

**WOODLANDS MEED
LEARNING & WELLBEING COMMITTEE MEETING
Thursday, 3rd March at 4.00pm
held on TEAMS**

COMMITTEE present: Simon Virgo (SV), Sandra Boyd (SB), Marion Wilcock (MGW), Heather Troft (HT), Rose Griffiths (RG)

Associate Members present: Gillian Barton (GB), Vikki Macrae (VM), Thomas Brown (TB)
Clerk: Louisa Rydon (LR)

BUILDING UNIQUE FUTURES TOGETHER

As per Ofsted recommendation (2018) all reports submitted are concise and focused allowing detailed analysis from Committee

MINUTES		
1.	Welcome, Introductions and Apologies Apologies were received and accepted from Adam Rowland and Chris Carter. MGW gave apologies for having to leave the meeting by 5pm and the committee agreed to bring item 12 forward.	
2.	Declaration of Interests None to declare in the agenda.	
3.	Election of vice chair HT had confirmed she was happy to be considered for the vice chair role, HT was duly elected as vice chair and LR informed her of her successful appointment as she joined the meeting. <i>(Following the meeting at a WSCC training session, it was confirmed a member of staff, not the headteacher, could be chair of a committee.)</i>	
4.	Approval of last minutes dated 8th November 2021 The minutes were approved and electronically signed as a true record.	
5.	Matters Arising/Action Grid None.	
6.	Notice of AOB NB had sent information on the Career's Fair scheduled for 15 th March. All governors were invited to attend and SB and RG had both agreed to be there. <i>(Item 12 was held.)</i>	All 15/3/22
7.	Reports for Autumn term – school and college (attached) a) <u>Reports on Attendance, behaviour and Skills for Life and Learning (rewards)</u> b) <u>Academic progress reports</u> The committee thanked staff for the data received. They noted the impact one pupil could have on the percentages when small numbers were involved. It was understood the focus was on individual pupils and their focus to improve. The committee noted the impact of covid on many pupils and knock effect on attendance. TB confirmed the catch up funding was being used effectively by the wellbeing team on work with pupils and parents. SV asked if some of the anxiety stemmed from parents' views; TB confirmed there was a definite link and reported on Helen Werrett's work with WSCC. RG asked about the <i>In it to win it initiative</i> . VM explained it was a weekly incentive to encourage attendance though she did note that attendance on the school site was good. TB reported	

	on the measures being worked on with families and pupils at the college to encourage attendance.	
8.	Overview of WM off-site provision for pupils who cannot attend school. (report attached) GB reported on the reasons for pupils attending off site education provision and the continued involvement of WM. The committee were pleased to learn of the success of the early intervention programmes to re-engage pupils with learning.	
9.	Children Looked After report and role of virtual head teacher (report attached) VM clarified the role of the virtual school and head. She reported on the challenging needs of pupils and the regular reviews. The committee appreciated the complexities of dealing with other local authorities and the amount of time taken to ensure CLA pupils were set appropriate targets and all their needs were met. The committee noted that historic funding issues with another authority had been resolved.	
10	Overview of the covid catch up spend demonstrating impact The committee had discussed the benefits of the funding and the real impact demonstrated for pupils and their families.	
11	Discussion on Equality in the curriculum with reference to equality & diversity policy (attached) The pay committee had reviewed the policy and asked that the L&WB committee discussed how equality in the curriculum was enabled. TB agreed to submit a report from Nola Bennett at the next summer term meeting.	TB/NB 9/6/22
12	Discussion re question 15 in governance review – how well do we understand and use the school's performance data (including in year progress tracking data) so we can properly hold school leaders to account? (eg monitoring particular groups of pupils to make sure none fall behind) SB was aware of the ongoing review to the 20 questions for governance. It was felt there was a lack of emphasis on the curriculum and she asked staff to send the DfE and NGA suggestions to fill the gaps. SB questioned the staff on the volume of data sent to the committee and whether this was adding to their workload. The committee appreciated that comparison data for special schools was not easily attainable and the covid restrictions had made it even harder. VM reported that the collated data sent to governors was essential for staff to identify and address any issues and add intervention programmes where necessary. Pupil progress meetings were then based round the data. MGW commented on the value of comparative data and had asked AFR to look at the possibilities of comparisons with St Anthony's in Chichester where he was currently visiting. VM confirmed the schools were comparable but she highlighted the challenges of schools using different systems. She explained the moderation process and that following the covid hiatus there would be data for years 2 and 6 this summer. TB mentioned his communications with Manor Green and Oakgrove prior to covid to compare maths data. He was aware of the benefits of comparative data and was keen to renew his efforts at finding ways to monitor pupils' progress against other similar schools.	AFR 9/6/22

	<p>SV thanked staff for the data they sent but felt the most useful part for the committee was the actions informed by the data. VM noted the actions were included and the evidence was demonstrated on Seesaw.</p> <p>SB noted the importance of governors being able to confirm the data presented was accurate and that actions taken were working. The committee were aware that governor visits were more challenging in a special school where their presence could upset some pupils. MGW was reassured by the internal moderation taking place though as a 2.1.a school governors were disappointed there was no external support. After discussion, it was agreed that the money needed to fund external support would be used more effectively by WM for the direct benefit of pupils.</p> <p>VM reported on the twice yearly internal moderation and that WSCC moderation was expected this year. She explained how robust the process was ensuring WM could have confidence in their moderation. HT confirmed an internal reading moderation was taking place within two weeks and governors were invited to attend.</p> <p>TB also invited governors to come into college to monitor how moderation in college worked through coursework for external exams.</p> <p>GB noted that attendance and behaviour data were tied up with academic data and helped spot trends in different year groups and amongst individuals that would be addressed. Attendance was comparative with other special schools, and measures were in place to address any concerning issues.</p> <p>SB asked how governors held school leaders to account on data. SV reported on the strength of the performance reviews for all staff and the objectives that needed to be reached to merit a pay review. MGW reported that MO, as a member of the Headteacher's performance management committee now attended the CoD meetings.</p> <p>SB asked if governors should access training on understanding data and suggested following NGA on line governor training. However, the uniqueness of special schools was considered an issue when following generic training.</p> <p>Staff reported on the value of the WM training where they regularly looked at the data through the learning ladders programme. They felt all governors would benefit from sitting in on one of these sessions. HT confirmed a session on learning ladders was recorded and it was agreed all governors should be asked to view it. GB would also regularly send LR the half-termly training programme highlighting the sessions that would be of interest to governors so they could attend.</p> <p>The committee were pleased that the weekly three hours training available to staff was considered so beneficial and that they were unique amongst other schools.</p> <p>The committee thanked staff for the hugely beneficial discussion on data and SB would populate question 15 with the strong evidence received.</p> <p>MGW apologized for having to leave the meeting, but left confirming governors had not and would not give up on an all weather pitch at the college site. GB briefly left the meeting as the mud lorries had now left the site, to take pictures of the hole. She subsequently shared the photos demonstrating the scale of the hole and governors hoped that the building underground would not be too dark.</p> <p><i>MGW left the meeting.</i></p>	<p>All 17/3/22</p> <p>All 9/6/22</p> <p>All 4/22</p> <p>GB/LR</p> <p>SB 4/4/22</p>
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13	<p>Are there any barriers to a broad and balanced curriculum?(constant agenda item)</p> <p>Staff absence due to covid and its effects was having a huge impact, though staff had made a tremendous effort to cover all classes.</p>	
14	<p>Report on current staff absence, well being & training (report attached)</p> <p>The committee were concerned by the impact of so much covid staff absence and the need to find cover. They were relieved the guidance for SEND pupils was to continue to isolate until a negative test was received but did note the effect this was having on absence and the drain on staff having to provide cover. The committee appreciated how hard it was for staff and hoped the access to Schools Advisory Service was of benefit.</p>	
15	<p>Safeguarding</p> <p>a) <u>Number of Mash referrals</u> There had been a small drop in referrals.</p> <p>b) <u>LADO referrals new and ongoing</u> None.</p>	
16	<p>Confirmation that due curriculum policies have been reviewed:</p> <p><u>School</u> Humanities <u>College</u> Citizenship Humanities & RE <u>School & College</u> Art Computing Curriculum statement DT English Gardening Maths PE PSHE Performing Arts Science Science health & safety</p> <p>TB confirmed the above policies had been reviewed and LR was asked to update the policy folder.</p>	LR
17	<p>Anything to add to the Risk Register</p> <p>Nothing to add.</p>	SB
18	<p>Impact of governors' action/discussion for pupils</p> <p>Comprehensive discussion on understanding data and ensuring governors were given the skills to assess the information received and check the actions were taking place.</p>	SB
19	<p>Date of Next Meeting Thursday, 9th June 2022</p> <p>The committee understood Thursday was not the preferred day for meetings but that Tuesday's and Wednesday's were not possible. They asked LR to consider alternating meetings between Monday and Thursday for 2022/23 and to check if there was a better option for the summer term meeting.</p>	LR 10/3/22

SIGNED.....*Sandra Boyd*..... DATE.....9th June 2022.....

	ACTION GRID March 2022		
6	Governor attendance at School Career's Fair.	All	✓
11	Report on equality in the curriculum	TB/NB	Autumn meeting
12	Committee members to be invited/ask to attend internal moderations at school and college.	HT/TB/All	✓
12	View learning ladders training (sent to all governors)	LR	✓
12	Send half termly training programme with highlighted sessions for governors.	GB/LR	✓
12	Complete evidence in Q15 of governance questions	SB	✓
16	Update policy tracker	LR	✓
19	2022/23 meetings to alternate between Mondays/Thursdays	LR	✓