



Bishopton Primary School Governing Board

FGB Meeting Minutes

10th October 2024

		ACTION	
1	Welcome & Apologies Present: TP; SS; MC; MS; AS; In attendance: SL		
	Apologies: (statutory) ES; LP; No apologies received from SN before the meeting. JG would be late arriving. Governors were informed that the meeting would be recorded as part of the Governance Review.		
2	Declaration of interest: (statutory) None declared		
3	Constitution of the Governing Board: (statutory) LA Governor position still vacant. LP term of office now ended – TP to write to LP with thanks for service Parent Governor information has been sent out – no response received as yet. A message will be included in the Governor Corner on the newsletter	Letter of thanks to LP Include parent gov info on newsletters	TP MC
4	Minutes of last meeting The minutes from the FGB Meeting of 27 June 2024 - agreed and signed. The minutes from the Business Meeting of 12 th Sept 2024 - agreed and signed.	Send pdf to AS for website	SL/AS
5	Matters Arising		
	Action points from FGB 27 June 2024		
	PDF minutes of 1 May meeting to AS for website	SL	
	Friends of Bishopton School – refer interested parents to AS	MC	
	Produce Parent Survey summary for staff	LP	
	Investigate further examples of SEND/SEMHS provision	See note below	
	Send ACT (Action Against Terrorism) link to governors	MC/VC	
	Provide feedback on Induction Pack	JG/MC/SN	
	Support for new governors re booking and recording training	SL	
	Governance Review – circulate information for approval	SL	
	Circulate finance report	TP/SL	
	Action points from FGB Business Meeting 12 September 2024		
	Send attendance register & Declaration of interest form to AS for website	SL	
	Update roles on GovHub	SL	
	Follow up Staff Governor appointment process	SL	
	Prepare paperwork for Parent Governor Election	SL	
	Governor Membership form to LA – update GIAS	SL	
	Update Terms of Reference & Standing Orders	SL	
	Update Monitoring Support Pack and share prior to next meeting	SL	
	Staff list & timetable to SL	AS	
Finalise pro-forma for Monitoring Visit reports	SL		

	Sign to confirm that all key documents have been read/agreed	All govts*	
	Update calendar and upload to GovHub	SL	
	Make changes and update Policy folder on GovHub	SL	
	Send dates for Induction training to new governors	SL	
	Send school policy folder to SL	AS	
	Send Governance Review Skills Audit to all governors to complete by next FGB	SL	
	Complete self-evaluation for meetings/role of Chair and send to Ed May	TP/SL	
*SN not completed – reminder emails sent out.			
SEMHS – there have been issues finding other provisions to visit. However, events have moved along and it will now be more of a challenge to find room in school to house such a provision. Governors proposed postponing action until other issues have been addressed. This was agreed and the Chair agreed to write to the LA explaining the position.			
6	Headteacher Report <i>Papers sent out prior to the meeting:</i> HT report Governors noted that there had been a considerable increase in number of children on roll. Is this across the school? Yes. 34 children left in Y6 with 43 starting in Reception this September. In addition. 30 children have joined in other classes across the school. Two years ago, with pupil numbers at 230, a five-year plan was drawn up to reach 300 through promotion, media and a virtual tour of the school amongst other strategies for increasing interest in BPS. This figure has been exceeded and numbers are still increasing – an extra 5 since the report was written. Are the children coming from the new housing estate? Some – but there is also movement across the town and more families moving into the area. Has census day passed? Yes. Predicted numbers for census were 285 – on 3rd October there were 310 children on roll. Governors were informed that, as well as the extra funding that comes with the additional pupils, the impact of Pupil Premium on the budget is considerable. Free School Meals numbers are slightly down but still high for the area at 38%. As a result of the increase in numbers, the proposal to move from 13 to 14 classes from September 2025 was presented. This would provide 2 classes in each year group and enable the Reception classes to stay in the same class as they move into KS1. This will provide consistency, enable friendship groups to form and, the earlier they are in two groups, any social issues can be dealt with through the split break and lunchtimes. What increase in staff would be required? One teacher and one teaching assistant. What are the proposed plans for accommodating the extra class? The current before and after school club (BASH) room would be turned back into a classroom. Some alterations will be required and advice would be sought on this. BASH would then move into the current Nurture Room where there is already a whiteboard and external access which will make it easier for dropping off and picking up from BASH. Ideally the wall would be removed and a lockable unit provided. This space is currently in use by HH (SENDCo) who could then move into the old speech and language room. The BASH space can still be used during the day as a private room to talk to children and provides confidentiality		

	for visiting parents through the external access. Costs will be covered by the increase in budget (from April) Governors approved the proposal in principle, costings for staffing and internal works will be sought and approved with the intention of starting the work as soon as possible. What about class sizes in KS2? This is currently at 34 – do we want to change this to 30? On balance it was felt that the prospect of 68 children in Y6 would be seen as the school being popular and override any desire for small class sizes. In raising levels of promotion, it was felt that the outreach with KES will be a major feature and local press will be involved. This project is unique to Bishopton and it is hoped that it will be a great success. The student mentors have been into BPS and met with the children in Y5 initially. Benefits will include: • help with Maths; • provide access to 3 different student mentors; • widen the children's experience and build confidence; • raise aspirations – KES is a possible goal and demystifying secondary schools in general; • support the transition process. Is the fixed term exclusion recent? Two weeks ago. The child concerned had received many warnings for contravening the behaviour code significantly, with a final warning at the end of the Summer Term. Will this action amend the child's behaviour? It has worked for that child as since the fixed term exclusion they have only been spoken to once which is an improvement. However, a further fixed term exclusion this week has not had the same effect so further meetings with parents are required. There are currently 5 children constantly in danger of fixed term exclusion which takes up a disproportionate amount of time. Are parents supportive? Some, but not all. When it gets as far as exclusion, they tend to be more supportive as they know this is a last resort but leading up to it they will make excuses and become defensive. The key is to communicate openly with parents at all times. Plans for residential visits for Y5/Y6 have been put forward; Y5 to Belbroughton 30 June – 2 July 2025 and Y6 to Wales 7 July – 11 July 2025. These are the same places and times as in previous years and governors were happy to give their approval for them to go ahead. 5.15pm JG arrived at the meeting.		
7	Strategic Development <i>Papers sent out prior to the meeting:</i> • <i>analysis of results (in HT report)</i> • <i>LIP objectives (in HT report)</i> • <i>Governance review</i> • <i>Monitoring Support Pack 2024-2025</i> Governors congratulated AS and staff on the excellent results of those children who had been at BPS since Y1 phonics screening. The analysis showed a direct correlation between those not achieving in the Y1 phonics screening, and then not achieving in the further assessment milestones at KS1 and KS2. When children come in to years above, what form of assessment is used? Can we show our own value-added?		

