



Bishopton Primary School Governing Board FGB Minutes 10 October 2019

		ACTION	
Present: SA; TP; OT; AM; KM; SS; HH; AS; SL			
Apologies: EM: VC			
Declaration of interest: none declared			
Minutes of previous meetings (11 July/12Sept 2019): Minutes agreed and signed as a true record			
Matters arising: - Skills Audit – SL requested master to complete ready for analysis; - Actions from the minutes completed. All other matters arising on the agenda.		Skills audit master to SL	SA
Headteacher Report: The report and associated documentation were sent out prior to the meeting. However, it was acknowledged that there was a lot of detail to take in and further questions would be invited at the next meeting. Key Priorities: - Focused support and challenge in teaching and learning in KS2 so that a greater proportion of pupils achieve expected standard; - Raise reading standards across the school so that attainment and progress at least match national and other subjects; - Embed new curriculum across the school. The key priorities have been identified from the data. 2019 Children achieving Expected Standard and above: Reading: 61% Writing: 75% Maths: 78% The gap between Reading and Maths of 17% = against national trends; Girls achieving in Maths but not Reading = against national trends; Disadvantaged Pupils outperforming the rest in Maths = against national trends. It was noted that Reading Attainment and Achievement was the lowest over three years and therefore this is Priority 1 on the SEF. TP – Are we spending Pupil Premium appropriately? Governors were informed that major investment is being made in reading materials, with the development of class libraries. Teachers have been given £1000 to make		Upload documents relating to HT report to Governor Hub	SL

purchases appropriate to the age/interest of the children in their class of furnishings and reading materials. In addition, staff have been asked to mark PP pupils' books first and monitoring is in place to ensure that they all know who their PP pupils are.

As a result of research, AS shared the fact that, compared to 5 years ago, the latest Y6 tests had 400 more words and 8 more marks were needed to achieve the expected standard.

A discussion followed regarding ways that the school intend to raise the profile of reading across the school and the following was noted:

- The importance of children seeing adults read – staff are encouraged to talk about their own reading;
- The need for a higher profile on the newsletter to encourage regular and wider reading at home. It was acknowledged that Reading requires external/home support, wider life experiences and that reading every day makes a huge difference;
- That resources need to be used innovatively to develop and build on skills e.g. inference and deduction;
- That this is a whole school responsibility – not just an issue for Y6;
- The need for more appropriate reading material for reluctant readers, as well as challenge for confident, fluent, effective readers. New reading records allow for the recording of own books and there is a system in the library for 'own book donations' which helps to expand the range of reading material available;
- First half hour of each day is dedicated to reading, with a focus on phonics in early years and whole-class, shared texts linked to topics further up the school.
- Alternatives to traditional books will be explored e.g. tablet books which may appeal more to boys;
- It is important to build up reading stamina as well as the enjoyment of reading.

Governors were also informed that results in KS1 phonics showed 92% working at or towards the required level – yet 50% of the pupils cannot read. This shows that the children are not transferring their phonic skills to reading.

OT – How do we address the expectation of children moving 'up' in the reading schemes when, although they can read the words, they do not understand?

Staff will be trained in the scheme 'The Power of Reading', which is designed to establish skilful and effective questioning required to develop higher order reading skills. There is a huge difference between 'barking' at print and comprehension and this will help to address this.

A further trend against national was the difference between Reading and Writing, with Writing 14% above Reading. Nationally the trend is for the reading to develop first and then to feed into the writing; Y6 staff were moderated externally this year and their assessments validated. It was pointed out that a number of children joined the school in KS2 with inflated KS1 results.

It was noted that Priority 2 is to continue to embed the 'mastery' method of teaching Mathematics.

SA – How do the Maths homework books address the need for mastery?

The Maths homework books are designed to increase speed and fluency, enabling staff to identify gaps in knowledge and understanding. They also help the children to become more prepared for the 'mixed' maths that they face in test situations.

AS reported that the planned Capital projects will be completed at Christmas: • Hall painted; • Hall floor replaced; • Corridor flooring outside offices replaced; • New internal front doors. Future plans include and outdoor gazebo and astro-turf in the Reception area.		
Safeguarding: • The first part of Safeguarding training has been completed with all stakeholders represented; • Prevent training – certificates to KC please; • There are 5 Designated Safeguarding Leads (DSL) in school; • Safeguarding Governor also a teacher; • All staff are clear regarding reporting concerns; • Green forms – 40 have been completed since the start of the new year (compared with an average of 40 over a year across the county). This shows that staff are vigilant. HH sought reassurance that green forms are not shared with parents and that those reporting concerns cannot be identified – this was confirmed. • Yellow forms for reporting concerns about staff are copied onto white to maintain discretion in tricky situations; • Keeping Children Safe In Education 2019 – a new version was produced with substantive changes listed in Annex H.	Prevent certificates to KC	All
SEND Impact Log: Document sent out prior to the meeting.		
Governors' Code of Conduct: Document sent out prior to the meeting for agreement and approval. Review date needs to be changed to 2020. All governors present signed copies to confirm.	Change review date EM/VC to sign document	SL SL
Policy Updates: Document sent out prior to the meeting. New policy – Nappy Changing and Intimate Care Policy – approved. Policy reviews to be shared among governors, with pairs of governors given lists of policies for review by asking AS for any changes and feedback to FGB.	Schedule to be created	TP
FGB Constitution: HT Appraisal Committee: SA and TP have completed training for Headteacher Appraisal; advice had been given that Chair and Vice-Chair should not both be on the panel. KM to undertake training and join panel. The prior working relationship between AS and KM was recorded to ensure no conflict of interest. The need for a further governor with no link to the school was established; Skills audit outcomes will determine needs. Curriculum Governor – decision made for all governors to oversee the new curriculum implementation. Governor Day 15th Nov: • All governors to focus on the new curriculum on Governor Day; • Random selection of children through numbers on school register; • Look at parity across classes in the same year group. AS – How far do you have to go into school to find evidence of...? Learning walk suggested as part of Governor meeting.		

Skills Audits: Documents sent out prior to meeting and uploaded to Governor Hub. AS/VC to complete Audit	Skills master to be completed Analysis	SL SA/SL
Challenging Questions: 20 Question for Governors and Warwickshire County key questions handed out. SL suggested adding three question to the end of each meetings' agenda to show reflection and effectiveness: Where in this meeting have we... • Held the school to account? • Acted strategically? • Provided evidence of value of money? Governor questions will be recorded in bold type.		
AOB: Finance Report: See report. • The forecast is based on pupil numbers of 35; there is more building locally and this number could increase; • Current forecast for 2020/21 is a deficit of £6000; LA require a fully balanced budget – AS is confident this can be done; • More flexibility for Capital projects means that current plans can be funded through this; Risks: • Pay increases of possibly 2.75% • Pupil number forecasts • Staffing assumptions – temporary teacher vacancy to end 31/08/20 • Overspend in curriculum area – possible alternative funding for curriculum developments SFVS changes – 2019-20 due 31 March 2020 at latest Parents Evening – Governor representation: 7 th Nov – SA/TP/AM 15 th Nov – TP/AM Anyone else available, please let TP know. AM agreed to support and analyse outcomes. Suggestions made to have agreed questions on tablets using Survey Monkey as well as paper copies.	Questionnaire on Survey Monkey	AM
Meeting ended 6.50pm		
Minutes agreed		
Signed: S. Abercrombie	CHAIR OF GOVERNORS	Date: