

MINUTES OF MEETING

School: West Bridgford Junior School
Meeting title: Summer term strategy meeting of the governing body
Date and time: Thursday 15 May 2025 at 6.15pm
Location: At the School

Membership

'A' denotes absence

Mrs Cat Bancroft (Co-opted governor) (Head of school)
Dr Elisabeth Gibbon (Co-opted governor)
Mr Jatinder Hanspal (Co-opted governor) (Training coordinator)
Mrs Claire Hughes (Co-opted governor)
Mrs Claire Wheeler (Co-opted governor)
Mr James Willis (Executive Headteacher)
Dr Lucy James (Local authority governor) (Chair)
Ms Kate Boxall (Parent governor)
A Ms Jo Elbourn (Parent governor)
Mrs Emma Nixon (Parent governor) (Vice chair)
Ms Clare Shawcross (Parent governor)
Dr Shaarna Whitton (Parent governor)
A Mr Craig Martin (Staff governor)

In attendance

Mr Colin Sawers (Clerk to the governors)
Ms Beth Arnold (Associate member) (Deputy headteacher)

GB/39/25 Apologies for absence Action

Apologies for absence were received from Ms Elbourn and Mr Martin.

It was

resolved

that the governing body consent to these absences.

GB/40/25 Declaration of interest

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

GB/41/25 Review of membership and terms of office ending in the next 12 months

The chair on behalf of the clerk highlighted the following vacancies on the governing body:

- One co-opted governor

The clerk brought to the attention of governors the following end of term of office:

- Mr Craig Martin – staff governor – 6 October 2025
- Dr Shaarna Whitton – parent governor – 16 March 2026

GB/42/25 Approval of minutes of spring term finance meeting

The minutes of the spring term finance meeting held on Thursday 27 March 2025 having been previously circulated were confirmed and these minutes will be signed in person by the chair at a later date.

Review of actions

Actions in the minutes were review. It was noted they had been undertaken or were to be discussed in the meeting. Except for the following items that were still outstanding:

GB/10/25 – Mrs Bancroft to further review the cyber security policy.

**Mrs
Bancroft**

GB/25/25 – Mrs Eadie to look at the most effective ways of providing additional budget reports to governors.

Exec Head

GB/25/25 – Draft budget to be circulated.

Exec Head

GB/25/25 – Savings from the collaboration that could be included in the budget.

Exec Head

GB/43/25 Approval of policies

Governors **received, noted** and **approved** the following policies:

- RSE.
- First aid.
- Children who are looked after.
- Attendance.
- Equality policy and objectives.

A governor challenged if the school monitors RIDDOR reportable incidents?

The executive headteacher clarified this only applies to staff not children.

A governor challenged that one of the staff locations in the first aid document is out of date.

The executive headteacher agreed and will update.

Exec Head

A governor challenged that the file name for the children who are looked after policy needs to be changed from LAC to CLA.

The executive headteacher agreed to amend this.

Exec Head

A governor challenged if the children who are looked after policy applies to previous children who were looked after?

The executive headteacher confirmed no, but they would receive pupil premium funding.

A governor challenged that the date on the attendance policy needs amending.

The executive headteacher agreed to amend this.

Exec Head

Challenge – Does any of the policy apply to previously lac – Head – would be the same as PP children and receive that level of funding.

A governor challenged if a class is penalised for attendance celebration events if one child is persistently absent?

The executive headteacher confirmed that there are limited celebrations by class group for this reason. The school does not have a problem with absence so the need for celebration to encourage attendance is limited.

A governor challenged if a penalty notice is issued for a first absence? The executive headteacher confirmed no, the school does not follow this guidance.

A governor challenged if any fines issued would be reported to governors? The executive headteacher confirmed any fines issued would be reported in the headteachers report.

GB/44/25 Summary of headteacher's report and governors' questions and challenge

The executive headteacher presented his report which had been shared in advance of the meeting and drew governors' attention to the following:

Pupil Numbers and Attendance

- **Pupil Numbers:** The school has a total of 360 pupils, with balanced gender distribution across different year groups.
- **Attendance:** Overall attendance is 96.8%, which is above both local authority and national averages. However, attendance of Pupil Premium (PP) children is a concern, with 7 PP children classified as persistent absentees.

Exclusions and Behaviour

- **Exclusions:** There have been no fixed-term or permanent exclusions.
- **Behaviour Incidents:** There have been 29 incidents, including verbal and physical aggression, general disruption, and online issues. Two incidents were related to bullying.