We do assess where they are but there is now nothing in terms of national data other than phonics data and KS2 national tests. There is a possibility of tracking year-on-year using our teacher assessments – this is very time-consuming but can be done. Why have some children not achieved? Many of the children have additional needs. However, it is important to increase ambition and expectations alongside putting in strategies for them to succeed, particularly in the early years and in phonics to give them the best possible start. There are plans for staff to visit other schools where higher scores in the phonics screening have been achieved. AS outlined the new approach to the Learning Improvement Plan, designed to be more rigorous, focused and measurable in terms of impact: • 5 key objectives have been identified as fundamental for all children to succeed across the school; • Each key objective will have 5 key components, with success criteria identified (what we want to achieve on a termly basis); • Each key component has 5 action points (what we are going to do); • Portfolio holders have been appointed to be responsible and accountable for each of the key objectives, with each reporting to AS or VC; non-contact time has been given for them to carry out monitoring visits, with AS retaining an overview of this so that over-monitoring can be avoided; • Formal meetings will be held on a three-weekly basis when key components and action points will be rag-rated to show progress against achieving the objectives. This discussion will move from recording whether actions have been completed to asking the question ‘so what?’ in order to identify the impact of those actions; • Initially, AS has written up all 5 focus areas for the Autumn Term; the plan is to write the Spring Term document alongside the portfolio holders and then for them to produce the Summer Term document themselves; • The LIP will be a work-in-progress, form the basis for all monitoring and an updated version will be shared with governors at every meeting; The Key Objectives for 2024-2025 are as follows: Key Objective 1: Every child uses phonics with significant skill and knowledge to decode words accurately Key Objective 2: Effective leadership at all levels achieves ‘high’ outcomes Key Objective 3: Recall in school is consistent and results in ALL children effectively consigning more knowledge to long term memory Key Objective 4: Raise attainment in English by developing an effective English curriculum plan which clearly identifies the component parts and recall opportunities to be taught Key Objective 5: Ensure an effectively taught ‘stand-alone’ weekly teaching opportunity results in ALL pupils having a strong recall and retention of arithmetic appropriate to their age / stage Portfolio holders: Key Objective 1: Phonics – ET reporting to AS Key Objective 2: Leadership – AS reporting to VC Key Objective 3: Recall – VC reporting to AS Key Objective 4: English – EG reporting to AS Key Objective 5: Arithmetic – CM reporting to AS How often will staff have training? 2 whole days of training is planned in Phonics with KS1 staff and all Teaching Assistants involved. Staff will also be using a Phonics Tracker which will provide more objective data and evidence of progress.		
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	Will that result in intervention groups for those falling behind? Yes. Governors approved the key objectives and the new approach to the LIP. Governor monitoring will be adapted to support this new approach and become more focused on impact. Whilst the three 'I's of Intent, Implementation and Impact will still be covered, the first two are outlined in the LIP, with additional curriculum information available on the website. These will be accessed prior to visits so that the focus of each visit can be on the impact of actions taken as outlined in each of the 5 areas. Governors were also encouraged to adopt the 'so what?' approach to help identify impact. It was agreed that, whilst governors should continue to follow their cohorts, they may want to 'drop-in' to other classes in school on a visits to gain an overview of whole school impact. As part of the monitoring process, it was agreed that Governors will receive presentations from all 5 portfolio holders over the next academic year: • Autumn 2 – ET – Phonics • Spring 1 – VC – Recall • Spring 2 – EG – English • Summer 1 – CM - Arithmetic A discussion followed on how to update the Monitoring Support Pack so that it complies with the new approach. It was agreed that the question section should be changed to reflect the focus on impact. The new pro-forma for writing visit reports was also discussed. It was agreed that Key Objective 3 (recall) would be covered in each visit; objectives 1, 4 & 5 will then be covered over the three visits (with Objective 2 covered through questions to AS at FGB meetings). Safeguarding and Behaviour would stay on the pro-forma. Quality of reports will be monitored to ensure that they are not simply descriptions of what is observed but record impact of actions undertaken. Governance Review: self-evaluation forms have been completed and shared. Today's meeting is being recorded and a report of initial findings will be received within the next week. Governor skills audits need to be sent to Ed May.	Email all staff re new way of monitoring Invite portfolio holders to FGB meetings Update Monitoring Support Pack Update pro-forma and share Send skills audit to Ed May	TP TP SL SL SL
8	Finance No report was available for this meeting. This will be circulated after the finance meeting next week. Pupil Premium £177,810 based on 111 children. That is £50,000 more than we've had before and will need careful accounting. Do you have to spend that money at the end of the year? Yes. We can carry a little bit over but the pupil premium is designed to be spent on the children who bring that funding in, and those are the children who are eligible for free school meals. For example, they may get music tuition and sporting activities paid, residential visits part paid. Finance shouldn't be a barrier to them taking part in activities. We also provide a huge uniform pack at the start of the year to make sure that they look smart and have the correct uniform.	Circulate finance report	TP
9	Website The company that runs the website monitor for compliance.		

9	AOB - Warwick School Federation. AS & TP have visited Evergreen School in Warwick to discuss possible collaboration. Nick Evans, Head at Evergreen has offered to present to governors and suggested a Teams meeting. Governors agreed. - JG reported that the Linked-in account is now set up and she will be working with KC to roll out to staff.	Arrange Teams meeting and invite all govs	TP
	Meeting ended 6.30pm Next meeting: FGB Meeting Thursday 28th November @ 4.30pm in school		
	Minutes agreed Signed: CHAIR OF GOVERNORS Date: T Pearson		