engagement, reduce the amount of time outside at lunchtime for several pupils and increase whole-staff awareness of key pupils/friendship groups who need additional support/monitoring for successful playtimes.

### **RAP**

#### **Pupil Attainment**

- Yr6 - whilst there has been an improvement in the % of children on track from autumn 24 to spring 25, it is still less than 50% and well below the national average - what is being proposed and done to ensure the children are supported and ready to do their best in their upcoming SATS?

	<b>% children on track</b>	<b>% at GDS</b>	<b>On track or above</b>
Y6 Attainment Reading (PIRA)	47%	18%	65%
Y6 Attainment SPaG (SAT)	45%	18%	63%
Y6 Attainment Writing (TA)	53%	3%	56%
Y6 Attainment Maths (SAT)	41%	27%	68%
Y6 Attainment Combined RWM (PIRA/Ark/TA)	45%	3%	48%

Signed **Christopher Shaw**

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The RAP separated the on track and above chn, so the total % of on track or above, are listed above. Note. This assessment is based on mock SATS the chn sat in the end of March, 4-5 weeks before the final SATS.

The Year 6 Maths curriculum was finished 1 ½ weeks before the Easter holidays so there is time for revision (test analysis as well as in-class formative assessments is informing what to cover). Booster groups continue weekly with all three-year 5/6 teachers involved. The new reading timetable is across the school has increased reading teaching from twice a week to every day. Morning work is also targeted to quick recap of maths and GaPS.

- Yr2 - please can you confirm whether the 17% attainment combined score for Yr2 is correct or a typo? It appears to be incorrect given the scores above it.

Apologies, it was a typo. The correct is 45%.

- Yr 2 - the overall % of children on track is still below 50% - what is being done to address this?

It is indeed only 47%. We have a big group of children currently just under the scaled score 100 in Y2. In Maths 74% are currently scoring 94+ and in reading that is 62%. The reading is lower due to the low phonics screening rate we had last year. Specific interventions ran from Autumn to Christmas in Y2 to address the gaps in Phonics knowledge and the chn in those interventions have made good progress. In Spring Pupil progress meetings, it was agreed that Y2 teachers focus on the core skills in their morning work and additional phonics sessions.

Signed **Christopher Shaw**

Date