

MINUTES OF MEETING

School: West Bridgford Junior School
Meeting title: First spring term meeting of the governing body (strategy)
Date and time: Thursday 29 January 2026 at 6.15pm
Location: At the school

Membership
'A' denotes absence

	Mrs C Bancroft (head of school)
	Ms K Boxall
A	Ms J Elbourn
A	Dr L Gibbon
A	Mr J Hanspal
	Mrs C Hughes
	Dr L James (chair) – from 6.45pm
	Mrs E Nixon
	Ms C Shawcross – from 6.50pm
	Mr B Watson
	Mrs C Wheeler
A	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/01/26 Apologies for absence Action

Apologies for absence were received from Ms Elbourn, Dr Gibbon and Mr Hanspal.

It was

resolved

that the governing body consent to these absences.

Mrs Nixon chaired the meeting until the arrival of Dr James.

GB/02/26 Declaration of interest

Mrs Hughes stated that she is the chair of governors at the infant school and a governor at the West Bridgford School. Dr James stated that she is a foundation 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/03/26 Review of membership and terms of office ending in the next 12 months

Governors

approved

the appointment of Dr Whitton as a co-opted governor (was parent governor).

GB/04/26 Approval of minutes of autumn term finance meeting

The minutes of the autumn finance meeting held on 6 November 2025, having been previously circulated, were confirmed and signed by the chair.

Review of actions

GB/113/25 – Mrs Wheeler to meet with Mrs Eadie to finalise new format for finance report. **CW/LE**

GB/114/25 – Cyber-security policy – head of school to meet with IT support to arrange a risk assessment to inform the policy. **HoS**

GB/11/25 – Ongoing action – Mr Hanspal to circulate information on skills audit and training. **JH**

GB/05/26 Approval of policies

Governors **approved** the following, which had been previously circulated, subject to minor amendments as discussed and agreed:

- Exclusions
- Equality policy
- Anti-bullying
- Internet safety and acceptable use

GB/06/25 Holding executive leaders to account – summary of headteacher's report

The executive headteacher stated that pupil premium continued to be a focus, noting small numbers of pupil premium children in the school and the impact this can have on the data. The executive headteacher stated that the three-year trend at the end of KS2 for PP was 57% combined (national c46%). The executive headteacher gave an overview of PP attendance, noting support in place.

The executive headteacher shared the ABIE data, stating that whole school attendance for 2024/25 was 96.8% and that the target for 2025/26 was 97.1%. The executive headteacher stated that the school was in the top 10% nationally for whole school attendance but in the bottom 30-40% for PP attendance. Executive headteacher to include summary of ABIE data in future headteacher's reports. **EHT**

Q: Do Ofsted take small numbers in pupil groups, for example pupil premium, into account?

A: They do but they will still want to know the reasons behind each individual child.

In response to governor questions, governors discussed behaviour in key year groups and improvements seen, noting that teachers are confident to approach SLT for support when needed.

Q: Does this support have an impact on the workload of the SLT?

A: It does on some days.

Q: Is the ABIE attendance target realistic?

A: This is not clear at the moment.

Governor questions submitted in advance of the meeting

Q: Attendance remains high, with 96.8% last year and 96.7% this year, which is great to see. Persistent absence has reduced from 8.6% to 7.4%. Is this reduction due to persistent absentees in Y6 moving on to Y7, or are the same pupils now attending more consistently?

A: There is one child with poor attendance who has now moved to Y7 but there is also a family with two children in Y4 who have improved attendance from last year. This is mostly due to one of these children attending our nurture provision.

Q: It is positive that even minor incidents are now being recorded and that children have accessed appropriate support. How has this higher level of recorded incidents affected staff wellbeing, and what measures are in place to support staff?

A: The recording of incidents is not affecting staff wellbeing. In two of the Y3 classes behaviour can be challenging and as an SLT we are working hard to support the wellbeing of the staff in those classes. This involves ensuring there are enough support staff available and providing regular check ins. SLT also provide regular hands-on support for behaviour. The SENCO also works closely with the team and seeking advice from professionals around behaviour and strategies for improvement.

Q: What is our Attendance Baseline Improvement Expectation (ABIE)? Linked to that, have we been offered a targeted support meeting?

A: We do not know our ABIE yet. We have been trying to gain access to the View Your Education Data (VYED) website but have been having some accessibility issues. When we do, this compares our attendance figures with schools nationally, in the local authority and with a sample of around twenty similar schools. We have not been offered a targeted support meeting but have recently requested one with a focus on persistent absentees.

Q: Can you confirm that the planned works for Easter, May half term, and summer have been fully included in the 2026/27 budget, and that the budget balances? With the SBM planning to retire soon, how are we ensuring the new SBM will inherit a robust, manageable budget?

