



Bishopton Primary School Governing Board FGB Meeting Minutes 28 th November 2024			
		ACTION	
1	Welcome & Apologies Present: TP; SS; MC; MS; AS; JG; ES NP welcomed as new Parent Governor Governors were informed of SN's resignation In attendance: SL Apologies: (<i>statutory</i>)		
2	Declaration of interest: (<i>statutory</i>) None declared		
3	Constitution of the Governing Board: (<i>statutory</i>) There are currently 2 vacancies – LA/Parent Governor TP agreed to write to parents/carers after Christmas.	Letter to parents/carers re gov vacancy	TP
4	LIP Portfolio Holder presentation VC was welcomed to the meeting as Portfolio Holder for Key Objective 3 of the Strategic Improvement Plan: <i>Recall across school is consistent and results in ALL children effectively consigning high levels of knowledge to long term memory.</i> The presentation outlined: - the importance of recall for deeper learning across all areas of the curriculum – an area identified by OFSTED for development; - the need for this to be taught explicitly (with training needs for staff); - the impact so far; - progress against the Strategic Plan; - planned actions. A copy of the presentation will be uploaded to Governor hub for all governors to refer to. Key Points: - Recall enables children to gain accuracy and fluency, as well as making links in their learning leading to deeper understanding; - This is easier in subjects where there is a sequence, such as Maths and Literacy, but needs to be established in all subjects; - Some areas of knowledge cannot be accessed unless the basics are secure – constant recall will check this; - A combination of daily/weekly activities include independent recall, explicit teaching and reflection where they apply what they have learnt; - The technical vocabulary relating to recall is used by all staff across the school to embed; - Recall across the curriculum - knowledge organisers are used to remind children how their learning links to that of previous years and weekly recall tasks have been built into Science, History and Geography lessons (known as 'flickbacks');		

- Recall knowledge organisers are not dependent on reading/writing skills, ensuring access for all children – they can be read to children and use tick boxes/multiple choice (but multiple answers);
- Training is delivered through staff meetings.

Impact on teaching and learning:

- Bespoke knowledge organisers used at the beginning of the topic allows teachers to plan more effectively;
- Flickbacks act as a recap to prior learning and allows misconceptions to be addressed 'live';
- Regular recall tasks keep knowledge fresh and allows the children to rehearse and ensure that learning is deep;
- Plenaries at the end of each lesson reduce cognitive overload by pinpointing key learning;

Progress against Strategic plan and next steps:

- After five weeks, implementation is largely complete;
- Maths – check progress of children's scores to see if fluency is improving;
- Literacy – Analyse word mats and writing standards to see if skills are being transferred;
- Across the curriculum – monitor teaching of recall tasks through drop-ins and evaluate the use of flickbacks and knowledge organisers;
- Teacher survey – evaluate impact on their teaching and subsequent planning.

How will we know the impact as governors?

Initially by talking to the children, dropping into lessons to monitor the quality of teacher talk and note fewer errors in children's work – less use of purple pens.

How will this work for children who struggle and are in intervention groups?

The information gathered through the knowledge organisers and flickbacks will feed into the selection of pupils for intervention groups, with the result that subsequent teaching is more targeted. This approach will result in more effective use of TAs.

How will ability grouping be monitored?

Differentiation is by equipment and personnel – all children work on the same material but the grouping allows for extra adult/additional scaffolding for those children who need it.

What if a child has missed the previous work?

This will be uncovered through the knowledge organisers so previous learning will be included in the planning.

What about children who come from different schools where the curriculum is different?

Schools can choose when topics are taught and this does provide a challenge but will be uncovered through the knowledge organisers and planned for accordingly.

How do you plan for the rest of the class when some need more help?

Recall will identify it which is the key and flickbacks will help. Those who need more help will still receive this.

