



Bishopton Primary School Governing Board					
FGB Meeting Minutes					
24 th March 2022					
			ACTION		
1	Present:	SS; AS; LP; HH; ES; RN; JM; LP			
	In attendance:	SL (clerk) VC			
	Apologies:	TP; ASk; OT			
2	Declaration of interest/DBS confirmation/Code of Conduct: No declarations.				
3	Minutes of the last meeting(s): Governors approved the minutes of the meeting from FGB 3 rd Feb 2022			Arrange to sign minutes	TP/SL
4	Matters Arising:				
	Action points from FGB Meeting 3 rd Feb 2022				
	Induction for new governors (outstanding from 25 th Nov)		ASK		
	Arrange for outstanding minutes to be signed		SL/TP		
	Update photos for prospectus		TP/AS		
	Send out Reception Parental survey results to all parents		LP/KC		
	Complete SFVS and circulate		TP/JM		
	Upload Pupil Premium/Sports Grant info to website		AS		
	Inform school if attending Prevent training on 9 th March		All govs		
	Circulate NGA strategic direction document		AS		
	Explore costs of NGA membership		SL		
	Investigate external facilitator (NGA) re vision		TP		
	5	English Presentation Governors welcomed Mrs Graver (English Manager) and Miss Hudspith (Phonics/Early Reading) to present the impact of actions taken to develop Reading and Writing at Bishopton. The school has invested in Cornerstones, which provides a sequenced and interconnected approach to the curriculum through topics/themes with associated recommended reading texts which are constantly updated to ensure that they are relevant and provide variety. The texts include fiction, non-fiction and poetry, with examples being taken from the real world. All staff undertook training in VIPERS – an approach to questioning that covers all aspects of reading (Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarise) in order to develop a deeper understanding of texts. Training has also been undertaken to ensure a consistent approach to phonics using the Read, Write, Inc approach. Staff were released to observe Miss Hudspith teaching a phonics lesson, followed by team observation and team teaching. The three classes in KS1 are treated as one for the purposes of teaching			

	phonics, split into groups following screening. Different members of staff are assigned to different groups on a rotation and the children are re-screened and moved between groups as required. The children move onto the Oxford Owl scheme and Bug Club which are already in school. There has been a clear impact on the children's work: • All children know what a phonics lesson looks like and this is being monitored closely to ensure consistency. • Reading and discussing whole class texts as a way into the new topics enables the children to make connections and identify common elements. As a result, writing content has improved. • The focus on whole class reading ensures that all children are involved in the same text regardless of ability, taking from the text what they are capable of. The focus to raise children's expectations of their capacity to read challenging texts is having an impact on their writing and enables children to achieve at a higher level. Mrs Graver read a piece of work from a child who struggled with writing, pointing out the emotive vocabulary and clear understanding of the structure of the writing. • There is an emphasis on 'book talk' using the VIPERS approach which again allows children to access texts at their level whilst being exposed to the higher order skills. The key is knowing the children well and targeting questions appropriately. There is support for the weaker readers but this approach enables there to be challenge for all. There are constant conversations with staff to receive feedback and offer support where required. • The 2019 SATs paper was given to Yr6 last summer and the result was 11% higher than when it was first taken. Even allowing for different cohorts, this is a clear improvement. Governors thanked the members of staff for their time and presentation – EG/HH then left the meeting.		
6	HT Report (to include Safeguarding) <i>Papers provided prior to the meeting:</i> • HT update Is there any support for attendance regarding travellers? There is a Local Authority group for this but they do not seem able to challenge them. There is a liaison officer who works with the children. One received a 2 and ½ day exclusion and has not returned since. Attendance seems low in some groups – is this shared at parents evening? Attendance reports are provided at the end of the year – individual situations are dealt with as they arise. There is a current 4 year old child not attending but children are not legally required to attend until they are 5 – this is an extreme case and if it continues into Y1 more official intervention may be required. Has closing the gates improved lateness? It has – we now use an electronic system for ordering lunches that required choices/numbers to be collected on arrival so that the kitchen can plan. We therefore need the children to be in on time. £6500 funding has been secured for the mural project 'Our Stratford' to be displayed on the Community Centre Wall. There will be vignettes of Stratford following the path of the River Avon. Each year group will be given a theme, eg. Stratford Butterfly Farm, and the children will produce mixed media work. An Artist-in-Residence will work with the children to prepare, design and complete the project in the week before and the week after SATs.		