A: Although the 2026/27 budget has not been formally set yet, we are confident that our predicted spend will support the cost of decorating the classrooms. The cost of the fencing and corridor work will be ringfenced from the total carry forward as we were hoping this would be completed in this financial year. However, the companies completing the work were not available for the February half term holiday. The work on the toilets will be partly funded by £10,000 of capital but the remaining money would likely come from reserves meaning we need to take a decision as a governing body if this is the right thing to spend the money on and if the timing is right. We are confident that the new SBM will inherit a robust and healthy budget and current numbers for September look encouraging.

Q: Y3 pupil premium outcomes in reading (60%) are much higher than in maths (30%) and GPS (20%). What additional support is in place to address this gap?

A: All of the Y3 PP children are accessing ten weeks of maths tutoring. They are also getting focused in class support from their teaching teams.

Q: Year 5 pupil premium GPS has dropped from 60% to 25%, and SEND outcomes in writing and GPS from 33% to 17%. What is being done to address these declines, and is there a clear plan for improvement?

A: The 60% PP for GPS in Y4 was three out of five children. One of these children has now left the school. The 25% PP for GPS in Y5 is one out of four children. This means that one child was achieving the expected standard in GPS in Y4 and is now not. In class support and intervention will continue to be provided for this child. The SEND GPS outcomes represents one child who is not achieving the expected standard that was previously.

Q: Y6 end-of-year SATs were used this year, which differs from previous years. The gap between pupil premium pupils and their peers in reading and writing has widened—what is being done to address this, and what might explain the change?

A: There are two PP children in Y6 who had previously been recorded as working at the expected standard. Both of these boys are also on the SEND registers. Neither of them attained the expected standard in the most recent SATs practise however there were no access arrangements in place for that round of assessments. Moving forward there are careful and considered arrangements to support these children in assessments including extra time, breaks between texts and a scribe. In class both children are listened to read regularly. They both receive individualised morning tasks which help to reinforce spelling and grammar objectives.

Q: Looking at pupil data, you have said that Y3 are looking at strategies for supporting girls with maths, as this is an area for concern with this group. However, in all four year groups there is a gap in attainment in maths between girls and boys, and in Y5 and Y6 this gap has increased. Previous school improvement plans have identified this as an area that needs addressing. Is this something you are continuing to look at for all years, and what strategies do you think have been most successful? Has this been explored with RMSA, to share experiences and approaches?

A: It is still on the agenda in all year groups and the deputy headteacher has previously delivered staff training on the issue and continues to raise awareness with staff. There is limited capacity for interventions due to the increasing complexity of SEND children and the focus for intervention has largely been on all pupils who are working below the expected standard. Doodle maths has been introduced and lots of our girls are accessing this as a regular intervention. The issue has been explored with other RMSA schools through the maths network meetings and it is also a concern/problem for other schools. Jesse Gray is working on the 'Bright, girls, bright future' programme which is a project with Nottingham Girls High School. This is something the deputy headteacher will explore the possibility of getting involved with if the feedback from Jesse Gray is positive.

Q: What are you doing to improve pupil premium children's attendance and performance?

A: Pupil premium attendance remains a focus. Attendance of these children is tracked weekly (and in some cases daily). We are continually working to build strong, supportive relationships with the families and have regular meetings/ conversations with them around attendance and identifying the barriers to attendance. We are trying to provide practical solutions when a barrier is identified. For example, where there have been transport issues in the short term, school staff have collected the child. When EBSA has been identified as a barrier the child has been given access to our nurture provision.

To help improve PP children's performance we have ensured that these children are known to the class teachers so that targeted support can be put in place. Class teachers have identified their barriers to learning and work with the SLT to ensure that provision is adapted to meet the needs of these children.

GB/07/26 Ensure clarity of vision, ethos and strategic direction, set by governors**SIP progress/RAG-rating**

Governors discussed the RAG-rated SIP, which had been uploaded to Governor Hub. The executive headteacher stated that each action on the SIP had been discussed by SLT and noted that significant work had been done on two large areas, with a positive impact in both schools. Governors noted ongoing work on curriculum planning and subject leadership.

Q: Are geography, history art and DT cycle A subjects?

A: These are the subjects which we felt needed the most development and so are the focus for this year. A number of other subjects follow schemes, for example, PSHE, PE, computing and French.

Q: Are there other subjects where the school has to create its own curriculum?

A: Science and RE. We are looking for ways to align the curriculum across both schools through curriculum maps from foundation to Y6. This will be a significant piece of work and so we have paused it unit after the expected Ofsted inspection. The changes will involve compromise from both schools as the two curricula are very differently organised.

The executive headteacher stated that teaching and learning principles were now the same across both schools, noting that this was embedded through a series of staff meetings and learning walks.

Q: Pupil voice is red on the SIP – are there obstacles to this?

A: We are talking to children all the time, for example on learning walks, and subject leaders are conducting pupil interviews. We intend to support the children to deliver at staff meeting at the start of the summer term so they can articulate things that they want to staff. We are also discussing with the children how we can improve the school council. The main barrier to gathering pupil voice is staff time. We also need to make sure that children who have designated roles are being supported to do them and having an impact and are talking to staff about this. We could discuss greater sharing of staff roles and a more collaborative approach to facilitating pupil voice.

SEF outline

Governors discussed the SEF, which had been uploaded to Governor Hub. The executive headteacher stated that it was still in draft, that the statements had been taken from the 'expected' standards in the new Ofsted framework and that SLT had discussed each section and recorded evidence.

Governors discussed the differences between 'expected' and 'strong' judgements.

Q: Could more detail on the wider extra-curricular offer be included on the school website and use for marketing?

A: A lot of this information is included in newsletters. Governors discussed the use of the newsletter as a marketing tool.

Collaboration

The executive headteacher stated that the INSET day on 23 February 2026 would be shared with all fourteen RMSA schools, to include a training on metacognition for all teachers and TAs and separate training for all office staff. Governors noted that

writing moderation across the RMSA schools had taken place on 27 January 2026, with positive feedback received from staff.

Q: Who has organised the shared INSET day?

A: The CPD sub-committee of the RMSA heads' group.

Q: Are staff positive about the shared INSET day?

A: Yes.

The chair stated that she and Mrs Hughes had attended an RMSA chairs' meeting to discuss how governors could contribute to the alliance, including discussions on Ofsted, data, finance and budget management. Executive headteacher to provide IDSR data to governors.

EHT

GB/08/26

Wellbeing

Staff

The governors who had attended Talk Day gave a summary of staff voice on wellbeing, noting the following:

- Staff feel well-supported by SLT.
- Staff feel shielded from the pressures of Ofsted.
- Staff are happy to go above and beyond in school as they feel part of a strong team.
- Excellent support from the SENCO.
- Good communications across the school.
- Positive joint INSET day with the infant school.

Pupil

The head of school gave an update on pupil wellbeing, highlighting the following:

- Proactive work of wellbeing champions.
- Lunchtime club of playground activities delivered by Y6.
- Planned questionnaire to look at comparing wellbeing of vulnerable groups and other pupils.
- Wellbeing team is now called SEMH team – staff in the team are all highly-trained and knowledgeable. The team are in constant communication about the children and there are more options for support paths and careful discussions about transition points.

GB/09/26

Stakeholder involvement

Feedback from parent and staff federation consultation

The chair stated that the consultation period had ended on 26 January 2026, that one parent had attended across the two consultation meetings and three emails had been received in response. The executive headteacher stated that he had contacted all relevant trades unions and that only one had responded. The chair stated that she and Mrs Hughes had attended the staff consultation meeting and that no concerns had been raised.

Chair and Mrs Hughes to reply to emails received from parents.

Chair/CH

The chair gave an update on advice received from the local authority regarding staff contracts in the federation and on advice received from another federated school in appointments and how they are funded.

		Action
	Governors noted the emergency full governing body meeting to be held on Tuesday 10 March 2026 at 6.15pm at the junior school.	
GB/10/26	Single Central Record	
	Head of school to arrange a date with Dr Gibbon for the spring term SCR check.	HoS/LG
GB/11/26	Confirm arrangements to review child protection and safeguarding recording and reporting systems (CP confidential file audit)	
	Head of school to arrange a date with Dr Gibbon for the confidential file audit.	HoS/LG
GB/12/26	Corporate Director's reports	
	Governors noted the following report: <ul style="list-style-type: none"> • <i>Improving school attendance</i> 	
GB/13/26	Communication received and updates	
	<i>From chair</i>	
	None.	
	<i>From headteacher</i>	
	None.	
	<i>From clerk - Governor Newsletter</i>	
	Governors noted the first spring term edition of the governor newsletter, available on Governor Hub, in particular the information on the governor conference.	
GB/14/26	Report from training co-ordinator including review of governor training audit and training requirements for 2026/2027	
	In the absence of Mr Hanspal, there was no report to note.	
GB/15/26	Review of all recent governor monitoring visit reports in line with the 2025 Ofsted inspection framework (safeguarding, SEND, pupil premium and CLA plus link governors to school improvement priorities).	
	The chair stated that she had carried out a SEND monitoring visit.	
	Governors who attended Talk Day to send notes to the chair for collating.	All
	The head of school gave a summary of the safeguarding audit action plan.	
GB/16/26	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: <ul style="list-style-type: none"> • Questions and challenge in meetings • Discussion of staff and pupil wellbeing. • Discussion of SIP and SEF. • Approval of policies. 	

- Governor involvement in safeguarding monitoring.
- Collaboration and federation.

GB/17/26 Meeting dates for 2026

The governing body

noted the following meeting dates, all at 6.15pm:

Emergency full governing body meeting – Tuesday 10 March
Spring finance – Thursday 19 March 2026
Summer finance – Thursday 14 May 2026
Summer strategy – Monday 29 June 2026

GB/18/26 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 8.15pm.

Signed



(chair)

Date: 19th March, 2026