

MINUTES

PENKETH SOUTH PRIMARY SCHOOL

MEETING OF THE FULL GOVERNING BODY – SUMMER TERM 2025

Focus: Curriculum

Tuesday 15 July 2025 at 5.00pm (at the school)

PRESENT:

Mrs Claire Lawton (Headteacher)
Ms Carla Bonner
Ms Pamela Lucido
Mrs Kathryn Bullivant
Mrs Claire Roper

Mr Steven Hennessey (Vice Chairperson)
Mrs Carolyn Williams (Chairperson)
Mr Simon Carroll
Mr Jake Smith

IN ATTENDANCE:

Maria Warburton (LA Minute Clerk)

Ms Alicia Wright (Observer)

Part One: Non Confidential Business

1 Welcome

The chairperson welcomed everyone to the meeting.

The meeting moved to agenda item 11 (PE and Sports Premium) with a presentation by Alicia Wright (Year 5 teacher and sports lead):

The headteacher informed governors that the information is for governors to approve and to ratify the work that Ms Wright has been doing.

Ms Wright confirmed that they will have received £17,750 this year and have spent £12,784 to date. There are a lot of things they are not able to spend the funding on.

This year's spending:

- New scheme of work: Get Set 4 PE - £1,490
 - WaSSP (Warrington Schools Sports Partnership) - £3,808
 - Coach to Let's Get Active (active travel) for Y2, Y3, Y4, Y5 - £1,200
 - Coach to Road to Glasgow (active travel) for Y6 - £150
 - Lunch time club (Pro Sports Coaching) - £1,105
 - Nellie's Netball for Y1, Y2 - £472.50
 - Drumba for Reception to Y6 - £1,000
 - Teach Active (whole school) - £2,100
- Total: £12,784

Ms Wright informed governors that they were able to spend the funding on transport for the children, ie: to Orford Jubilee Hub. They held a lunchtime club this year with Pro Sports Coaching which was held on Mondays and Wednesdays for one hour providing different sports on the field. Next year they will also have Teach Active (within maths and English), ie: doing treasure hunts and jumping across the hall (in 10s).

Purchase possibilities:

- VR headsets for active lunchtimes within a classroom - £180 with a charging point (x 6 £1,080)
- Foam frisbee set - £20 (x 2 £40)
- Lacross set - £133
- Frisbee golf - £240
- Metal hoop storage rack - £24 (£48)
- Double sided sticky target game - £132
- Sensory equipment - £1,000

Total: £2673

Overall total: £15,457

Ms Wright informed governors that some children find lunch times difficult to regulate and they decided to also hold indoor lunch times; the VR headsets will enable the children to be active. Those children that cannot cope outside can be brought inside to do this.

The children had seen lacrosse and frisbee golf this year and said they would like to have them. It is about broadening what they play.

The sensory equipment is for sensory circuits such as an obstacle course with sensory input.

Ms Wright reported that they attended an adaptive PE course – the trampoline should help every child; however, it will be targeted to certain children as well.

Pupil voice included what the children said about PE and the activities at lunch times, and they have bought the equipment based on that feedback. A few pictures are included in the document which highlights what they have achieved this year: sports day, forest school, Let's Get Active at Cardinal Newman High School and a girls' football competition with St Vincent's Catholic Primary School. Penketh South Primary is also part of School Games, and they achieved gold again this year. It is about children being active for sixty minutes per day, ie: inter-school competitions and a variety of sports as well. This is not paid for by the sports premium it is just about how active the children are.

A governor asked if they are finding that all children are participating in the sensory and adaptive sports. Ms Wright confirmed that all participate with the adaptations. The headteacher added that Pro Sport asks for year groups which then take turns with a focussed session each week if they wish to take part. Ms Wright explained that they make reasonable adjustments in PE lessons, and this is in addition on top of that.

A governor asked about the formula for the funding, ie: is this a fixed amount for the school. The headteacher confirmed that the school is in receipt of £17,750 for this year which is based on the number of pupils in school.

A governor asked if they have to use the whole amount or if they can carry it forward. The headteacher confirmed that if they do not use the whole of the funding they lose. Ms Wright explained that it is difficult to spend due to the rules. The headteacher added that they will buy more equipment to use the whole amount.

AGREED: Governors approved the proposed PE and Sports Premium spend listed above and the remainder on funding more equipment.

Ms Wright explained that they are not able to use the funding to fix the trim trail or for outside equipment, ie: an outdoor gym.

The headteacher informed governors that they will look at the budget for next year in September and review how this will be spent.

Governors thanked Ms Wright for her report.

2 Absence and apologies

All governors are present.

