

# MINUTES OF MEETING

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**School:** West Bridgford Junior School  
**Meeting title:** First spring term meeting of the governing body (strategy)  
**Date and time:** Thursday 30 January 2025 at 6.15pm  
**Location:** At the school

**Membership**  
'A' denotes absence

		Mrs C Bancroft (head of school) – left 8.00pm
A		Ms K Boxall
		Ms J Elbourn
		Dr L Gibbon
A		Mr J Hanspal
		Mrs C Hughes
		Dr L James (chair)
		Mr C Martin
		Mrs E Nixon
		Ms C Shawcross
		Mrs C Wheeler
		Dr S Whitton
		Mr J Willis (executive headteacher)

**In attendance**

Mrs B Arnold (associate member/deputy headteacher)  
Ms C Baird (clerk to the governors)

**GB/01/25      Apologies for absence      Action**

Apologies for absence were received from Mr Hanspal.

It was

**resolved**

that the governing body consent to this absence.

No apologies were received from Ms Boxall.

**GB/02/25      Declaration of interest**

Mrs Hughes stated that she is the chair of governors at the infants' school. Dr James stated that she is a parent governor at Bluecoat Aspley School. Mrs Wheeler stated that she is employed by a local primary school.

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

**GB/03/25      Review of membership and terms of office ending in the next 12 months**

Governors noted the ongoing co-opted governor vacancy.

**GB/04/25 Approval of minutes of autumn term finance meeting and review of actions**

The minutes of the autumn term finance meeting held on 6 November 2024, having been previously circulated, were confirmed and signed by the chair.

*Review of actions*

GB/95/24 – Ongoing action: Dr Gibbon to undertake ‘managing allegations’ training.

Finance-specific actions to be reviewed at the spring term finance meeting.

Agenda

**GB/05/25 Holding executive leaders to account – summary of headteacher’s report and governors’ questions and challenge**

The executive headteacher presented his report, which had been previously circulated.

**Governor questions submitted in advance of the meeting**

**Q: Do you know how our staff absence figures compare to similar primary schools? Is it normal to have these relatively high rates of staff absence, and do you know of anything else that could be considered to help improve them? Have you done any monitoring of the attendance of individual staff over a 12-month period (instead of just termly)?**

A: We do not have any data on this from other schools and there may be some GDPR issues in getting it. Anecdotally, I think schools are in a similar position and dealing with similar levels of absence. We have had a small number of members of staff who have had significant medical absences. Regarding other absences, we do monitor staff individual attendance over a 12-month period and offer support where we see issues. For example, a number of staff have accessed counselling previously and others have accessed physio sessions through our insurance cover. We also provided the flu jab free of charge to all staff in the autumn term. We want to be supportive as an SLT and understand that sometimes people do get unwell. On the few occasions we have needed HR support when we have had longer absences, they have always confirmed that we are doing the right things and have the correct approach – for example, giving staff a phased return to ensure that when they do return to work they stay at work.

**Q: (9.2) Is the need for staff absence insurance kept under regular review?**

A: Yes, this is reviewed at the start of each financial year and the different options are always discussed and considered.

**Q: Can you give a summary of office cover due to recent staff changes?**

A: There have currently been three members of staff in the school office on a Tuesday. After Easter, there will still be two members of staff in the office every day. The admin of music lessons back to INSPIRE in September, which has made a difference to the workload of office staff. We will obviously carefully monitor this moving forward and review how it is working after a few weeks.

**Q: Regarding the physical intervention: you discuss a risk assessment, had there been one prior to the incident? And you mention specific staff training, but I can't see it listed in the CPD - should it be added? If the child will be in the school in the next academic year, will you be able to roll out this training more widely? And in the event of none of those three members of staff being immediately available should another incident take place, are you confident in your ability to keep the child and other children safe?**

A: There had been a risk assessment in place from the infant school and it is reviewed regularly. Following the incident (which was specifically related to an offsite visit), it was reviewed again and updated with additional measures put in place. The CPD is booked for March which is why it was not on the listed CPD. This was the first available date on the training that is recommended by the Behaviour Support Team. The teachers booked on the training include a teacher who we have earmarked to be the child's teacher next academic year. The training is two full days so covering three teachers for this is quite a challenge. We will look at getting additional staff trained in the next academic year. We are very confident that even without the training, our staff are able to keep the child and the other children safe. The training is to give staff further strategies and confidence. We should also say that this has been the only incident which has needed physical intervention involving this child since they started in September.

**Q: For the KMRM quizzes, the children "commented that teachers always go through the answers to the quiz but that if they get questions wrong nothing really happens afterwards." Is there a process in place to monitor mistakes and ensure that the relevant knowledge is consolidated going forwards?**

A: As part of our monitoring process we recognised that this is an area of KMRM we need to focus on. We shared these comments with teachers at a recent staff meeting and asked for their input in thinking of ideas to ensure that misconceptions and incorrect answers are acted upon and knowledge that is not consolidated is revisited. Each year group are going to try a couple of these strategies and we will share the evaluation of their success in a future staff training session.

**Q: It is great to see NOR at 361 (an increase of 5 children since the October census). What year group have these children joined? Will we get the benefit of funding (if they are in year 3), or do we incur the in-year cost without funding (if they are in year 6)?**

A: Five children have joined Year 3 since the October census although 2 have departed from this year group. None of the new children are in Year 6, which was already full, so we will benefit from these children funding wise from next year onwards.

**Q: (7.1) How often are children with SEN reviewed to see if they qualify for any additional funding?**

A: Children with SEND are reviewed on a termly basis in school to ensure they are making progress and that the support in place for them is appropriate. The specific funding for different children is reviewed on an annual basis through a moderation process. The family of schools have a pot of money which is allocated based on the level of need. This is decided on by the family SENCOs. The HLN funding is reviewed on a termly basis. Schools have to put in bids for this and they are reviewed by independent panels. Within the family of schools, there is an emergency funding pot that can be allocated if required.

**Q: (9.1) Is the HLTA starting after Easter covering the SEN manger role when the current SEN manager retires?**

A: The SEN manager role is a very unusual one and only existed due to previous specific circumstances in the school. Although the % of children on the SEN register has increased in recent years, it is still below the national average. Our SENCO has a generous amount of time out of the classroom to support these children when compared to other similar schools. However, although we will not be directly replacing the SEN manager, we will be looking for ways we can support the SENCO moving forward, whether that is with a slight increase in time out of class, or releasing one of the current TA team (or the newly appointed HLTA) to offer support with some tasks during the week. We will share the details of this plan with governors when we have it.

**Q: (10.1) Are supply staff briefed with KMRM to ensure the children in those classes are included in the same approach to learning? How realistic is it for teachers to find more time at the end of each lesson with recap or evaluation of what has been learned?**

A: Supply staff are not specifically briefed in our approach to KMRM. The plans that are shared with any cover teacher will detail opportunities for KMRM that are common practice in each classroom. Colleagues in each team, including our teaching assistants, are also on hand to support with this.

We believe that the inclusion of a recap or evaluation element to lessons is both realistic and an important part of the learning cycle. We understand that lessons can sometimes feel busy but that finishing a lesson in this way is a great way of consolidating the learning and encouraging our pupils to be more self-reflective (linking closely to our work with metacognition). It is important to recognise that this section of the lesson may only need to be a few minutes long and may also happen at different points throughout the learning session. Our staff understand the importance of these reflection points and are trying hard to include them in lessons. We recognise that our development as a school in this area is still ongoing.

**Q: Whilst we're comfortably under the national rates for these figures and they do not necessarily represent an issue, are you able to provide any additional information on why absence figures are increasing? Are you finding the absence policy and graduated response to absence is sufficient when working with families?**

A: The current attendance is 96.9% compared to 96.3% in the previous academic year. Persistent absence is at 6.6% compared to 9% at this time last year. Both of these figures are an improvement. There has been an increase from the autumn to the spring term in terms of persistent absence. There are a number of reasons for this including a higher level of illness for second part of the autumn term and a number of unauthorised holidays. We have found there to be an increase in the amount of ARNA (anxiety related non-attendance). In response to this, there has been additional staff training. We have also made use of our nurture provision and ELSA for some of these children which is having a positive impact. We find that the school policy and graduated response is sufficient in working with our families.

**Q: Appendix A - In general, the results across the board have decreased since the summer term. As this is my first spring term as a governor, it sounds like this happens every year. Is there anything that can be changed to help avoid this decrease each year and prevent children from being on the back foot when they return to school after the summer holidays?**

A: I don't think that children are on the back foot when they return after the summer holidays. We do a lot of work on helping the children settle back into school quickly and we feel our children usually do some great learning in the autumn term. One of the issues is that the children are working on a new year

group's curriculum and often there is quite a big step up and a lot of new information to take on board. One area where we could tighten up and improve in this area may be ensuring that judgements made in the summer term are as accurate as possible. One thing we have considered before is the current teacher and the child's teacher for next year working more closely together when the summer assessments are taking place, particularly with writing, which is completely based on teacher judgement.

**Q: How do you analyse the effectiveness of your metacognition implementation strategies?**

A: When we are trying to evaluate the effectiveness of the strategies we have tried we are looking for a few indicators. This might be the willingness of the children to engage in reflective practises, their attitude towards tackling challenging tasks or children being able to work more independently. Although these are hard to collect data for, teachers are being asked questions which will allow them to reflect on the effectiveness of their approaches. A selection of these questions can be found in the lesson study section of the headteacher's report (section 10.2). We know this is an ongoing area of development and will continue to encourage teachers to be reflective both in their teams and also during staff training sessions.

