

MINUTES OF MEETING

School: Lawrence View Primary and Nursery School
Meeting title: Spring term meeting of the strategic development committee
Date and time: Tuesday, 10 March 2026 at 4:00pm
Location: At the school and virtual via MS Teams

Membership

'A' denotes absence

Mrs Zoe Battison
Mr David Hill (chair of governors, attended online)
Mr Kevin Hubbard (attended online)
A Mr Zach Towers (vice-chair of governors)
Mrs Emma McGrenaghan (headteacher)
A Mr Scott Ufton
Mrs Laura Lord
Ms Claire Wagstaff
Mrs Anna Shipstone
Mrs Emma Stevenson (associate member)

In attendance Mr Liam Russell (clerk to the governors)

GB/01/26 Election of chair

Mr Hill chaired the meeting in the absence of Mr Towers.

GB/02/26 Apologies for absence

Action

Apologies for absence were received from Mr Towers, who was on holiday.

It was

resolved

that the governing body consent to these absences.

Apologies had not been received from Mr Ufton.

GB/03/26 Declaration of interest

There were no declarations of interest, either direct or indirect, for items of business on the agenda.

GB/04/26 Short presentation and questions and answers session from Emma Stevenson on Inclusion across the school

Mrs Stevenson gave a PowerPoint presentation on inclusion to governors.

There is a focus on inclusion as it was highlighted at the previous Ofsted as being a development area, and it is also a focus in the new Ofsted framework. The school naturally desires for all pupils to reach their full individual potential.

Ofsted will look at inclusion in schools, and examine how well schools identify, assess and meet the needs of vulnerable groups.

The main vulnerable group is SEND children (73) followed by PP (76 children) and EAL children. These are followed by vulnerable children, such as CLA or post-CLA children, or those who are vulnerable for other reasons such as family break up.

The four stages of school response to SEND children was outlined. These are:

- quality first teaching
- targeted support
- specialist support strategies
- highly specialist support strategies.

EAL children are increasing in number in school, and this includes those children who are exposed to a language spoken at home that is something other than English.

There are five codes, A – E by which these children are assessed for their level of competency in English.

The actions the school have taken were outlined. This includes lesson observations, pupil voice and teacher feedback. In September 2025, there was a staff meeting on SEND information, vocabulary and processes, for all staff.

Vulnerable pupils have been identified, including where there are multiple vulnerabilities. Over half of every class is classed as vulnerable.

The family SENDCO come into school to look at adaptive teaching, and how support for learners can be implemented. Teacher pairs to share good practice, were set up to provide additional support.

In the Spring term, procedures were tightened up for vulnerable group support.

TA's have had fortnightly training meetings to look at aspects of work they need to revise to better support disadvantaged children and improve their knowledge and skills.

There is an excel tracking document that identifies the vulnerabilities for each child, if they attend residentials and clubs, school attendance, if their parents come to parents' evenings etc. This allows better tracking and monitoring of these pupils.

All teachers have completed a vulnerable group grid. All SEND pupils have a one-page profile, with termly targets, their provision, and this is RAG rated to help inform the following terms targets. There is also a simplified group for EAL and other vulnerable children.

Lesson observations show good use of teacher modelling, paired discussion, and use of scaffolding. Lots of thought goes into seating positions, access to communication aids and fidget tools.

Pupil voice has been positive, and children described school as being fun.

PP children are maintaining progress with their peers, and in fact PP do better than non-PP children. Vulnerable children are quickly identified, and suitable provision is put in place.

EAL learners are attaining really well when there isn't another vulnerability. SEND children are making progress as monitored with the B squared assessment tool.

Development points

- All staff will update the profiles and the tracker every term to keep on top of progress
- Staff will continue to identify opportunities to use manipulatives.
- Investigate ways of meaningfully identify adaptations in the planning process.
- SENCO to carry out case sampling and view the school through the SEND Childs experiences.
- Continue with coaching model to ensure good practice shared throughout the school.

Governor challenge: Do staff feel more confident given the initiatives?

Yes, feedback has been really positive. Some issues remain with significant SEND children, and this is always likely to be the case. There were already lots of good initiatives in place, but this gives a better level of understanding for staff. The process has been about putting everything together, with a greater understanding of what the school approach is. Staff now have a better knowledge of the needs of all children.

Governor challenge: What is the take up of these children going to ASC's etc?

There wasn't a significant difference overall, but we will need to look in more details at EAL children's participation rates. For PP there was no difference between participation.

It was noted that the school has a large proportion of vulnerable children and there is no difference between PP and non-PP participation rates as part of the broad curriculum we offer.

It was noted that Inclusion is a priority in the SIP.

Mrs Stevenson was thanked for her presentation.

GB/05/26

Writing report

The LA have undertaken a review on writing and made some suggestions for improvements that could be made in line with the new DfE writing guidance.

Handwriting is a focus for Ofsted. There are daily handwriting lessons in each class daily. Teachers are asked to do dictation in class. There are non-negotiables for all children that are age and stage relevant.

There has been some development work on purposeful work and audience in writing, which has led to a review of the English curriculum. This has involved shrinking the content to enable quality teaching experiences to be provided.

Drawing club was introduced previously and had some positive impact and has now been adapted to ensure it includes structured writing sessions.

Governor challenge: How have staff related to this focus on writing for a purpose?

They do have to engage with this and are being quite positive about it. A parent governor said that the teacher was very positive at parents evening about these lessons and the expectations.

The curriculum was discussed, and governors were enthusiastic about these changes and the benefits for children.

The oracy skills of our disadvantaged pupils is a target in the SIP, and this is really important for vulnerable children. It is high priority to help children achieve these vital skills.

GB/06/26 School Improvement Plan review spring/summer

The SIP was created by SLT as a group. Writing is included in the SIP, as is inclusion.

Looking at improving the quality of writing outcomes. Currently this is RAG rated amber as firm evidence is not yet secured.

Parental engagement has been challenging. Some parents come to the family forum which has been really positive. Feedback has been received that parents aren't keen on the reading records, which are being changed as a result.

The Arber app is also proving positive and will eventually take over all communication in school.

There was a maths event last week, but it was felt to be at too short notice for parents, especially as there had been an INSET on a Monday recently. There is a video of the meeting which will be made available to parents who could not attend.

Attendance at these meetings is also felt to be a bit of a confidence issue for parents. A neutral space may help, although those who have attended have been very positive about it. Timing is also key, holding it at breakfast may help.

Attendance is 0.1% above national levels. We won't achieve the 96% target but hopefully will stay above national. The PP and non-Pp gap has decreased. Persistent absence is less than last year.

EYFS has had a curriculum review in line with the Strong Foundations document from the DfE.

Governor challenge: Is there an opportunity for the PP gap to improve? It has improved but just not at the rate we had predicted.

A governor challenged over the definitions and language used in the SIP. The headteacher explained that definitions are broad as the language used in education is so broad, and that the same word may mean different things. It is challenging for governors, but the milestones section is included in the headteacher report for governors. The SIP is a working document for the school to follow.

Another governor said that it is useful for governors to see the SIP as it clearly shows what is being done for each group.

GB/07/26 Governor monitoring

Link visits have been completed by governors.

A suggestion was made that a governor meeting is held to consider the new Ofsted framework, look at the impact of that, and how school will be judged. The meeting could consider what else we might need to know, and how link visits might support that. Governors should have a shared responsibility and share out the issues to allow each individual to focus on a particular area. The proposal to hold such a meeting was agreed.

HT
chair

The clerk suggested that the skills audit on GovernorHub could be used to benchmark the strengths of the governing body.

Mrs Battison said that she has shared her monitoring visit reports with school and will circulate to governors also.

ZB

Mrs Battison has also circulated available training and encouraged governors to complete training and to let her know, so it can be recorded.

Safeguarding training has to be completed by all governors now, and all governors did complete this training in October 2025. Governors were reminded to add this to their governor profile.

Gov lanyards now available in school. Governors were invited to attend school on 21 September to have their photograph taken for the school website and lanyards.

GB/08/26 Any other business

There was not any other business.

GB/09/26 Determination of confidentiality of business

It was

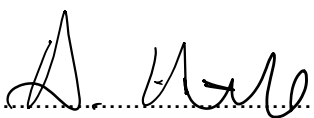
resolved

that all papers and reports be made available as necessary.

GB/10/26 Confirmation of dates of next meeting

The governing body will agree dates at the upcoming FGB meeting.

The meeting closed at 5:12pm.

Signed  (chair) Date 14/4/26