	Is there going to be a school rebuild for Bishopton? Local Authorities were asked to propose schools under the government scheme to rebuild 300 schools per year. Warwickshire included Bishopton in their proposal but it should not have been publicised yet. They will hear by Easter whether they have been successful. It will not be a complete rebuild – the new areas of school will be able to house the children while any work is carried out. Solar panels will be proposed to help reduce energy bills. What is the current situation regarding refugees – are any coming from Ukraine? No Ukrainian refugees at the moment but 5 new Afgan refugees started this week having moved up from London. KS1 SATs are being brought back for the next 2 years to cover the lack of testing in the last 2 years. These are teacher-assessed and Bishopton expect to be moderated given the number of new staff in place. Data figures reflect the situation that those children in KS1 have been most affected by the pandemic and this is where catch-up intervention is focussed. The current Reception children have now had two terms uninterrupted. These are teacher assessments and teachers generally err on the side of caution. The National Tutoring Programme provides funding for additional, targeted support for disadvantaged children – 75% of costs for school-led tutoring. A successful application from the school (worth £19000) will result in 15 children receiving support in mastering number in Maths.		
7	Governor Monitoring <i>Papers provided prior to the meeting:</i> • RSE (SS/RN) • SEND – Pupil Premium, Disadvantaged, EAL (LP/RN) • ICT, Science, Geography (LP/TP) • Maths (TP/LP) All reports now state the relevant LIP priority and governors appreciated these insights into the work of the school. Evidence was documented on the impact of the ‘Jigsaw’ scheme in RSE with regard to team building and developing social skills. See reports for recommendations/future actions. The report for English/History was not available prior to the meeting and will be uploaded to gov hub. Highlights include the impact of English teaching in the History books as a result of the theme approach, whilst still stressing that History still needs to be taught as a subject assessing historical knowledge and understanding. Suggestions were made to explore alternatives to writing such as visits/visitors. Governor visits – week beginning 16th May was proposed and accepted as an opportunity for governors to go into school for monitoring visits. Whole school questionnaire – the suggestion was made to use the OFSTED questions as a guide for this. Timing and content to be discussed at next meeting.	Upload report to gov hub Email SL with availability Agenda item	SS/ES All govs SL
8	Finance: <i>Papers provided prior to the meeting:</i> • SFVS 2022 Governors approved the SFVS and recommended its submission. HH left the meeting	Submit SFVS	TP

9	AOB 1. The NGA session on Vision was confirmed for the 18th June to begin at 9.30am. AS to inform KC and EG. 2. Governance Matters included a very useful section on OFSTED questions to support governors in preparing for a visit. A discussion followed regarding training for this and there was a general preference for something face-to-face rather than online. The suggestion was made to explore the possibility of a face-to-face in-house training session at Bishopton that would enable all governors to experience this at the same time – possibly extending this to the governors of Thomas Jolyffe and Bridgetown. 3. K Wain (Science Manager) will be attending the next FGB meeting. Subject managers are now seen as ‘experts’ in their field by OFSTED and subject reports from OFSTED have been summarised for them to enable them focus on what is expected. Presentations to governors need to be a key part of their role. 4. School celebrations for the Platinum Jubilee were outlined for the last week of the first half of the Summer Term. 25th – Dance workshops; 26th – Bake-off; 27th – Picnic. 5. A proposal has been put forward for the school to have a therapy dog. The Deputy Head of St Nicholas, Alcester is coming into school to outline the pros/cons and how the process works. One member of staff would be responsible. One governor asked how allergies or fears would be addressed and it was made clear that the dog would not be forced on anyone and would ‘live’ in the Head’s office. All governors present were enthusiastic about this idea.	Email Governor Services to enquire Agenda item – Science presentation	SL SL
	Meeting ended 6.20pm Next FGB meeting: 5th May 2022 4.30pm in school		
	Minutes agreed Signed: CHAIR OF GOVERNORS Date: S Smith (Acting Chair)		