Special Needs and Safeguarding

- **Special Needs:** 31 children (8.6%) are on the SEN register.
- **Safeguarding:** There have been 53 concerns raised, mainly related to behaviour, home issues, online safety, and emotional health.
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Personnel and Staffing

- **Staff Changes:** Several staff changes, including retirements, new appointments, and maternity leaves.
- **Staff Absence:** The average number of absence days per staff member is 2.7, with 56% of staff having at least one day's absence.

Quality of Education

- **Curriculum Evaluation:** The curriculum is ambitious and broad, but there are areas for improvement in subject leader monitoring and consistency in curriculum implementation.
- **Teaching and Learning:** Strengths and areas for development were identified across different year groups.

Pupil Premium and School Improvement Plan

- **Pupil Premium:** 27 pupils receive pupil premium funding, with various interventions in place to support their progress.
- **School Improvement Plan:** Progress has been made towards key priorities, including improving writing standards, ensuring consistency in teaching, and providing more meaningful opportunities for pupil voice.

Continuous Professional Development (CPD)

- **CPD Activities:** Various training sessions have been conducted, including safeguarding, writing moderation, and diversity in the curriculum.
- **CPD Evaluation:** The CPD schedule supports the school improvement priorities and provides opportunities for staff development.

Finance and Health and Safety

- **Finance:** The budget is on track, with careful monitoring of staff development and agency supply costs.
- **Health and Safety:** Actions from a recent health and safety audit are being implemented, including updates to the school emergency plan and installation of new security systems.

School Community and Events

- **Trips and Visitors:** Various educational trips and visitors have enhanced the curriculum.
- **Events:** Successful events include a smartphone information evening for parents, a careers day, World Book Day, and a STEM day.

Governors had sent the following challenge questions in advance of the meeting for which the executive headteacher had provided a written response.

Q. Attendance - for the pupil premium children who have lower attendance, what measures are in place to help them keep up with their learning? Are the medical conditions such that they could work from home if they have occasional visits and online support?

A. One child is recovering from a medical condition and she regularly comes to school in the morning and although she occasionally goes home in the afternoon due to tiredness, she is able to keep up with the core subjects as these are usually taught in the morning. The other child's medical condition often means she arrives late to school which impacts her overall attendance however the learning she misses is limited. Our PP children receive small group tutoring and are regularly part of intervention groups throughout the year to ensure any gaps in their learning are addressed.

Q. Subject leadership - following on from QA report - what do you plan to put in place to ensure greater consistency across subject leadership? Is it down to allowing for more allocated subject leadership time, or is more focused CPD and SLT support needed?

A. In order to improve the consistency in subject leadership, we will be more prescriptive about how the leaders spend their allocated subject time. This will ensure they are using it more effectively to monitor their subject and therefore know it in more depth. We have also arranged a subject leadership twilight to provide staff with further knowledge and skills to carry out their role more effectively. This is a joint twilight with the Infants and will also allow subject leaders to work collaboratively.

Q. It would be helpful for governors to know who is responsible and what the timeframes are for the delivery of the key actions coming from the QA visit.

A.

| Action | Who | When |
|---|------------------------|---|
| Ensure that all subject leaders have strong knowledge of their subject curriculum and support teachers to understand clearly the knowledge that pupils should learn so that activities and formative assessment are always sharply matched to this knowledge. | SLT Subject leaders | Ongoing Twilight in Summer 2 |
| Ensure that subject leaders' monitoring evaluates the impact of the curriculum on pupils' learning and that information from monitoring activities is used to inform curricular developments and further CPD for teachers (including around subject knowledge). | SLT Subject leaders | Twilight in Summer 2 Updated subject leader monitoring calendar for September 2025 |
| Further develop the use of the existing 'know more and remember more' assessments in the foundation subjects to ensure that it can support teachers' future planning and middle leaders' monitoring as above. | SLT | Developed through the summer term to be implemented from September 2025 |

Q. In the CPD section, you mentioned there is a growing number of children with EAL. Does the school library include age appropriate books written in their first language? Are there any members of staff (Teaching Assistants/Midday Supervisors) who speak their first language and can further support them in their learning?

A. Each year group purchase a range of texts that are accessible for our EAL children. There are a number of our EAL learners (especially those in lower school) that cannot confidently read in their first language. We have utilised some

of our midday supervisors to assess different children's level of understanding which has helped teachers plan for them more effectively.

Q. Assuming the finance summary is for the 2025/26 financial year, has the staff development (CPD) already spent £3,284 in April 2025 alone, or does this figure include commitments for the rest of the year?

A. Yes, this figure includes a number of commitments for the rest of the year. For example, an annual subscription for CPD training which will be delivered to our midday supervisors. It also includes the NAHT leadership conference which will be attended by the Executive Head, Head of School and the Deputy Head.

Q. Regarding the Agency Supply of £12,348, does this cover the period April 2025 to September 2025 (i.e., six months of spending and commitments)?

A. The figure does include the commitments from April to August that we know about (as mentioned in the original report – maternity and long term sickness) but may increase as supply is booked over the budget year.

The chair encouraged all governors to submit questions for future reports from the executive headteacher.

All Govs

A governor challenged that there is no mention of extra-curricular sport in the report. The executive headteacher confirmed that due to staff absence he had been unable to gather this information.

A governor challenged that there are 31 SEN children on the register, but none have any funding. The executive headteacher confirmed that none of them have higher level needs funding. This funding is allocated to school families, and a process will shortly start to allocate any available funding according to need.

A governor challenged if there is anything we can do to ensure our children get HLN funding? The executive headteacher confirmed no as there is a fair funding system in place in our family of schools.

A governor challenged that in the report virtually all assessments go down in terms of improvement, and questioned if these children are losing the ability to work at the expected level? The executive headteacher confirmed that work may need to be done to support staff in the accuracy of judgements. The executive headteacher suggested it might be better to compare year to year, so for example summer to summer.

Mrs Bancroft joined the meeting at 7.06pm.

A governor challenged that the attendance of pupil premium children is a cause for concern. The head of school confirmed that of 27 pupil premium children only 7 have poor attendance. This has a big impact percentage wise due to the small number of children.

A governor challenged if the school feels there is good support from external agencies? The head of school noted that it was often a fight to get support with lots of referrals needed.

A governor challenged what do we do for the most able learners? The executive headteacher confirmed that the school was always reviewing strategies for these children. All work about teaching adaptation is about meeting the needs of all learners. The deputy headteacher commented that the school was always mindful of higher attainers, and know we have a good number of highflyers who

have done greater depth. The school has looked at activity design to allow higher ability children to flourish.

A governor challenged that the parent survey was negative around the school having high expectations for my child. The head of school felt that we are not always good at celebrating the achievements of children. The executive headteacher noted that we do use Class DoJo to celebrate achievements.

A governor challenged if some parents have higher expectations than their children are capable of? The head of school confirmed this is possibly sometimes the case.

A governor challenged if we have fair expectations on subject leads? The executive headteacher felt that subject leads are prepared and given the appropriate time.

GB/45/25 Ensure clarity of vision, ethos and strategic direction:

SIP progress: RAG rating

The executive headteacher had shared the school improvement plan progress report in advance of the meeting and noted that it had not changed much from the last review.

A governor challenged if boys' writing was still a priority? The head of school confirmed that work is still ongoing in this area, but not yet fully implemented.

A governor challenged if the staff meeting on meta cognition had taken place? The deputy headteacher confirmed this was still to happen.

A governor challenged if work had taken place on reviewing the school council and talking to other schools? The executive headteacher confirmed that improvements had been made, but at the moment this task had not progressed further.

A governor challenged if the working party for a more diverse school was in place? The executive headteacher confirmed that work was ongoing to get visits to other schools in place.

GB/46/25 Stakeholder feedback – parent survey

The executive headteacher had shared a summary of the parent survey results in advance of the meeting.

A governor challenged how the results will be shared with parents? The executive headteacher said that the results will be feedback, although care will be taken around how the information is presented.

A governor challenged if the level of engagement with this survey was the same as previous ones? The executive headteacher confirmed yes, a similar level.

A governor challenged if the sentiment of the responses was similar to previous surveys? The executive headteacher felt this one was slightly more negative.

A governor challenged that 12 parents were negative about how incidents had been handled by the school. The head of school said it was unfortunate that we could not identify these parents to discuss further. The executive headteacher was confident that all incidents had been handled appropriately.

A governor challenged if we could have parent reps for each year group who could share concerns raised anonymously in WhatsApp groups? The executive headteacher felt this was worth considering.

GB/47/25 **Playground project**

The deputy headteacher updated governors on plans to install an amphitheatre for outdoor learning and quieter space in the playground. The original quote for this project was £65,000 and the school has now met with four different companies, and a company called Red Monkey have come up with a design that meets the requirements of the school for around £18,500.

A governor challenged if there would still be space for PE? The deputy headteacher confirmed yes, and the tarmac areas would have new lines applied.

A governor challenged if planning permission was needed? The deputy headteacher confirmed not as it is a play space.

A governor challenged if the company has built similar structures? The deputy headteacher confirmed no this is bespoke for us.

A governor challenged if the school has the money for this project? The executive headteacher confirmed the majority of the funding will come from the HAS with around £6,000 from the school budget.

Governors requested that the deputy headteacher investigate the maintenance needed.

Dep Head

Governors **agreed** in principle subject to supplier references and funding from the HSA budget being used to proceed with the project. Governors asked for three submitted quotes for the playground as well as supplier references.

Mrs Hughes left the meeting at 8.18pm.

GB/48/25 **Collaboration – RMSA: Memorandum of understanding**

The executive headteacher sought approval from the governing body to sign a memorandum of understanding relating to the school's membership of the Rushcliffe Maintained Schools Alliance.

A governor challenged if the executive headteacher had any concerns about the memorandum? The executive headteacher confirmed no it was just to formalise the agreement.

A governor challenged if non attending schools will be removed from the alliance? The head of school confirmed yes.

Governors **agreed** to the signing of the memorandum by the executive headteacher and the chair.

GB/49/25 Federation handbook

In advance of the meeting the chair had shared the federation guide and timeline.

Governors **agreed** to proceed with the federation investigation.

The chair **agreed** to contact Governor Services to progress the federation.

Chair

The clerk **agreed** to ask Governor Services to contact the chair.

Clerk

GB/50/25 Single central record

It was **confirmed** that the single central record check and confidential file check had been completed on the 3 April 2025. Everything was found to be in order with the exception of one governor DBS check which was a month out of date.

Dr Whitton left the meeting at 8.29pm.

Following the audit safeguarding leads will have an agenda for their meetings. It was also noted that body maps were not being used, and these will now be used. Lots of evidence of good practice in terms of recording keeping was noted.

GB/51/25 Update on appraisal process and wellbeing for headteacher and staff

Governors **noted** that the executive headteacher mid term appraisal had taken place on the 24 April 2025. The next full appraisal will now happen in the autumn term.

GB/52/25 Information from the Corporate Director

The chair on behalf of the clerk provided a summary of the content of the reports and drew governors' attention to the following:

Education Improvement Service Updates and Ofsted

The Education Improvement Service (EIS) focuses on partnerships to utilise funding and resources effectively, empowering schools for continuous improvement. EIS Support Levels are:

- Universal Support: Available to all LA maintained schools.
- Targeted Support: Tailored to specific areas of improvement and unique challenges.
- Enhanced Support: Intensive support for schools facing significant challenges, involving deeper intervention and ongoing monitoring.

Ofsted Updates (from September 2024):

- No single overarching grade: evaluations are made across sub-categories.
- Ungraded inspections (Section 8) assess maintenance of previous standards.
- Inspectors can suspend inspections for safeguarding issues.
- Schools with 'requires improvement' judgments may undergo monitoring.
- Schools with inadequate key judgments or ineffective safeguarding are placed in a formal category of concern.

ACTIONS FOR GOVERNORS

- Governors should ask informed questions about school improvement with focus on specific areas of the School Improvement Plan and with an understanding of the support currently being provided by EIS.
- Governors should ask questions which demonstrate their understanding of their role in holding leaders to account for the quality of education.
- Governors should consider whether collaboration or networking with local schools might be appropriate.

Building Relational Schools: Attachment Aware and Trauma Informed Schools

This is an initiative by Nottinghamshire County Council's Virtual School and Educational Psychology Service, which aims to create a safe, inclusive environment where children feel secure, develop trust in adults, and experience meaningful connections. This approach is based on psychology and evidence-based practices, emphasising relational models like Responding in the Moment and Emotion Coaching to support children's emotional regulation and repair relationships.

The initiative provides headteachers and school leaders with knowledge, frameworks, strategies, and follow-up supervision to implement relational practices tailored to their schools' needs. An action research model with supervision sessions helps school leaders adapt these practices to their specific contexts. Nottinghamshire County Council is dedicated to promoting relational practices to support the behaviour and inclusion of all children and the wellbeing of staff.

