



Headteacher: Mr A Smith
B.Ed (Hons); NPQH; PGCertSENCo

'Aim high, prepare to achieve'

Bishopton Primary School
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Bishopton Primary School Governing Board FGB Meeting Minutes 1 st Dec 2022			
		ACTION	
1	Welcome and apologies Present: TP; ASk; AS; SS; ES; LP; DS; HH In attendance: SL (clerk) Apologies: none received		
2	Constitution of the Governing Board HH was welcomed as the new staff governor. No response received as yet for Co-opted governor positions. The school is still registered with the agency and this will be followed up. The suggestion was made to contact local elected officials.	Contact local elected officials re co-opted gov role	TP/DS
3	Declaration of interest/DBS confirmation/Code of Conduct: HH to record these on govhub. DS to confirm DBS	Forward details Record info Confirm DBS	SL HH DS
4	Curriculum presentation: History (EH) At Bishopton our intention is: - to enable pupils to develop a rich and complex understanding of the narrative of the past and their place within the world. - to understand how the past has changed the present - to understand how historians approach understanding the past. A 2-year rolling programme of study is followed to allow for mixed age classes. This is led by the Cornerstones Curriculum, in line with the Early Years Framework and National Curriculum expectations for KS1 and KS2. History teaching is also adapted to include regular events such as remembrance and more unusual events such as the Jubilee. KS1 focus on the past within living memory and mainly British history. They should: - develop an awareness of the past; - use common words and phrases relating to the passing of time; - know where the people and events they study fit within a chronological framework; - identify similarities and differences between ways of life in different periods; - use a wide vocabulary of everyday historical terms; - use questioning to show that they know and understand key features of events and some of the ways in which we find out about the past. In KS2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should: - note connections, contrasts and trends over time and develop the appropriate use of historical terms;		



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- devise historically valid questions and construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- know that our knowledge of the past is from a range of sources;
- understand changes in Britain from the Stone Age onwards and conduct a local study tracing how several aspects of national history are reflected in the locality.

Key concepts are presented as a topic summary sheet, which is put into pupil books at the beginning of a topic and supports both teacher and self-assessment allowing pupils to track their own progress. Quizzes are used to assess knowledge and understanding and ensure that pupils retain the information they have learnt and build upon it year after year.

To reinforce chronological knowledge, all classrooms contain an age-appropriate timeline and a large timeline was commissioned for the hall. Teachers now ask their class a question before lunch based on the timeline so that pupils are actively looking at the timeline.

Monitoring progression in History is through lesson observations, book trawls and pupil interviews. SMT also did deep dive in May 2022. Findings included:

- generally levels of substantive and disciplinary knowledge in History are good - these skills need to be developed further using strategies such as memory boards and the conscious use of questioning.
- pupils generally enjoyed History but sometimes the lesson involved a huge amount of writing and was essentially a reading comprehension exercise. As a result, a Hands-on History week was organised in which writing in History that week was banned and they built models, created artwork and responded to music. Pupils commented that they enjoyed themselves and felt that they could remember more facts. A 'Dancing through the Decades' workshop for the whole school was organised which again helped to change pupil perceptions of History. Teachers now take a more practical approach to the teaching of History generally and this will continue to be monitored.

Whilst there has been investment in more texts written by and including real and fictional people of all ethnicities, with an annual focus on Black History Month, this is something that needs to be developed further, with visits from African cultural groups and black authors planned. The History policy has been updated to ensure that History is taught in an accurate way and that the lives of people of all ethnicities are represented in a truthful way.

Careful thought has to be given to funding Historical trips and visitors. Funding was obtained recently through the access fund to Historical Royal Palaces for 150 pupils to visit a palace in London; Years 5&6 will be visiting the Tower of London at the end of the year, with KS1 taking part in an online visit.



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	Future actions to include: - exploring funding from businesses etc. for historical trips and visitors; (Governors offered connections such as British Legion) - promote the development of Historical vocabulary, making this more explicit on displays and word banks on tables in all classrooms; there is evidence of teachers teaching the spelling and meaning of Historical words in books but this needs to be implemented consistently - give pupils greater access to artefacts, either real or replicas, through funding and asking for contributions. Governors suggested that the newsletter could give notice of upcoming topics with a request for any appropriate artefacts Governors thanked Mrs Healy for her time and presentation, which showed clear evidence of leadership with teaching practice being influenced and developed through monitoring activities. EH left the meeting.																																						
5	Minutes of the last meeting(s): Governors approved the minutes of the FGB meeting on 13th October 2022	Sign minutes	TP																																				
6	Matters Arising: <table><tr><th>Action points from FGB 13th October 2022</th><th></th><th></th></tr><tr><td>Check regulations for co-opted appointments</td><td>SL</td><td></td></tr><tr><td>Send staff governor info / further letter to staff</td><td>SL/AS</td><td></td></tr><tr><td>DBS & confirmations</td><td>DS</td><td></td></tr><tr><td>Send named contact re SEND funding to TP</td><td>SL</td><td></td></tr><tr><td>Email LA re SEND support</td><td>TP</td><td></td></tr><tr><td>Send Governor monitoring support pack to staff</td><td>SL/AS</td><td></td></tr><tr><td>Update schedule to reflect adoption/review of current policy documents.</td><td>SL</td><td></td></tr><tr><td>Update H&S Policy</td><td>AS/VC</td><td></td></tr><tr><td>Send governor info for website and upload</td><td>SL/AS</td><td></td></tr><tr><td>Arrange date for staff thank you</td><td>TP/AS</td><td></td></tr><tr><td>Send out Reception Parent survey</td><td>LP/AS</td><td></td></tr></table>			Action points from FGB 13 th October 2022			Check regulations for co-opted appointments	SL		Send staff governor info / further letter to staff	SL/AS		DBS & confirmations	DS		Send named contact re SEND funding to TP	SL		Email LA re SEND support	TP		Send Governor monitoring support pack to staff	SL/AS		Update schedule to reflect adoption/review of current policy documents.	SL		Update H&S Policy	AS/VC		Send governor info for website and upload	SL/AS		Arrange date for staff thank you	TP/AS		Send out Reception Parent survey	LP/AS	
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7	HT Update (to include Safeguarding) <i>Papers provided prior to the meeting:</i> - HT Report - Staff Behaviour Policy (Code of Conduct) Concern was expressed over energy costs which have recently increased by 100%. The account is in credit for 22/23 and 23/24 but this will diminish quickly. Schools are expected to provide a warm, safe place; heating in school is controlled centrally and provided based on the temperature of the day before. School can override in the case of sudden changes in temperature. Governors agreed that keeping the children warm is a priority. Teacher/TA pay awards were explained; these are on a sliding scale with a higher % for younger/less experienced staff and backdated to April. There is no extra funding for this as it was built into the budget forecast. Costs for																																						



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resources are increasing monthly, also putting pressure on the budget. Governors were informed that an increase in charges will be necessary to cover increased costs related to wrap-around care. The outlook for the next three years remains on track but clearly the extra costs will have an impact – this will be monitored closely. The deadline for applications for Sept 2023 is 15th Jan 2023. Currently 20 first choice applications have been received, with an additional 5 second choice. 60% of applications have come from new families. Individual tours for prospective parents have proved positive. The aim is to reach 31 so that ghost funding will be triggered. There is an issue at secondary level for Stratford – currently over 600 applications have been received for 300 places at the High School. As a feeder school, pupils at BPS have priority so this could be a further 'selling point' for Bishopton. Is there anything governors can do to support the drive for more pupils? The virtual tour and prospectus are both still proving popular. All those involved with the school are asked to promote the school positively at any opportunity, celebrate the diversity and be proud of the school. Promotion on social media and through the Stratford Forum was suggested. Behaviour – action was outlined in response to current behaviour concerns in Y1. Alternative provision is in place to cater for their needs with a minimum of two adults supporting them - one constant, with a rota providing the additional support. This is currently taking place in the library but plans are in place to install a door between the SEND office and classroom so that this can become a secure place for a breakout room. An enclosed area of outside space is also to be established. The children are given the option of returning to class. Governors appreciated the action that has been taken in the interests of all children in the year group. In response to wellbeing outcomes, all work stations will be removed from the staffroom when it is re-established so that it becomes a relaxed place for staff. A PPA workroom will be created in the current Y5/6 cloakroom area, with coat pegs moved to the back of classrooms. How are the new pupils doing? One has an EHCP with learning needs covered within the classroom. Two further pupils (one in R and one Y4) building up time in school. Still a challenge but moving in the right direction. Governors asked for good wishes to be passed on to Miss Stepien who gave birth to a baby boy today.		
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8	Strategic Development <i>Papers provided prior to the meeting:</i> • Governor monitoring visit feedback • MAT • Values Governor Monitoring Visit feedback The process seems to be working: • Staff appreciate not having extra work; • Children are becoming more familiar with governors; • Governors are more confident about 'how' they know. Moving forward, governors will focus on what is in the books rather than on the lesson currently being delivered to gain an overall picture of progress. Should we ask more safeguarding questions? Not necessarily. It is important to be aware of policy and procedure; if a child discloses, reassure, listen, make notes, complete green form and hand to a Designated Safeguarding Lead (DSL). Green forms are in every classroom and the staffroom. Concern about an adult should go straight to the Head. ES is now the second Safeguarding Governor. ASk and ES are working on an action plan, to include how we ensure that concerns out of monitoring is fed into the Safeguarding Governor work. MAT (AS/TP/ASk/SS) The government expectation for a Multi-Academy Trust (MAT) is between 5k and 8k pupils. The current proposal under consideration involved 2.5k pupils so this will just be the start of the process and governors will need to consider what may happen next. Academies are state schools with direct funding. There are some single stand-alone academies but MATs provide greater economies of scale and school improvement support. Can Bishopton become a stand-alone academy? No – pupil number are not enough and the DfE would not allow it now. All newly built schools have to an academy. Existing schools that have a Good/Outstanding OFSTED grading currently have the choice to convert; those with Requires Improvement/Special Measures do not have this choice. Whilst we are a good school, we have the choice and can influence outcomes. Where are we now? The focus is on engagement and building relationships with the other schools to form a sound basis for future development. Governors are encouraged to carry out their own research into MATs.		
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	Values The latest document was circulated to staff. The next stage is to work on the vision. This will be a collaborative event, initially with governors and senior leadership team then rolled out to whole staff through a staff meeting. These are held on Wednesdays from 3.30 to 4.30pm and two weeks notice would be required to ensure that all staff can attend.		
9	Finance: <i>Papers provided prior to the meeting:</i> - School budget 2022-2023 – in year report - Approve annual salaries following appraisal The next finance meeting is on 7 th December – information to follow. Governors approved annual salary changes as a result of appraisal.		
10	AOB Reception Survey - More responses received this year; - The staggered start for children in Reception was a challenge for those children who have been attending nursery provision from 8am to 6pm; - Home visits in the first week are appreciated. Governance Matters The November edition is now on GovHub – a most useful resource and source of key information for governors.		
	Meeting ended 6.40pm Next FGB meeting: FGB 9th February 2023 4.30pm in school		
	Minutes agreed Signed: CHAIR OF GOVERNORS Date: T Pearson (Chair)		