

MINUTES OF MEETING

School: West Bridgford Junior School
Meeting title: First spring term meeting of the governing body (strategy)
Date and time: Thursday 2 February 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

A Mrs Leah Kimuyu- Stewart (vice-chair)
Mr Craig Martin
Mrs Emma Nixon
Ms Clare Shawcross [from 6.35pm]
Dr Shaarna Whitton
Mr James Willis (headteacher)
Mrs Kate Wilson

In attendance

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

GB/01/23 Apologies for absence Action

Apologies for absence were received and accepted from Mrs Kimuyu-Stewart and Mr Hendry.

The chair welcomed the new parent governors to the meeting.

GB/02/23 Declaration of interest

Mrs Hughes and Mr Hanspal stated that they are both governors at the infants' school, with Mrs Hughes being the chair. Mrs Wilson stated that she is employed by Browne Jacobson. 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/03/23 Review of membership and terms of office ending in the next 12 months

There were no membership issues to discuss. Governors noted that Mrs Hughes' term of office as a parent governor is due to end on 10 October 2023.

GB/04/23 Approval of minutes of second autumn term meeting (strategy)

The minutes of the second autumn term meeting (strategy) held on 17 November 2022, having been previously circulated, were confirmed as a true record, and will be signed electronically by the chair.

Review of actions

GB/102/22 – Dr Gibbon stated that some governors were still to update their declarations on Governor Hub. Dr Gibbon reminded governors to read the September 2022 version of *Keeping Children Safe in Education* and confirm on Governor Hub when they have done so. Governors discussed safeguarding training requirements – see item GB/12/23 below.

GB/05/23 Policies for approval

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

- ECT
- Behaviour
- Exclusions
- Anti-bullying
- Homework
- Equality

Q: Regarding the behaviour policy, within the steps we take for poor behaviour, is there a point in which we assess for any underlying issues such as SEN or counselling support to be required?

A: Yes, this would be done quickly. Staff look at the reasons behind behaviour. This is mentioned in the exclusions policy, and we will add it to the behaviour policy.

Q: Regarding the homework policy, is this just an advisory guide or do we implement anything if not met?

A: We use lots of positive reinforcement rather than sanctions, for example, a rewards system. We encourage children to take responsibility for the completion of homework, particularly in Y6. We try to introduce challenges to motivate children and improve engagement.

Q: Have the changes to the homework policy had a positive impact?

A: Yes, they have been particularly effective in preparing Y6 children for secondary school.

Q: Regarding the equality policy, what are the expectations around publishing equality objectives and data?

A: The equality objectives are published on the school website. Headteacher to clarify what the 'data' mentioned in the policy refers to.

Head

GB/06/23 New governors and link roles

Governors confirmed the following link governor roles:

- Headteacher appraisal – Dr James, Mr Judge, Mr Hendry.
- GDPR – Mrs Wilson.
- Health and safety – Mrs Hughes.
- Safeguarding – Dr Gibbon and Mrs Wilson.
- SEN – Dr James.
- Complaints – Mrs Wilson.
- Pupil voice – Dr Whitton.
- Pay committee – Mrs Hughes, Dr Gibbon, Mrs Kimuyu-Stewart.
- Governor training – Mr Hanspal.

- Mental health and wellbeing – Mr Hendry.
- QA – Mr Hanspal.
- Website – Mr Hanspal.
- English – Mrs Hughes and Ms Boxall.
- Maths – Dr Whitton and Ms Shawcross.
- Geography – Mr Judge.
- Science – Dr Gibbon.
- Art – Mr Hanspal.
- Computing – Mr Hanspal.
- Music – Mrs Nixon.
- MFL – Dr James.
- History – Mrs Kimuyu-Stewart.
- PHSE – Mr Hendry.
- PE – Ms Shawcross.
- RE – Mrs Wilson.
- DT – Dr Gibbon.

GB/07/23

School improvement

Headteacher's report and governors' questions and challenge

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

Q: With regards to prejudices and bullying, do we keep any records of parents feedback?

A: All information is recorded on 'My Concern', including conversations with parents. Detailed feedback from parents has informed actions, for example, the implementation of the anti-racism unit, the review of the anti-bullying policy and work done with the inclusion team at the local authority. It is logged if parents are or are not satisfied with any actions taken and we keep records of conversations.

Q: Recent safeguarding training provided a checklist of information which should be shared with the governing body - does Mrs Bancroft prepare a termly safeguarding report or is all the necessary information included in the headteacher's report?

A: Dr Gibbon to share checklist with headteacher and Mrs Bancroft for discussion.

LG/CB/
Head

Governor questions submitted prior to the meeting

Governor Questions on Headteacher's Report – Spring 2023

Q: The number on roll is given as 361, yet the capacity of the school appears to be 340 (from gov.uk). What is the 'real' capacity of the school and where does 340 come from?

A: Our official PAN (published admission number) is 85 for each year group. 4 lots of 85 is 340, which is where that number comes from. The PAN is based on the net capacity survey which is carried out each year and takes into account how much space we have in school. For a few years now, we have had a 'working PAN' of 87 per year group, which the admissions team at the local authority has been aware of. Realistically, staff are comfortable with having 30 in each class (which is 360) and because budgets are so tight and each child brings extra funding, that is what we have aimed for this year.

Q: It was good to read about all the extra-curricular activities involving music, STEM and French etc. What opportunities for extra-curricular sport or physical activity/wellbeing have there been in the last term?

A: There is always a lot going on in terms of sport and physical activity. We have coaches and outside providers coming in to complement the PE provision. Last term we had Paceball and Street Dance. All year groups will have access to this at some

point during the year. We have had a number of after school clubs including tennis, rugby and cheerleading and this term we have had a sport coach from Premier Sport organising sporting activities each lunchtime. Sporting competitions and festivals children have attended include:

- Football – Year 6 boys and girls
- Basketball – Year 3/4
- Cross Country – Year 5/6
- Jingle Jog – Year 3
- Dodgeball – Year 5/6
- Physical Literacy – Year 3/4
- Multi-sports inclusion festival – All year groups

After the Easter holiday, we are starting a new partnership with TB Sport. They will be working with children every lunch time and delivering a sports club every day after school. They will also be supporting our PE provision each afternoon in school. This will be paid for through the sport premium funding.

Q: The nurture provision appears to continue to go from strength to strength which is a wonderful achievement. Is it accessible for suitable children in all year groups? I can imagine that it would create some logistical challenges for children in Yr5. Also, has there been any feedback from the parents of children using the provision?

A: It is accessible to all year groups. It happens that at the moment, there isn't anybody in Year 5 who would benefit. It would definitely create some logistical challenges, but as with most things surrounding Cottages, I'm sure we would find a solution. There has been lots of informal feedback from parents – all of which has been very positive. I have recently spoken to the nurture staff about whether they feel it is worth putting together a brief questionnaire to give to parents to gather some more formal feedback.

Q: You mention that all Pupil Premium children will benefit from after school clubs, residential trips etc. Has any consideration been given to HSA events?

A: That is an excellent idea and definitely something we can make sure happens from now on.

Q: Comparing this year's Y3 data to last spring's, it looks like the impact of the pandemic is still being felt in terms of children reaching ARE in WRM. At Talk Day, the possibility of greater, focused support was raised in terms of transition from WBIS, both to assist the Y3 teaching staff and to help the children make the shift to a different learning environment. Has this been a focus of your discussions with the WBIS SLT, and if so what form would it take? Are there particular interventions that WBJs could make to facilitate the move for children between schools, both academically and socially?

A: Yes, this has been a focus of our discussions and work so far. It was particularly interesting for us as an SLT to see how their 'continuous provision' was implemented. This is a very different way of planning and delivering learning and something we felt we could learn a lot from. We have already started discussions about extra elements of transition which might be beneficial. When we run our joint Arts week in March, we are planning on having a teacher swap between Year 2 and Year 3. It was also a benefit for the infant SLT to see how we work in Year 3 and we had discussions following the learning walk about elements that could be included in the infant provision in the final term of Year 2.

Q: The number of pupils in the school has risen by 13, which is also the total increase in the number of EAL children since this time last year. Could you say more about what interventions are in place to help this group of children across

the school, what support you have from outside school, and how progress is being measured - what SLT involvement is there?

A: Like with any vulnerable group, class teachers will make adaptations to both their environment and their planning to meet the needs of learners. All classrooms have a visual timetable and most classrooms have 'talk prompts' next to the interactive white board at the front of the room. Several children who need the most support have 1:1 intervention from a teacher or TA on a daily basis. Resources are adapted and used to support EAL children and technology is harnessed to improve communication. There are a range of apps which are used frequently by staff. James Cunningham was previously leading on this area and had created a useful handbook for teachers full of helpful teaching and learning strategies and advice. Pete Dudgeon has since taken on this role and will be given time each half term to fulfil it. Although there is a lot of great support happening throughout school, one thing we definitely need to get better at is sharing that good practice with others.

Q: What impact does the overall increase in numbers have on school life, and how can this impact be mitigated?

A: As mentioned earlier, teachers are used to having 30 in a class and are very comfortable with this. The bigger impact is felt more in other areas of school; the corridors, the playground, the hall. To try and mitigate this, we have split playtimes and lunchtimes (something that is different to pre-Covid times). We also only have whole school assemblies on special occasions. Instead, we have separate lower school and upper school assemblies.

Q: My question is regarding the resignation of James Cunningham and your plans to fill his ICT leadership position. Who has taken on this role or do you have plans to recruit to this position. Do you have any plans to change ICT provision at all?

A: Cat Bancroft has taken over as Computing lead for the moment. After a lot of investigation, we have purchased a computing scheme called 'Kapow' which we will be rolling out after the Easter break. When we appoint a permanent replacement for James, we will certainly mention an interesting in leading computing as part of the advert.

Q: What happens if we end the year with budget surplus? Are we able to carry this over or would the intention be to make sure we've spent all?

A. Yes, any surplus is carried over to the next year. We try and plan to have a surplus of between 3 and 5% as this acts as a safety net for any unforeseen circumstances.

Q: Year 3 class 3: due to lots of staff changes in this class, I wondered what the confidence levels are for these attainment figures?

A: Confidence levels for maths and reading are fairly high as these are based on standardised assessments alongside teacher judgements. Writing judgements are slightly different as this is fully based on teacher assessments. However, myself and Cat Bancroft worked with Aimee Wood at the end of the autumn term to ensure these were as accurate as possible.

Q: WRM averages: how are these calculated? The combined averages don't seem to be the 3 %s together divided by 3. Is this to do with subject weighting?

A: The reading, writing and maths combine data is the % of children who have achieved age related expectations in all 3 subjects. This isn't necessarily the same as the 3 separate figures combined and divided by 3, because a child might be at age related expectations in maths and reading but not in writing, while another child might be at age related in reading and writing but not in maths. Only children who are at age related in all 3 are counted in the combined data. This is an important measure used by the DfE and by Ofsted when they inspect schools.

Q: Are the attainment %s in relation to progress targets at year end or at where we are in the year. e.g. are we trying to reach 100% by the end of the summer term?

A: This is the % of children who are at age related expectations for this point in the year, so no, we wouldn't be expecting 100% by the end of the year. Last year, the national figures were: reading – 74%, writing – 69% and maths 71% so we would certainly want to be comfortably above those figures in each year group by the end of the year.

Q: I would like to ask about the staff attendance data. How do the absence figures compare to the average rates for similar schools? Are they higher or lower than you might expect? Is the increase in staff absence a concern, and are any actions being taken in relation to this?

A: Staff absence for autumn term is actually lower than it was for the same period last year. Although it is higher than the summer term, that is not unusual as the autumn term is usually the poorest in terms of attendance – this is due to colds and flu etc. It has also been heavily impacted by the teacher who has had a lengthy period of absence due to a family bereavement. Because of Covid, the last accurate national teacher attendance data is from 2018/19. Interestingly, attendance (both staff and pupils) is on the agenda for the next Headteacher meeting of the non-academy group I have been attending recently. Both myself and our SBM have done the local authority attendance management training and we now always have a return to work meeting with any staff who have been off for any length of time.

Q: Are you feeling confident with contingency planning for the proposed strikes? Are you expecting much upheaval and if so, how do you anticipate this impacting on children? Have striking staff agreed to provide cover work for those classes affected?

A: Yes, feeling fairly confident. We have 5 classes closed and 7 remaining open. NEU have instructed staff not to set online learning and I haven't asked them to do this. However, we are uploading appropriate links to the Oak Academy resources on Class Dojo for each class who are on strike. Children and parents can then access this learning if they wish.

Q: The percentages for class 5 are much lower than the other classes, particularly for reading and writing. You mention 'a few children' who still have phonics support are in this class, but is this enough to account for the disparity, or are there other factors affecting the attainment of the children in this class? Has there been standardisation of teacher assessments between the different year 4 classes?

A: Class 5 have had 2 new children join since September. Both of those children were working well below the standard in all subjects on arrival and this has had some impact on their data. When there is such a marked difference between classes, this is something we explore in depth at our termly pupil progress meetings. Discussions centre around what can be done to improve the data and all of that information informs plans for intervention and future planning. Maths and reading data is partly based on standardised assessments and writing judgements are all moderated within each year group.

Q: There seems to be quite a bit of class to class 'in school variation' in some of the data such as yr 3 class 1, year 4 class 5 etc. (these both seem notably lower in all core subjects). For these classes then, is this: personnel upheaval, over cautious data predictions, overly optimistic predictions from other class teachers, particular make up of students/ dynamics in the class or a differential quality of teaching? There will always be some differentials in schools but why is this and what are we doing to tackle them?

A: With these two classes in mind, I certainly wouldn't say it is an issue with the quality of teaching as the quality of work in books, learning walks, lesson visits and knowledge

of the teachers suggest high quality provision is being provided. There also hasn't been any personnel upheaval. It is certainly possible that some of the judgements have been over cautious. We will continue to support staff in making their judgements and complete regular moderation activities. Class 1 has had 5 new children (3 EAL and one with significant emotional needs) since the beginning of the year. This has certainly impacted on the overall attainment of the class.

Q: I would be grateful if you could show us the number of children achieving ARE from previous data.

A: See table below.

Reading			Writing			Maths		
	Spring '22	Spring '23		Spring '22	Spring '23		Spring '22	Spring '23
Year 4	77%	73%	70%	73%	67%	86%		
Year 5	71%	83%	73%	74%	76%	74%		
Year 6	89%	85%	79%	70%	85%	82%		

Q: Year 4 - There has been a massive improvement in Maths. Reading appears to have less children at ARE and looking at other data it is boys that bring this down. Is this a focus?

A: The maths results are certainly a big positive. I think it is important to point out that a difference in the reading of 4% is only 2 or 3 children and as I have mentioned earlier, we have had a number of new pupils since September who are working well below the expected standard and this obviously has an impact. Reading for boys is always a focus and there are lots of strategies staff employ to support them. Careful consideration is always given to text choices.

Q: Year 6 - Can you explain why this has fallen in all areas compared to same cohort last year? It appears to be the boys' attainment that has dropped particularly in reading and writing. Can you explain this and what you are doing for boys in particular?

A: Again, the differences in reading and maths are very small and probably only 1 or 2 children. For this stage of the year and with the challenges this cohort has faced, the % for maths and reading are quite pleasing. Writing is more of a concern, especially as this has fallen from 79% to 70%. In terms of supporting the children in Year 6, there is lots going on, particularly for boys. I am running two boys reading groups. Both of these happen once a week – we have a hot chocolate and share a book. These sessions are all about promoting a love of reading and getting the boys more engaged and enthused about reading. Mr Simmonds is running writing intervention groups every Monday afternoon and this includes 10 boys from across the year group. Mrs Parnell is also running a reading intervention group once a week and this is also very boy heavy.

SEF review – personal development

The headteacher stated that the 'behaviour and attitudes' and 'personal development' sections of the SEF were moving closer towards being graded '1'.

Mrs Arnold presented the review of the 'personal development' section of the SEF, which had been previously circulated, and highlighted the following:

SMSC and character

- Review of school values and learning champions – to be combined into school champions, with the addition of 'respect'.
- Ongoing work to raise visibility of school champions across the school and curriculum.
- Ongoing work with university to design a 'sacred space' in the school.

Health

- DARE programme moved to summer term.

- Use of PE funding to employ a sports coach – this will include lunchtime cover, five after school clubs and support for delivery of PE and related topics in the afternoons.
- Continued success of ELSA provision.

Q: What happens if a child requires more support than can be provided through ELSA?

A: If children need more one-to-one support, we can refer them, and we have made one referral to external support this term. We can look at counselling referrals or to 'Place to Be'. However, there can be a significant waiting list for external support.

Citizenship and enrichment

- Afterschool clubs.
- 'Careers Day' on 23 February 2023.
- Community support.
- Development of outdoor learning area.

Equality, diversity and enrichment

- Themed events, including art week in conjunction with the infants school and two STEM days. Working with the local authority on planning for 'identity day'.
- PHSE and RE – have discussed diversity across the curriculum with staff.
- Anti-racism lessons – also useful for staff CPD.
- Road safety campaign – working with a local councillor.

Q: Is work with the Community Hub ongoing? It is not mentioned in the SEF.

A: Yes, we met with them in September. Mrs Arnold to add to the SEF.

BA

Q: Will the sports coach work alongside class teachers in the afternoons?

A: Yes. It will be extremely useful to have an extra adult in the school. The headteacher stated that he will be involved in informally interviewing prospective candidates for the post from TB Sport. **In response to a further governor question,** the headteacher gave an overview of the cost of the new service and the provision offered.

SIP (RAG-rated)

The headteacher stated that the three priorities in the SIP were writing, SEN provision and 'knowing more and remembering more'.

Mrs Bancroft presented the review of the SIP, which had been previously circulated, and addressed the yellow and red sections:

- Opportunities for free writing – still being discussed with staff. Aim is to do this at least once a term.
- Handwriting scheme – still being investigated.
- Joint moderation with other schools was planned on what became a strike day, and so will be rearranged.
- Subject leaders' moderation checks still to take place.
- SEN support plans – good progress is being made. The introduction of the 'B-Squared' resource will support staff in this. Mr Martin outlined work being done with the family SENCO and how staff are being supported to identify links in SEN support plans.
- SEN register – Mr Martin gave an overview of how this is reviewed and comparison between year groups.
- 'Knowing more remembering more' – subject leaders have been given time for monitoring.

Q: Do you still plan to purchase a handwriting scheme?

A: It would be useful to have one to use across the school. We have discussed this with the SLT at the infants school and may look at purchasing the same scheme for both schools.

Q: Who is writing the impact reports?

A: Subject leaders – they are part of the subject SEFs.

Q: Have the SEN learning walks started?

A: Yes, Mrs Bancroft, Mr Martin and Mrs Stephenson have carried out the first round of learning walks. Mr Martin is now going into classes more informally to target need. Evidence of a graduated approach is being gathered through triangulation of discussions with teachers, children and parents. Further learning walks will take place w/c 6 February 2023.

Q: How are these discussions on SEN recorded?

A: Some recording is done on 'My Concern'. Mr Martin now has admin rights for Scholar Pack and it is the intention to use this more, to collate documents and communicate with parents. Further work is being done on improving communications with parents.

GB/08/23 Strategic direction of the school

Academisation

The chair stated that the focus was now on collaboration.

Governors **agreed** that the working party of the chair, Mr Judge and Mrs Wilson would meet to discuss collaboration.

**Chair/
DJ/KW**

Collaboration

The headteacher stated that the school was working more closely with the infants school, including learning walks at both schools and a joint art week.

The headteacher stated that he has been meeting with a group of ten headteachers from other maintained schools in Rushcliffe and that this has been very productive. It is the intention to meet once a half term to discuss an agreed agenda. Collaborative work includes meetings of school business managers, a subject leaders' network and meetings of deputy headteachers. Headteacher to update governors at future FGB meetings.

GB/09/23 Review of Talk Day, date for Walk Day and any other governor monitoring

The chair stated that feedback from Talk Day had been positive and that she was in the process of collating the monitoring reports.

Governors **agreed** that Walk Day would be held on Tuesday 25 April 2023.

The following governor monitoring was noted:

- Dr Whitton – maths.
- Dr Whitton – pupil voice.

GB/10/23 Stakeholder involvement

Governors **agreed** that the next parent forum be held on Wednesday 8 March 2023, with a focus on personal development. Dr Whitton to discuss organisation of this with the headteacher.

**SW/
Head**

All governors interested in attending the parent forum to contact Dr Whitton.

All

Q: When was the last parent questionnaire carried out?

A: It was as part of the Ofsted inspection. Agreed next parent questionnaire should be before the end of the summer term.

Head

GB/11/23 Wellbeing

The chair stated that wellbeing was included in the monitoring reports from Talk Day and she will feed back on these when they have been collated.

Chair

The headteacher stated that staff morale was currently good.

GB/12/23 Confirm arrangements to review child protection and safeguarding recording and reporting systems (CP confidential file audit) and update on SCR

Dr Gibbon and Mrs Bancroft to agree a date for the CP confidential file audit and SCR check.

LG/CB

Dr Gibbon gave a summary of safeguarding training requirements for governors. Mrs Bancroft to check access to the National College for governors. Dr Gibbon reminded governors to document all training on Governor Hub.

CB

GB/13/23 Staff absence insurance

The headteacher gave an overview of the proposal to change provider of staff absence insurance from the local authority to the School Advisory Service, as previously circulated to governors via email. Governors noted the reduced cost and enhanced wellbeing cover offered by SAS.

Q: Is the maternity leave cover from SAS comparable to what is offered by the local authority?

A: Headteacher to clarify this with the school business manager and circulate response to governors.

Head

Q: Is there any gatekeeping for the wellbeing support offered by SAS?

A: No, this is all confidential.

Q: Are there any limits to the number of wellbeing sessions offered?

A: Headteacher to clarify.

Head

Governors **agreed** to approve any changes to staff absence insurance provision via email before half term when additional information noted above has been provided.

GB/14/23 Information from the Corporate Director for consideration and action

Governors noted the following reports:

- *The schools bill and school attendance.*
- *Harm outside the home toolkit* – Dr Gibbon and Mrs Bancroft to review.

LG/CB

GB/15/23 Communication received and updates

From chair
None.

From headteacher
None.

From clerk – Governor newsletter: first spring term edition

Governors noted the January 2023 edition of the Governor Newsletter, in particular the information on the governor conference.

GB/16/23 Report from the training co-ordinator including review of governor training requirements for 2023

Mr Hanspal reported that he has updated the training records on Governor Hub.

Mr Hanspal drew governors' attention to the link to the *Teacher Wellbeing Index* posted on the Governor Hub noticeboard.

Mr Hanspal to circulate updated training information, including on safeguarding training.

JH

Mr Hanspal to circulate the new version of the skills audit, to identify any training needs on the governing body.

JH

GB/17/23 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:

- Talk Day and governor monitoring.
- Wellbeing.
- Questions on headteacher's report.
- Policy approval.
- SIP and SEF.
- Collaborations.
- Parent forum.
- Safeguarding audit.

GB/18/23 Meeting dates for 2023

Governors **noted** the following meeting dates, all at 6.15pm:

Spring term: Finance – Thursday 30 March 2023

Summer term: Strategy – Thursday 18 May 2023
Finance – Wednesday 21 June 2023

GB/19/23 Determination of confidentiality of business

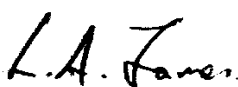
It was

resolved

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

The meeting closed at 8.45pm.

Signed



(chair)

Date 30 March 2023