ACTION FOR GOVERNORS

Governors should familiarise themselves with the training and guide headteachers to utilise it for whole school inclusion.

BACKGROUND INFORMATION

This approach aligns with Nottinghamshire County Council's Strengths Based Approach, aiming to enhance the strengths of schools, foster stronger relationships, and ensure high-quality education for children, young people, families, and communities. Building Relational Schools is part of the council's broader inclusion strategy, benefiting all children, especially those who have experienced trauma, including looked-after children. Governing Bodies are responsible for ensuring school policies reflect the needs of looked-after and previously looked-after children and advocating for their wellbeing.

GB/53/25 **Receive report from the Designated CLA (Children who are Looked After) teacher (presented at least once per year)**

Governors **noted** and **received** the report that had been shared in advance of the meeting on GovernorHub.

Ms Shawcross left the meeting at 8.37pm.

GB/54/25 Communication*From Chair*

There were no communications from the chair.

From Headteacher

There were no communications from the executive headteacher.

From Clerk - Governor Newsletter and actions for governing boards

The chair on behalf of the clerk drew attention to the content of the first edition of the 2025 summer term edition of the Nottinghamshire Governor e-newsletter and highlighted the following items:

Governor Newsletter – first summer term 2025 edition and actions for Governing boards

Governor Conference: Focus on courageous leadership with insights from Ofsted and Local Authority teams.

HR Updates: Introduction of the Nottinghamshire Headteacher Wellbeing Support Package and the HSE Wellbeing Survey.

Safeguarding: Emphasis on training and reminder on the revised Child Protection and Confidential File Audit Toolkit.

Governor Roles: Responsibilities in supporting vulnerable children and useful questions and challenges.

Dealing with complaints – support for governors and urgent actions for all boards

National Updates: New resources from the National Governance Association (NGA) including RISE teams, Prevent duty and school food standards.

Recruiting great governors! – revised toolkit available on GovernorHub

Key Actions for Governors:

- Review HR and safeguarding updates.
- Ensure all governors complete required training.
- Completed the end of year check list – highlight actions.
- Update Review and Implement the new Scheme of Delegation and Annual Planning Documents (2025/2026)
- Prepare for governor panels and complaints handling.
- Engage with the Governor Termly Briefings and other provided resources.

Governors **agreed** to individually complete the training checklist included in the newsletter and ensure they have completed their Prevent training.

All Govs**GB/55/25 Approval of in-service training days (5) 2025-2026**

Governors **noted** and **approved** the following in-service training days for 2025-26:

- 1 September 2025.
- 2 September 2025.
- 3 November 2025.
- 23 February 2026.
- 27 July 2026.

GB/56/25 Review of planning document: delegation and organisation of committees

Approval of scheme of delegation 2025-2026

Governors **noted** and **approved** the scheme of delegation for 2025-2026.

Note annual planner 2025-2026 to support agenda setting

Governors **noted** the annual planner for 2025-2026.

Policy checklist 2025-2026 statutory policies for schools

Governors **noted** the policy checklist for 2025-2026.

Review of and appointment to link governor roles

Governors **agreed** to defer this item to the next meeting.

Clerk

GB/57/25 Report from training co-ordinator of impact of training undertaken and review of governor training requirements (including safeguarding)

The training co-ordinator confirmed his report had been shared on GovernorHub in advance of the meeting and that he would share the results of the skills audit.

Training Co-ord

GB/58/25 Review of governor monitoring visit reports

Key actions for governing body

Governors **noted** that none had taken place since the last meeting.

GB/59/25 Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account

Governors identified impact through:

- Single central record check.
- Investigation of federation.
- Collaboration with the Rushcliffe Maintained Schools Alliance.
- Stakeholder feedback and engagement.
- Review of policies.
- Playground project discussion.
- Questions of the executive headteachers report.
- Challenge questions on attendance.
- Questions on the school improvement plan.

GB/60/25 Confirmation of dates for 2025-2026 to be agreed at the meeting in conjunction with the clerk

Governors **agreed** to defer this item to the next meeting.

Clerk

GB/61/25 Determination of confidentiality of business

It was

resolved

that all papers and reports be made available as necessary.

The meeting closed at 8.45pm.

Signed



(chair)

Date 26 June 2025

School Display