**Q: The data tables show the attainment for virtually every year drops from summer in 2024 to autumn term and you report that you expect this. Is there a better way to compare their progress e.g autumn term to autumn term?**

A: A table of autumn term to autumn term data comparisons for Year 4, 5 and 6 was provided in response to this question. Whilst these percentages are more in line with the current autumn ones, they are not necessarily a direct comparison as some of the year groups have had significant movement of pupils from autumn 2023 to autumn 2024. There is also lots of mobility throughout the year, and changes to cohort number and profile can have a significant impact on the data.

**Q: Do you have any concerns about the data in specific subjects or year groups?**

A: There are no significant concerns. Ongoing work on equality objectives has highlighted that girls are below boys in maths, reading and writing in Y3 and so this is an area for focus. Any concerns are discussed in the termly pupil progress meetings, including data for individual children and any actions taken, for example, interventions. ELSA support and nurture provision is reviewed on a half-termly basis. In addition, pupil progress is monitored using half-termly check in documents, which include any barriers identified and how these can be overcome.

**Q: Is there an even split of girls and boys in Y3?**

A: There are 50 boys and 40 girls.

**Q: Are there any additional factors to consider in the year group?**

A: There is a high number of undiagnosed SEND and anxiety-related non-attendance.

**Q: What are the pupil numbers for September 2025?**

A: 75 first choices, but this does not include applications from Nottingham city. This is a concern, however all other year groups are full.

**GB/06/25 Ensure clarity of vision, ethos and strategic direction, set by governors****SIP progress/RAG-rating**

Governors noted the RAG-rated SIP which had been uploaded to Governor Hub and the associated commentary.

The executive headteacher highlighted the following aspects of the SIP

- Coaching initiative – this is going well and will be rolled out further across the school and the collaboration.
- Metacognition – well-received by staff.
- Joint work with infant school on behaviour, looking at what creates a culture of outstanding behaviour.

**Q: Have the SLT been trained in delivering coaching?**

A: Yes.

**Q: Are lunchtimes a behaviour pinch point?**

A: Yes, due to unstructured time and a different level of respect for the midday supervisors. There is support in place for key individual children and year groups.

**Q: Will the work with the infant school just look at behaviour?**

A: We are looking at behaviour and attitudes, so learning behaviours such as motivation and curiosity in addition to conduct behaviour.

**Q: There are a number of sections of the SIP relating to the collaboration which are red – do you think there is too much in this priority and does it need to be reviewed?**

A: There may be too much. Some of the items which are red are currently being addressed, for example, the work on equality. Our current focus is on curriculum development. The timescales for the SIP are flexible, and we can explain the reasons why some sections are still red.

**SEF outline**

The executive headteacher stated that both schools in the collaboration have been revising their SEFs to reflect the changes since collaboration. There will be a QA visit from the local authority on 1 and 2 April 2025, which will inform the SEF.

**Feedback from NASA meeting**

The chair and Mrs Hughes gave feedback from their attendance at the recent NASA meeting, giving a summary of the objectives agreed and stating that a 'memorandum of understanding' is to be circulated to all governing bodies.

**GB/07/25 Wellbeing****Staff wellbeing**

Mrs Nixon gave feedback from the wellbeing meeting with staff on Talk Day, stating that that it was very positive, with the staff commenting on the supportive and caring culture of the school which is modelled by the SLT, good wellbeing support and flexibility.

**Pupil wellbeing**

Mrs Bancroft stated that the staff-led pupil wellbeing group meet half-termly to discuss children who are already receiving nurture provision and also other children who might benefit from it. In addition the group discuss staff referrals and CPD opportunities.

**Q: What does the counselling provision look like?**

A: One teacher is a trained counsellor and there is also a trained ELSA. The wellbeing group discusses individual children and decides which approach would be most suited.

**Q: Does the school use external counsellors?**

A: Occasionally if needed, depending on individual circumstances.

**Q: Is external counselling monitored by the school? It is important to ensure rigour, in particular regarding any disclosures made by children.**

A: It has not been monitored in the past, but we have only used a well-known and recommended provider. Any safeguarding issues or disclosures shared with the school would be dealt with by the DSL and we would also advise the external provider to make a referral.

**Q: Is the school aware if children are receiving CAMHS support?**

A: We are aware of one child who has been referred to CAMHS by their parents. CAMHS would not necessarily inform school if they were supporting a child – however, the school would not provide support if a child was already under CAMHS. Any support in school has to receive parental permission.