3 Declaration for personal interests for any item on this agenda

No interests were declared for any item on the agenda.

4 Chair's Emergency Decisions

There were no chair's emergency decisions to report.

5 Governing Body Membership

The following terms of office are due to end:

- Mr Jake Smith (parent governor) – 15.11.25

ACTION: A parent governor election to be arranged in the autumn term.

It was noted that two co-opted governor vacancies remain.

6 Previous full governing body minutes, matters arising and action log

- a) To confirm the minutes of the meeting held on 20 May 2025 and discuss any matters arising

A governor asked what is meant by the comment in the minutes under the budget update which stated that 'If they continue in the current position with no pay awards the situation will become much worse'. The headteacher explained that since the last meeting the pay award was granted and therefore the situation will not worsen.

ACTION: The headteacher to amend the first paragraph under agenda item 16 which relates to behaviour plans which enable children to gain points and prizes, ie: watering the plants with the caretaker.

AGREED: The minutes from the previous meeting held on 20 May 2025 were confirmed as a correct record subject to the amendment listed above.

ACTION: The minutes of 20 May 2025 to be brought back to the next meeting for signing by the chair.

- b) Action log
The headteacher informed governors that a staff wellbeing audit has just finished. The results will be provided at the next meeting.

ACTION: The results from the staff wellbeing audit to be brought to the next meeting.

The following actions were carried forward:

ACTION: C/F: The headteacher to arrange a survey of reception parents in October.

C/F: Mr Smith to send his health and safety link governor report to the headteacher.

The headteacher explained with regards to the dates for the next academic year for link governor visits she will assume that governors will remain in their current roles (if not they will change the names). The chair of governors will meet with the headteacher via Teams for safeguarding. Three dates have been arranged for the curriculum: learning walks (led by the headteacher) in October, March and June for any governor to attend. For certain subjects meetings will be arranged with the lead and/or headteacher a number of times throughout the year. Finance links to the headteacher and Laura Atherton (TCAT). The headteacher circulated the document to governors.

ACTIONS: Governors to send any feedback/comments/questions regarding the link governor arrangements to the headteacher.

The headteacher explained that once the arrangements are agreed times will be circulated to governors (a mix of mornings and afternoons) with a focus for each learning walk, ie: pupil voice, particular subjects etc. Governors could come into school at lunch time to see what is happening, ie: sports related, etc.

It was confirmed that all other actions have been completed.

The chair suggested that they should look at the governing body self-evaluation results and build in any training (if required) and sign post this, ie: any training that TCAT may provide.

ACTION: Review the governing body self-evaluation results for any training requirements.

7 Headteacher's report

- Outcomes
- Quality of Education review (progress on SEF)

The headteacher circulated a copy of the outcomes report to governors; they are still awaiting the national figures for most areas.

Early Years: 80% achieved GLD (good level of development) which covers the prime areas of communication and language and fine and gross motor skills along with personal and social, and English and maths. If they achieve the expected standard they are deemed to have achieved GLD. This figure is up from 68% last year. A great deal of interventions has gone into phonics, fine and gross motor control and speech and language. Those children that have not achieved are very close. It is about having independence for themselves. They are in a positive position going into Year 1. They have been asked to do the phonics screen test before they move into Year 1.

Year 1 is a priority for next year in terms of environment. They had a leak last Thursday evening – the floor has now dried out. New flooring is coming next week as part of the capital grant from the trust, and they have the use of the community room at the moment.

A governor asked if the leak has been fixed. The headteacher confirmed that it has – the leak was due to the water fountain in Year 3 which has now been fixed.

A governor asked if the data is in line with expectations or better. Mrs Roper reported that it is almost as predicted.

They are generally in line, and it is more likely that they are going to be way above national. The government is pushing school readiness and all children to 75% at GLD in reception; Penketh South Primary is already there.

A governor asked if there are any birthdays this year that could impact that. Mrs Roper explained that it does not always follow that narrative. There is a

mix for those children that did not achieve it, ie: on the SEND register for speech and language – even though they made great progress they are not quite there. It may not necessarily be the reading – it takes everything into account, ie: personal and social, speaking and listening. SEND in the year group is low.

Year 1: The headteacher informed governors that there has been a dip; however, in Early Years they achieved just 68% GLD so there is some progress. There is a high level of SEND need in that particular year group. They had three EHCPs over the year and two are quite severe. One child moved to a special school, one remains, and the other is leaving. They have children within the year group with speech and language plans and also within that is EAL. They are struggling with sounds and to say some of the words and pronounce them. There has been two TAs in the class this year, long term sickness and short term absence. They are pleased that they have made a little bit of progress from Early Years. Those children which were scoring really low in the autumn term are now scoring 10-15. They have put things in place and will continue with that going forward.

A governor asked if they will re-sit the phonics test. The headteacher confirmed that they will do this again in Year 2. One of the TAs will move up with them as they know the children well and to support the EHCP child and SALT children (as she knows what is required).

Year 2: The headteacher explained that there has been a lot of contradiction with teacher assessments and SATs. The writing is confident where it is and if they look back there are similar scores over the years. They are also confident with the writing moderation over the year with TCAT.

The children did well with the maths reading. In September they introduced White Rose Maths which is a scheme used across the trust. The arithmetic side is not as strict and rigorous as it could have been and there are plans going forward how to teach that in Year 2 and other year groups. They will do a little bit every day as they do for phonics. They have Time Table Rockstars, and they will look at other ways to build up arithmetic.

Some children rushed through the reading examples. They had the opportunity to practice that with some questions. The Year 2 teacher is an ECT and is mentored by Miss Browne; they did their best to support him during her absence. Going forward Miss Browne will continue to mentor him with a plan about what is needed, and where to source support from, ie: from other schools in the trust.

Mrs Roper reported that when the teacher was marking the test some children should have had full marks. The teacher assessment is probably more accurate than the SATs tests and the children may not be used to the format, and it has confused them. The Year 2 tests are no longer statutory and are quite daunting for the children. The headteacher added that a more experienced teacher has been in that class in the past. When the children move to Year 3 they will be taught by Ms Birchall who is a very experienced

teacher. Ms Birchall has had them for transition days and has a plan in place moving forward and they will continue to monitor.

A governor asked if they do any checks for Year 3 to say where they are up to. The headteacher confirmed that they carry out internal NFER tests for Year 3.

The headteacher informed governors that they do a multiplication check for Year 4 which was positive. There is no pass rate; the score is out of 25. The checks are done on an iPad. The average score will have gone up.

Year 6: The headteacher explained that their attitude was poor in the practice tests (they had a number of practice SATs). One was held in the classroom and three in the hall under test conditions which were not taken seriously. Mr Smith came into observe the maths test and all the children quietly got on with it.

The school was moderated for writing (the writing score is lower). They chose five children and looked at a range of their writing to see what they classed them as. For one particular child they were impressed but it came down to the handwriting saying it was not consistent or legible enough to put through. They also had a child who was not in school from October (his mother withdrew him from school and home educated him). They spent money on a tutor to support that child and he worked at home with the tutor for one morning per week for several months. The headteacher explained that following that he sat the tests for reading, maths and GAPS and achieved expected standard. If he had remained in school they would have been able to do a lot of writing with him to submit. They were not able to submit the data for that and had to score it as zero. There were some children that struggle with writing, and the rest were a strong expected. There was no greater depth for writing.

Reading is similar to previous years. Greater depth was good, and they were congratulated on this by the trust. Maths is similar to previous year groups. GAPS is a little bit less but not too dissimilar (greater depth was good).

For the reading, writing and maths combined scores – those pupils that were expected to achieve did so. For maths there were four children away from the expected standard by one mark. They looked through their tests to try to find one more mark which they were not able to do.

The children seemed happy coming into school during the tests and did better than they could have; no one was upset or anxious. There are some amazing scores.

A governor mentioned that having information to compare what was predicted and what they achieved would be helpful.

The headteacher mentioned that Ms Wright will be taking the Year 5 children through to Year 6 as they have made good progress this year. Ms Wright will be coached through the SATs process by Ms Birchall.

A governor asked about the Year 2 conditions. The headteacher informed governors that they identified some children with SEMH that may be stressed. There were some children they felt may rush through things without someone to push them. Some children took the test in the community room as they had staff there to help them.

The chair thanked the headteacher for her report.

8 PAP – Priority Action Plan

The headteacher informed governors that she inherited the PAP and met with Mrs Briggs to adapt it. The trust is working on a different format for next year and this will be shared at the next meeting. Some items appear on the plan up to the autumn term 2025 and some will feed into the next one. The PAP is RAG rated.

The Teaching and Learning Policy is highlighted amber. The policy has been written by the trust but not ratified. This will remain amber as it is not fully embedded. The headteacher explained that Miss Browne is leading on teaching and learning and in her absence she has introduced Step Lab (she visited a school which supports teachers in teaching and learning). Rather than have huge expectations for staff they build this up. Observing staff and telling them positive things they are doing well and 'Even better ifs'. The headteacher added that she has introduced this straight away. After Christmas this will lead into more formal coaching for teaching and learning. The SEND review talked about teaching and learning (a link to the review is included).