	Have resources been provided to support teachers with the planning and preparation of this? Yes – and we are using Teacher AI to produce differentiated versions of questions for recall. What feedback has been received from staff? Positive comments so far. Sharing successes and ongoing training are key. TP thanked VC for her time and most interesting and informative presentation. VC left the meeting	Upload ppt to gov hub	SL																																	
4	Minutes of last meeting The minutes from the FGB Meeting of 10 October 2024 - agreed and signed.	Send pdf to AS for website	SL/AS																																	
5	Matters Arising <table><tr><th colspan="3">Action points from FGB 10th October 2024</th></tr><tr><td>Letter of thanks to LP</td><td>TP</td><td></td></tr><tr><td>Include parent gov info on newsletters</td><td>MC</td><td></td></tr><tr><td>Send pdf of signed minutes to AS for website</td><td>SL</td><td></td></tr><tr><td>Email all staff re new way of monitoring</td><td>TP</td><td></td></tr><tr><td>Invite portfolio holders to FGB meetings</td><td>TP</td><td></td></tr><tr><td>Update Monitoring Support Pack</td><td>SL</td><td></td></tr><tr><td>Update Monitoring Report pro-forma and share</td><td>SL</td><td></td></tr><tr><td>Send skills audit to Ed May</td><td>SL</td><td></td></tr><tr><td>Circulate finance report</td><td>TP</td><td></td></tr><tr><td>Arrange Teams meeting re WSF/MAT and invite all govs</td><td>TP</td><td></td></tr></table>			Action points from FGB 10 th October 2024			Letter of thanks to LP	TP		Include parent gov info on newsletters	MC		Send pdf of signed minutes to AS for website	SL		Email all staff re new way of monitoring	TP		Invite portfolio holders to FGB meetings	TP		Update Monitoring Support Pack	SL		Update Monitoring Report pro-forma and share	SL		Send skills audit to Ed May	SL		Circulate finance report	TP		Arrange Teams meeting re WSF/MAT and invite all govs	TP	
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6	Headteacher Report <i>Papers sent out prior to the meeting:</i> HT report Why is the attendance figure lower than last year? Pupil numbers are up with affects the percentages but there are some issues with attendance which the school is working through with parents and the LA. Communicating with other schools is key - one child in school has a sibling in Y7 and the secondary school were unaware of the sibling. There are families who do not see the importance of education and if one child refuses to come to school the whole family stays away. Knowing our families, and who they will respond to, is most important as it is vital to keep lines of communication open. The school's attendance champion is LC who is in the ideal position to monitor registration and school meals information, following up any absences immediately. Are there any incentives for attendance? A system was in place for this but it became divisive – the focus was on children who attend regularly rather than dealing with non-attendance. The school now has a named contact within the LA – Paula Taylor – who will support the school in working with parents to improve attendance. Of the current Y6 pupils, the data states that 19 out of 34 took Y1 phonics screening – does that mean the others didn't? What is the implication for Y[^] SATs? No – they should all have taken it but, as the school is unable to quality-assure the results of other schools, the figures reflect those children who took it at BPS. With the new approach to recall, gaps should be picked up more quickly. Pro-active interventions have proved invaluable for SATs preparation and these will continue. Phonics training for staff – who has received it and how often?	Attendance Gov to liaise with LC/KC	MC																																	

	The school has bought in the national phonics scheme – Read, Write, Inc. – which comes with bespoke training of two days. Y3 teachers and Y4 TAs have completed training so far with one more day to come. For consistency and continuity, the school has adopted the Read, Write, Inc. version of the phonics tracker which checks phonetic awareness and provides data for analysis. Y3 writing is at 45% - this group were flagged in Y1. Was intervention put in then successful and is more needed? There are learning and behaviour challenges with this cohort, with extremes – children who can, children who cannot and not many in the middle. Of a cohort of 49, 13 are on the SEND register (highest proportion in school). SEND writing is 8% (considerably lower than other years) and this brings the overall figure down – non-SEND is at 59% showing that intervention has been effective. Y6 writing at 45% is more concerning at this stage. Is this because of children coming in to Y6? Yes – but there are some existing children who have not made progress. In a cohort of 57, 26 have joined the school since reception and there are 2 school refusers. In addition, some over-inflated data has been identified in the Y1 phonics screening at BPS for 31 of the cohort. An additional teacher has been appointed to support in Y6.		
7	Strategic Development <i>Papers sent out prior to the meeting:</i> • Governance Review • WSF/MAT • Surveys Governance Review – it was suggested that this should be the focus of the next meeting in order to give time to gather comments and observations of governors. WSF/MAT – governors were informed that from 1st January 2025, the legal funding of £25000 for academisation is being abolished. In the light of this, the decision was made not to go ahead with the formal process. More informal ways of working together would be explored. Results of the staff survey were shared and noted. Further comment/observation on one matter to be pursued with AS. Governors also received the summary of the recent reception parent survey, with proposed action points passed on to AS. Monitoring visit reports were all received and governors provided positive feedback on the new proforma. It was particularly effective to focus on one key area of the strategic plan although governors commented that the information provided in the presentation would have helped make the visits even more effective. Further work is required to focus on the impact of actions in the reports.	Gather comments & observations Write to Nick Evans Investigate comment 4	SL TP TP/AS
8	Finance Staff appraisals are now complete and governors agreed to approve any salary changes. Budget Review – the budget is currently in credit, with growth funding not yet in place for further years. It was noted that staffing costs are high in comparison to other schools but we have greater needs. It was agreed that governors still need to strongly promote the school to bring more children in.		
	Meeting ended 6.40pm Next meeting: FGB Meeting Thursday 6th February @ 4.30pm in school		
	Minutes agreed		
	Signed: T Pearson	CHAIR OF GOVERNORS	Date: