

MINUTES OF MEETING

School: West Bridgford Junior School
Meeting title: First summer term meeting of the governing body (strategy)
Date and time: Thursday 18 May 2023 at 6.15pm
Location: At the school

Membership
'A' denotes absence

Ms Kate Boxall

A Dr Lis Gibbon (vice-chair)
Mr Jatinder Hanspal
Mr Adam Hendry
Mrs Claire Hughes
Dr Lucy James (chair)
Mr Dominic Judge
Mrs Leah Kimuyu- Stewart (vice-chair)
Mr Craig Martin
Mrs Emma Nixon
Ms Clare Shawcross
Dr Shaarna Whitton
Mr James Willis (headteacher)
A Mrs Kate Wilson

In attendance

Mrs Cat Bancroft (deputy headteacher)
Ms Caspia Baird (clerk to the governors)

GB/38/23 Apologies for absence **Action**

Apologies for absence were received and accepted from Mr Hendry.

GB/39/23 Declaration of interest

Mrs Hughes and Mr Hanspal stated that they are both governors at the infants' school, with Mrs Hughes being the chair. Dr James stated that she is a parent governor at Bluecoat Aspley School.

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

GB/40/23 Review of membership and terms of office ending in the next 12 months

Governors noted that Mr Hendry's term of office as local authority governor is due to end on 25 July 2023 and the chair confirmed that she intends to apply to become the LA governor.

GB/41/23 Approval of minutes of second spring term meeting (finance)

The minutes of the second spring term meeting (strategy) held on 30 March 2023, having been previously circulated, were confirmed as a true record, and were signed by the chair.

Review of actions

Governors **agreed** that all actions for Mrs Eadie be carried forward to the summer finance meeting.

GB/42/23 Policies for approval

Governors **approved** the following, subject to agreed amendments where applicable:

- LAC policy (to be changed to CLA)
- First aid and medical conditions policy
- SRE policy
- British Values statement

GB/43/23 School improvement

Summary of Headteacher's report and governors' questions and challenge

The headteacher presented his report, which had been previously circulated. Governors noted the responses to questions on the report submitted in advance of the meeting – see below.

Governors further discussed Y3 interventions.

Q: Is it equitable that more girls than boys are receiving interventions in Y3?

A: The selection is noted based on gender, with the interventions being given to children who are working below expected.

Q: Is transition data and information still a concern?

A: There are always issues with transition data between infant and junior schools, although it is now less of an issue in our school. We are working more closely and strategically with the infants school and have discussed transition as an SLT.

Q: Is the infant school's use of continuous provision in Y2 unusual?

A: Yes, it is quite unusual. We have visited the infant school to see this in action and were very impressed. We intend to introduce an element of it to Y3. Y3 teachers are finding that they have to recap elements of the Y2 curriculum and that there are lots of gaps in basic maths skills.

Q: It would be useful to have comparable Y3 data from other local schools.

A: Headteacher to action.

Head

Q: We acknowledge that governors had similar discussion last year concerning Y3 and now Y4 are making good progress. However, the Y3 data for this year is more concerning than last year's.

A: The children in the current Y3 missed a significant amount of their reception year. In addition, there are a significant group of children in the cohort with low-level needs – this makes applying for additional funding difficult as thresholds will not be met.

Questions on headteacher's report received prior to the meeting

Q: In the spring term report it was clear that the class that was finding Maths most difficult was class 1, with 58% achieving ARE; and across the year group girls (at 54% ARE) were finding Maths harder than boys (73% ARE). These numbers are lower now, so could you say more about the reasons behind the drop in the number of girls achieving ARE in Maths from 54% to 40%:

- are they spread across the year group;
- is the area of difficulty consistent across the group;
- can you say more about the interventions involved, and is the Maths lead involved;
- is this an issue that is evident in Y3 in other schools in the Rushcliffe network?

A: Class 1 = 43% at ARE in Maths; Class 2 = 55% at ARE in Maths; Class 3 = 67% at ARE in Maths. Class 1 do have lower attainment in maths but their overall attainment is generally lower. This class has more PP children and more SEN children than the other two classes. There are a number of different difficulties across the year group but some that are more consistent that stand out as a problem. For example, arithmetic scores were lower than expected so there has been more of a focus on this. Each class has been doing extra arithmetic sessions for 30 minutes 3 times a week. This is to improve children's basic skills in maths and develop their level of fluency. The maths lead is involved and is supporting the Year 3 team during PPA sessions to ensure they are planning highly effective teaching and learning. I mention in another answer about the interventions we are putting in place after half term which will be provided by one of our Year 6 TAs. I don't know if other schools in Rushcliffe are finding similar issues with maths but I will ask at our next network meeting which is this coming Friday.

Q: Do we have a timeframe for Year 3 door work?

A: The new door and entry system are being fitted during the upcoming May half term.

Q: How are we monitoring the effectiveness of TB sports in their role at lunchtime in supporting positive behaviour? Are we comparing them vs. the performance of previous supplier?

A: We always record any serious behaviour incidents on My Concern and produce an analysis and report at the end of each term. At the end of this term, we will be able to make a direct comparison with previous terms and see if the number of incidents at lunchtimes have increased, decreased or remained broadly the same.

Q: I noted that Maths wasn't called out in much detail in the Quality Report other than an opportunity for broader application of skills across subjects. I wondered whether the report writer has access to the performance stats that we see?

A: Before the QA Visit, Chris Fallon, who carried out the monitoring visit, had access to our most recent data, the school Improvement plan and the SEF. However, he was only here for one day and we gave him a specific focus. This was to look at the areas Ofsted highlighted in November 2021 and see how much progress we had made. We also asked him to look at English in a little more depth as writing is such a key part of our school improvement plan. That is why maths is not mentioned in as much detail in the report. Maths may well need to be a focus of the school improvement plan for next year.

Q: The overall % reaching the expected level is significantly lower in all areas for Y3 than the other year groups. What do you see as the main reasons for this? Also, you've outlined some of the actions being taken to address this for maths - I wondered if anything is happening to specifically focus on girls' maths, as there is a big difference between boys' and girls' attainment here?

A: Attainment is lower in Year 3 for a number of reasons: there is no doubt that Covid had had a huge impact on these children with them missing large chunks of learning in foundation and year 1. The year 3 team have found lots of gaps, particularly in maths knowledge, which need to be filled. They have had to adapt their planning and regularly return to key concepts taught in Year 2, which has obviously impacted their ability to cover the year 3 curriculum, which is what they are assessed against. It also feels like a challenging cohort with a wide range of SEN needs, some of which were not highlighted to us before children arrived. Combined with a number of new starters who had social and emotional needs or English is an additional language it has been a considerable challenge for the year 3 team. After half term, we are releasing a Year 6 TA, who will also be working with these children in Year 4, to provide focused interventions for the Year 3 girls who are falling just below the expected standard in Maths. The year 3 teachers have identified the gaps and misconceptions and the interventions will be specifically

focused on these. Extra arithmetic sessions are being delivered 3 times a week with a particular focus on basic skills.

Q: Linked to this, it's the attainment of Y3 PP children in particular which seems to be very low. Can you explain this? Are there other things that can be done to support these children?

A: In year 3, there are 8 children in receipt of Pupil Premium. 5 of these children are also on the SENB register and have high levels of need. Another 1 of the pupils is new to the country and has limited language skills. All of these children receive a lot of additional support, with 4 of them attending our nurture provision. Their progress is naturally slower than many of their peers, but we are confident that they are making progress and this can be seen in the evaluations of their SEN support plans.

Q: In item 10.3 there is the breakdown of the data for Reading, Writing and Maths. Could we have the numbers of pupils in each year who are in the PP and SEND categories? This would help the data be more meaningful for categories with low numbers.

Reading Data	Year 3	Year 4	Year 5	Year 6
	% of pupils at expected or higher			
All Pupils	74%	84%	88%	93%
PP	12% (8 pupils)	83% (7 pupils)	75% (8 pupils)	83% (6 pupils)
Pupils with SEND	14% (7 pupils)	43% (7 pupils)	0% (3 pupils)	83% (6 pupils)

Writing Data	Year 3	Year 4	Year 5	Year 6
	% of pupils at expected or higher			
All Pupils	65%	76%	76%	78%
PP	12% (8 pupils)	50% (7 pupils)	38% (8 pupils)	50% (6 pupils)
Pupils with SEND	0% (7 pupils)	14% (7 pupils)	0% (3 pupils)	33% (6 pupils)

Maths Data	Year 3	Year 4	Year 5	Year 6
	% of pupils at expected or higher			
All Pupils	55%	81%	81%	82%
PP	12% (8 pupils)	83% (7 pupils)	38% (8 pupils)	67% (6 pupils)
Pupils with SEND	14% (7 pupils)	29% (7 pupils)	33% (3 pupils)	33% (6 pupils)

Q: In item 15, it is good to see that the new lunch time and after school club places were taken up, and that more have been allocated. These and other clubs are usually allocated on a first come, first served basis - is this equitable? Some parents are at work when the information goes out, to be responded to immediately. This time advance warning was given, but still relied on parents being available to book online at a given time. Could improvements be made so that all children get an equal chance at attending clubs?

A: As you mentioned, we provide parents with notice when it is going to go live and this time, following feedback from parents, it went online at 7pm so more people would be able to access it. We were also able to increase numbers to 20 meaning that overall

there were 40 extra spaces. If anybody has any other suggestions to make it more equitable, it would be great to hear them.

Q: Are we happy that the 14 children with persistent absences are being supported adequately? How many of them have been referred to Early Help?

A: None of them have been referred to Early Help this year – their threshold for support is fairly high and we tend to only refer them once it becomes clear that all the support we have put in place is not working. Through regularly reviewing attendance and communicating concerns with parents, we usually see an improvement as the year progresses.

Q: Yr3 attainment is quite noticeably down on the other year groups; were you prepared for this during transition from Yr2 and if not, is there anything that could be improved upon to ensure suitable interventions / strategies can be implemented [or continued] immediately?

A: No, we weren't well prepared for this during transition for Year 2. Despite receiving data from the infant school, we felt that much of it didn't match the attainment the children have shown this year. Another issue was the number of new children we had start in the first few weeks who came from different settings. This meant we received less detailed information for these children than we normally do from the infant school. We are obviously given all the information on the children (SEN needs and so on) but perhaps moving forward we need to request more information, such as the interventions specific children have accessed and which ones have been most successful. We have also been discussing more opportunities for Year 3 teachers to visit the infant school and work with the children in their current setting.

Q: Phonics interventions. Are you able to provide the number of children accessing these interventions per year group?

A: Year 3: 14 pupils; Year 4: 15 pupils; Year 5: 8 pupils; Year 6: no pupils; Total: 37 pupils

Quality Assurance visit and report

Governors discussed the report from the QA visit carried out by Chris Fallon on 27 April 2023, which had been previously circulated. The headteacher stated that Mr Fallon had been asked to focus on the quality of education and progress made since the Ofsted inspection, including staff and pupil interviews and looking at books. The headteacher stated that the report was positive and supportive, providing good CPD opportunities for staff. The report contains a number of recommendations – the headteacher stated that he and Mrs Bancroft have reviewed them and highlighted which are priorities and which are longer term actions. A governor stated that it would be useful for governors to see the RAG-rated list of recommendations. The headteacher stated that this will be used as the starting point for the new SIP. The headteacher highlighted the observation in the report that all changes are implemented at a good pace and that staff feel that adequate time and support are given when changes are made.

Q: The report mentions British values, which were also picked up by Ofsted. How can you ensure that British values are explicitly taught in lessons?

A: The children can articulate the values, but do not necessarily know them as 'British'. We are confident that the children are learning and understanding them, and they are included in assemblies. They could be made more explicit using a display.

In response to a governor question, governors discussed oracy across the school and what is being done to embed this. A governor observed the oracy opportunities offered by the Rushcliffe Pupil Parliament, which are only offered to a small number of children. The headteacher stated that some oracy work is done by the school council

but there is a need for oracy to be more systematic, with carefully planned speaking and listening opportunities.

Q: Is any work being done on transition with the secondary school?

A: We regularly discuss this at the family headteachers' meetings and suggestions for collaborative working are made but never followed through, which is frustrating.

Q: Are you confident that marking and feedback is adequate?

A: The last two staff meetings have focused on feedback, marking and assessment and being clear on the differences between them. We are working on a new feedback policy, inspired by visiting the infant school, with staff considering different ways to give feedback to each child and using their time more efficiently. The policy will include the principles of effective feedback. Staff will think about feedback at the planning stage. We will know that high-quality feedback is being given by looking in books and talking to children and staff. We will ensure that the new approach is communicated to parents.

GB/44/23 Strategic direction and vision of the school

Dr Gibbon stated that the joint working group with the infant school will now focus on collaboration and shared vision, as academisation is no longer an immediate priority. Chair to circulate suggested dates for a meeting of the working group.

Chair

GB/45/23 Stakeholder involvement

Dr Gibbon stated that there will not be a parent forum in the summer term, as there had been one in both the autumn and spring terms. The headteacher confirmed that parent and staff questionnaires will be sent out in the summer term.

GB/46/23 Update on appraisal process and wellbeing for headteacher and staff

The chair stated that the headteacher appraisal mid-term review meeting had been held and that the next meeting would take place in the autumn term.

Governors **approved** the appointment of Dr Gibbon as an appraisal governor, to replace Mr Hendry.

GB/47/23 Single Central Record

Dr Gibbon stated that she had carried out the SCR check on 11 May 2023 and highlighted the following:

- SCR included supply staff and contractors who are no longer employed by the school. Mrs Eadie has created archive sections to store their information and will continue to check this and delete details where appropriate.
- All teachers to complete 'disqualification by association' questionnaires (previously only done by SLT).
- SCR does not include record of safeguarding training – this is optional. Governors **agreed** that the training log was sufficient for the recording of safeguarding training.

GB/48/23 Information from the Corporate Director for consideration and action

Governors noted the following report, available on Governor Hub:

- *The Department for Education's SEND and Alternative Provision improvement plan.*

Governors considered the 'actions for governors', noting the following:

- SEND policy is reviewed annually. Mr Martin stated that he is to review it in detail as part of SENCO qualification.
- Graduated response to be discussed during Walk Day.
- SEND policy includes guidance for parents.

Mr Martin to further feedback on the actions for governors when he next presents the SEND report.

GB/49/23 General Data Protection Regulations – report from the DPO/information governance link governor

The headteacher stated that he has received proposed meeting dates from Catherine Cox, and he will discuss this with Mrs Wilson.

**Head/
KW**

GB/50/23 Receive report from the designated CLA (Children who are Looked After) teacher (presented at least once per year)

Governors noted the CLA report, which had been uploaded to Governor Hub.

GB/51/23 Communication received and updates

From chair
None.

From headteacher
None.

From clerk – Governor newsletter: first summer term edition
Governors noted the first summer term edition of the Governor Newsletter.

GB/52/23 Approval of in-service training days (5) 2023-2024

Governors **approved** the following INSET days:

- 4 September 2023
- 5 September 2023
- 22 December 2023
- 19 February 2024
- 28 June 2024

GB/53/23 Review of planning document: delegation and organisation of committees

Approval of scheme of delegation 2023-2024

Governors

approved

the scheme of delegation for 2024/24.

Policy checklist 2023-2024 – statutory policies for schools

Governors noted the policy checklist for 2023/24.

Review of and appointment to link governor roles

Governors noted that the link roles for wellbeing and PHSE will have to be filled when Mr Hendry leaves the governing body.

Chair to update governor roles on Governor Hub.

Chair

GB/54/23 Report from training co-ordinator of impact of training undertaken and review of governor training requirements (including safeguarding). Information from skills audit

Mr Hanspal stated that he has updated the training record on Governor Hub.

All governors who have not yet done so to complete skills audit. Governors **agreed** to discuss the skills audit analysis at the summer finance FGB meeting.

All
Agenda

Mr Hanspal to circulate new governor training programme.

JH

Dr Gibbon reminded all governors to update their training records on Governor Hub to include safeguarding training.

All

GB/55/23 Review of governor monitoring visit reports – key actions for governing body

Governors noted that Walk Day will take place on Tuesday 13 June 2023.

The chair stated that governor monitoring of SATs had been carried out, the process had been managed smoothly and there were no concerns to note. The headteacher recorded thanks to governors for this monitoring.

GB/56/23 Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account

Governors noted questions, challenge and governor input on the following:

- Headteacher's report.
- QA visit report.
- SATs monitoring.
- SCR check.
- Headteacher appraisal.

GB/57/23 Meeting dates for 2023/24

Governors **noted** the following FGB meeting date:

Summer term

Finance – Wednesday 21 June 2023 at 6.15pm

Governors **agreed** the following meeting dates for 2023/24:

Autumn

Thursday 5 October 2023 – strategy and pay committee

Thursday 16 November 2023 – finance

Spring

Thursday 1 February 2024 – strategy

Thursday 28 March 2024 – finance

Summer

Thursday 16 May 2024 – strategy

Thursday 20 June 2024 - finance

GB/58/23 Determination of confidentiality of business

It was

resolved

that all papers and reports to be made available as necessary.

The meeting closed at 7.50pm.

Signed



(chair) Date 21 June 2023

School Display