**Q: Is a proactive question asked about CAMHS support when consent is asked for school support?**

A: Mrs Bancroft to look at consent and referral forms and adjust if necessary.

CB

GB/08/25

**Stakeholder involvement****Maths workshop**

Mrs Arnold and Ms Shawcross gave an overview of the recent maths workshop for parents, noting that it had been well-attended.

**Online safety and smartphone information evening**

Mrs Arnold gave a summary of the recent online safety and smartphone information evening, noting that it had also been well-attended.

**Q: Have there been any recent changes to issues around smartphones?**

A: No. The main concern at the moment is that children are not telling parents what is happening on WhatsApp groups and that there are issues which the school does not know about. This area is very difficult to manage and control.

**In response to a governor question**, Mrs Arnold to review letter sent to parents regarding children walking home from school unaccompanied.

BA

**Transition survey**

The executive headteacher stated that 20 responses had been received and that Mrs Arnold had created an action plan, which will be shared at the next joint SLT meeting and with the JCC.

The headteacher stated that a whole school survey will be carried out in the spring term.

EHead

**GB/09/25 Impact of pupil premium intervention**

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

**Q: Has there been an increase in the number of children who are pupil premium?**

A: There has been a gradual increase over the past few years, but the number is still low compared to national.

**Q: How can the impact of the interventions be demonstrated?**

A: We can evidence that the individual interventions detailed in the report are taking place. Reporting of data is a challenge due to the small number of children in each year group.

**Q: Has there been an increase in children who are pupil premium accessing extra-curricular opportunities?**

A: Yes, in particular TB Sport. Extra-curricular opportunities are offered to children who are pupil premium in advance and we have become more efficient in informing parents of entitlements at the start of Y3, including holiday clubs and trips. We track all the activities which each child accesses and talk to parents to encourage take-up if necessary.

**Q: Do you think that all the children who are eligible for pupil premium are claiming it?**

A: Not necessarily, but we have made improvements in encouraging applications in Y3. Information on pupil premium is included in the parent information booklet and shared at new parent meetings.

**GB/10/25 Approval of policies**

Governors **approved** the following policies:

- Anti-bullying
- Behaviour
- Exclusion
- Online safety

The executive headteacher stated the intention of developing a joint behaviour policy with the infant school towards the end of the current academic year.

**Q: With reference to the bullying incident noted in the headteacher's report, was the policy useful?**

A: Yes, the policy clearly sets out how we approach the situation, with careful listening and thorough investigation.

Mrs Bancroft to further review the cyber security policy.

**CB**

Dr Gibbon to review the governor induction policy, for approval at the spring term finance meeting.

**LG**

**GB/11/25 Confirm arrangements to review child protection and safeguarding recording and reporting systems (CP confidential file audit)**

Dr Gibbon and Mrs Bancroft to carry out confidential file audit before the end of the spring term.

**LG/CB**

Dr Gibbon stated that she had carried out an SCR check in the autumn term and would arrange a spring term check.

**LG**

Dr Gibbon reminded governors to complete safeguarding training and update their training records on Governor Hub accordingly. **All**

**GB/12/25 Corporate Director's reports**

Governors noted the following reports:

- *Headteacher wellbeing support package*
- *Small schools sustainability strategy*

**GB/13/25 Communication received and updates**

*From chair*

None.

*From headteacher*

None.

*From clerk - Governor Newsletter*

Governors noted the first spring term edition of the governor newsletter, available on Governor Hub.

**GB/14/25 Report from training co-ordinator**

In the absence of Mr Hanspal there was no report to note.

**GB/15/25 Review of all recent governor monitoring visit reports**

The chair stated that monitoring reports on SEND and Talk Day had been uploaded to Governor Hub.

Governors agreed that Walk Day would take place on Wednesday 11 June 2025.

**GB/16/25 Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account**

Governors noted the following:

- Questions and challenge in meetings and on the headteacher's report
- Approval of policies.
- Discussion of SIP and RAG-rating.
- Attendance at NASA meeting.
- Talk Day – including wellbeing discussion, health and safety walk, subject link meetings, writing, school council, pupil interviews, metacognition, behaviour and attitudes, personal development.
- Stakeholder involvement.

**GB/17/25 Confirmation of dates for 2025**

The governing body

**noted** the following meeting dates:

Spring Finance - Thursday 27 March 2025 at 6.15pm  
Summer Strategy – Thursday 15 May 2025 at 6.15pm

Summer Finance - Thursday 26 June 2025 at 6.15pm

**GB/18/25 Determination of confidentiality of business**

It was

**resolved**

that no items be deemed confidential and that all papers and reports be made available as necessary.

**The meeting closed at 8.20pm.**

Signed



(chair)

Date 27 March 2025

School Display

School Display