Monitoring the curriculum: There is a clear structure, and everyone has had monitoring time. Within the structure is dedicated time and support in terms of what they are going to monitor. They will ensure that they are not spending too long on certain aspects, ie: subject leaders on one specific area.

The careers aspirations work has not been done; however, they have introduced some enrichment teams and Miss Browne is leading on the community team which includes some staff. There is a sports team that Mr Wood leads on with other staff. They have pupil leadership teams led by Ms Birchall, plus others. Therefore, they have opportunities to enrich the curriculum and career aspirations which will be part of that. This will enable TAs to be involved. The school also has a link to the care home and Warrington Wolves comes into school.

The headteacher informed governors that her induction is almost complete with just finance remaining – this will be completed in the autumn term.

Succession planning: The headteacher reported that the vice chair led the summer term governing body meeting. They need to discuss succession planning further.

The chair thanked the headteacher for the update.

9 SEND update (Mrs Roper)

Mrs Roper reported that they have looked at the national data for state funded primary schools (including academies) in January 2025, 14.2% of pupils were classed as having SEN but did not have an EHCP; 5.3% of pupils had an EHCP. They are just around national for that – it has dropped slightly. Autism continues to be the primary area of need for the majority of the children with an EHCP.

Speech and Language and Communication Needs remains the most common type of need for SEN support. This is followed by Social, Emotional and Mental Health needs and moderate learning disability. If a child is on a speech and learning plan they are putting them on their register as they are receiving above what they would do.

Current status:

14.63% of pupils are classed as having SEN but do not have an EHCP (36 children); 4.07% of pupils have an EHCP (10 children). Another child is currently under assessment. A total of 18.7% of pupils in our school are identified with SEN.

There are currently two children in nursery with EHCPs; one child is going to Green Lane School in September. Another child may stay or remain here in the interim whilst finding a place. There are two children in reception with EHCPs; one is moving to a provision in September. They also have two children in Year 1 with EHCPs – one of which is also moving to a provision in September. A child in Year 6 whose attendance is poor had an EHCP; took part in SATs and has since moved on.

Their monitoring group has identified children, and they are awaiting to be seen by professionals following referral (7.32%). One child is under assessment at the moment with the potential of another child in September.

Autism is the most common primary need for their children with EHCPs (following the national trend): six out of ten children. SEMH is the second most common type of need (4.8% - twelve children).

The CDC is very backlogged. They have had children on the waiting list for several years. Mrs Kilbride does their speech, and language plans and has a good relationship with the speech and language therapists and moves them on quickly rather than wait.

Their SEMH offer is really strong, and both of these are highlighted in the SEND review. They had a successful SEND report. The headteacher added that Mrs Roper did a great deal of work which made it successful.

Mrs Roper informed governors that three representatives visited the school for the SEND review. They spoke with parents, Mrs Bullivant, teachers, TAs and children. They produced a full timetable for them to observe including lunchtimes for a full picture of their offer for the children. Mrs Roper added

that she was then asked to do a review of another school which was a great opportunity.

Penketh South Primary was awarded the Committed to Inclusion Award which was presented at the annual SENDCo conference in June 2025.

There is a pilot in Warrington for Exceptional Funding. LAs are being given funding for SEN as they recognise this is a huge issue. Penketh South was invited to be a pilot school and apply for the additional funding. They asked for £6,500 and received £2,500+. They have been given money for specific things, ie: SEMH programme (Strengthening Minds), WELLCOMM Primary which is a speech and language programme. They use WELCOMM with Early Years. They gave money for one reading pen for some of their dyslexic children.

Mrs Roper informed governors that they are asking for an AI company for teachers that has built-in tools specifically for SEND (adaptive things to support in classrooms). The LA is paying for schools to have that. They will also put in funding into Committed to Inclusion for next year, ie: Lego therapy and Attention Autism which is used in Early Years (they have not had training for that as yet, it will be useful). They will roll that out in the autumn term.

Mrs Roper reported that they have regular SEND meetings with the headteacher which they alternate with safeguarding which is useful. Senior leaders have a good grasp on SEND in the school. They look at the SEND register and who needs support. They are continuing with their support from TCAT (provided by Liz Richards) and they also attend the SEND hubs. They have a strong SEMH and SALT offer which is reflected in the report.

They continue to build parent partnerships arranging monthly coffee mornings – some are more successful than others. These are planned into the calendar for next year and they have invited different people to attend as a focus, ie: speech and language in the autumn term.

They produce a termly SEND newsletter which goes to parents, ie: the summer newsletter talks about transition and advice and where to look for information. The headteacher added that Mrs Roper also produces a safeguarding newsletter.

ACTION: Mrs Roper to upload the safeguarding newsletter to Governor Hub.

The next steps involve spending the Exceptional Funding and getting booked onto the de-escalation training. The report recommended looking at speech and language across the curriculum and how to support in class.

Dyslexia is a focus at the moment – they want to upskill staff and look at dyslexia friendly classrooms. It now costs £400 for an assessment, and they are relying on parents to find the money to pursue that. Making the classrooms dyslexia friendly will help to reduce barriers and will also help

everyone. They will also trial the reading pen. There is a lot of work to do on tracking and interventions and continuing to build parent partnerships.

The chair congratulated everyone on the outcome of the report which reflects the amount of work that has been done in the six years since the last review. It is a really positive report which reveals a great deal about the school. The headteacher informed governors that they had spent a lot of time putting systems and procedures in place (not just for SEND). The chair added that the report is external validation broadened out further from TCAT.

10 Pupil Premium update

The headteacher informed governors that Miss Browne is currently on a residential with Year 6; however, she has left some information for governors.

They have introduced a tracking system for attendance and outcomes and those attending clubs and residential trips. They can now clearly see those children whose attendance is good, whose academic scores are going up, or if they need extra support.

With regards to pupil voice they would like to arrange one to one music sessions for three children. All children have attended a residential and/or club at the school, or they already attend other clubs. They have found that for the Early Years premium funding, some of those children linked to that have not also been linked to pupil premium funding by the LA.

Mrs Roper explained that it is slightly different criteria for Early Years than school pupil premium funding and occasionally if they have that in Early Years they do not get it in school and vice versa. The headteacher added that they have thirty pupils with pupil premium funding from reception to Year 6 (it is not an even spread):

- Reception: 2
- Year 1: 7
- Year 2: 3
- Year 3: 2
- Year 4: 9
- Year 6: 4

ACTION: **Agenda item for the next meeting: Miss Browne to talk about what she has done for pupil premium.**

Look at the profiles and see how the children have done and ensure there is no gaps.

11 PE and Sports Premium (Ms Wright) – Presentation on how money has been spent this year

The presentation was delivered at the start of the meeting.

12 Staff wellbeing

The headteacher reported that they did a wellbeing survey. Previously five completed the survey and on this occasion fifteen completed the survey. The feedback was generally very positive. A survey reflects how staff feel at that time; however, the majority were happy. The data from the survey will be uploaded to Governor Hub and they will follow up on the responses from that in the autumn term if they need to.

ACTION: The data from the survey to be uploaded to Governor Hub.

13 Link governor feedback (quality of education, vulnerable groups, personal development)

- Safeguarding Visit (C Williams) – 9.6.25
The chair explained that this was a follow up to the TCAT safeguarding review and the recommendations that came from that to show that actions are followed up and to provide that reassurance.

The headteacher reported that they have also included the information for governors from the LA safeguarding review. The headteacher explained that she met with the team with Mrs Roper and Ms Bennett for four hours and they asked a variety of questions. The only recommendation – that they will discuss with TCAT – was regarding the single central record (SCR) saying that once checked by a member of staff to retain that information and create another column when they do another check in three to four years' time (rather than writing over the previous information and losing the history). The headteacher added that she has an SCR check this week and she will raise this then.

The chair assured governors that they have demonstrated that safeguarding is strong in school.

14 Governor training (CW)

- Scheme of Delegation update

The chair informed governors that she uploaded a copy of the slides from the recent TCAT event. The headteacher added that the trust wanted feedback from governors. The chair explained that in terms of their proposals she met with the headteacher and Melissa Alexander (who has responsibility for governance at the trust). It is a work in progress. The trust meeting has taken place, and the new Scheme of Delegation will be final. There will be a new Communications Policy about templates for meetings going forward. There is some degree of flexibility. The chair informed governors that she will report further on this in the autumn term.

ACTION: **The chair to provide governors with a further update on this in the autumn term.**

15 Any other business

There were no other items.

16 Future meeting dates (at 5.00pm)

Autumn (1): Monday 13 October 2025
Autumn (2): Tuesday 2 December 2025
Spring (1): Tuesday 3 February 2026
Spring (2): Tuesday 24 March 2026

Summer (1): Tuesday 19 May 2026
Summer (2): Tuesday 14 July 2026

ACTION: **The headteacher to add these dates to the TCAT calendar.**

PART ONE OF THE MEETING CLOSED AT 6.41pm

SIGNED
 Chairperson

DATE

