

MINUTES OF MEETING



School: West Bridgford Infant School
Meeting title: Summer term strategy meeting of the governing body
Date and time: Tuesday 15 July 2025 at 6.30pm
Location: At the school

Membership

'A' denotes absence

Ms R Ayrton
Mr S Brooks
Ms S Colston
Ms G Cutts (head of school)
Mrs P Farries-Dinsdale
A Ms L Gimson
Mrs Z Gingele
Ms C Hammond – from 6.50pm
Mr J Hanspal – from 6.45pm
Mrs C Hughes (chair)
Ms L Spink
Ms J Stewart
Mr J Willis (executive headteacher)

In attendance

Ms C Baird (clerk to the governors)

GB/51/25

Apologies for absence

Action

Apologies for absence were received from Ms Gimson.

It was

resolved

that the governing body consent to this absence.

GB/52/25

Declaration of interest

The chair declared that she is a governor at the junior school and at West Bridgford School. Mr Hanspal declared that he is a governor at the junior school.

There were no other declarations of interest, either direct or indirect, for items of business on the agenda.

GB/53/25 Review of membership and terms of office ending in the next 12 months

On behalf of the governing body, the chair formally recorded thanks to Mrs Gingele for her contribution to the governance of the school.

Governors

approved

the re-appointment of Mr Brooks as a co-opted governor, with effect from 12 October 2025.

Governors discussed the parent and co-opted governor vacancies and it was **agreed** to start the parent governor recruitment process in the autumn term.

GB/54/25 Approval of minutes of first summer term meeting and any additional special governing body meetings

The minutes of the first summer term meeting (finance) held on 20 May 2025, having been previously circulated, were confirmed and signed by the chair.

Review of actions

GB/24/25 – Head of school to confirm completion of actions with Mrs Traquair.

HoS

GB/55/25 Summary of headteacher's report and governors' questions and challenge

The executive headteacher presented his report, which had been previously circulated, highlighting the good teaching and learning in all classrooms and the provision going above and beyond to develop the curriculum and expand opportunities available to all children. The executive headteacher noted the wide range of CPD achieved on a limited budget, including joint twilights with the junior school, in-house training and free training opportunities.

Q: Is everything possible being done to ensure that any finance issues are acted on quickly and that governors have a clear view of processes?

A: The school business manager from the junior school is supporting Mrs Traquair to provide a budget report and meeting with the executive headteacher to discuss – Mr Brooks to attend one of these meetings.

SB

Governor questions submitted in advance of the meeting

Q: Pupil premium - with the additional pressure expected on TA resource next year, do you think you will be able to continue to offer the interventions required by this group? Without the more granular data it is difficult to see how the children in this group have achieved this year [we can consider it more in the Autumn term].

A: The best way to support these children is through consistent quality first teaching. Delivering interventions has been a challenge this year and will continue to be a challenge next year. However, staff are very good at finding ways to deliver these – for example, during assembly times.

Q: Finance - brilliant news that the forecast for next year has been positively impacted! Would it be possible to have an updated statement? Does the change to our circumstance have any impact on plans for staffing?

A: Although it is positive news about the budget, things are still very tight and we will not feel completely confident in our position until after the re-forecast. A

surplus of £9,000 is still an incredibly tight budget with very little wriggle room so it will not have any significant impact on our plans for staffing unfortunately.

Q: What was the driver for producing a set of teaching and learning principles? Does this cover something specifically different to other existing documents?

A: A set of teaching and learning principles, created in collaboration with all staff, means that there will be greater consistency in the delivery of high quality lessons across school. These principles also underpin any lesson study/formal observations and therefore feedback can be measured against the things that we feel are most important in school. This should offer specific guidance for improvement in the areas that teachers have highlighted as the most important elements of effective teaching and learning. With these principles underpinning lesson design and feedback being given against this criteria, it leaves no room for teachers to be unsure as to how they can best improve their practice.

Q: EYFS - It's concerning to see the continued downward trend in results despite the work done by the team. Are there any patterns emerging in the areas children are not meeting the expected level now we're in the second year of this framework? Do we have any sense of whether other schools are experiencing similar? I appreciate that national data isn't available yet but I wondered whether it had been discussed in the EYFS networks, RMSA etc.

A: The revised Early Years Framework curriculum came into effect in 2021 so we are very familiar with it. It has had some updates since regarding safeguarding and welfare but the curriculum remains the same.

What we have noticed is that COVID-19 pandemic has significantly had an impact on the children, coming in with much lower starting points than any other previous year's pre-pandemic. During this time children had disrupted Early Years provision and limited social interactions. Some children did not have access to their two-year check with health visitors which is important to identify any areas of concern, lots of speech and language needs were not identified until later or sessions took place online which is not ideal for young children. Talking to the local nurseries for transitions as well as updates and networking with other schools they have seen this too. This is the case nationally.

The children in this particular cohort have once again come in lower than previous years prior to the COVID-19 pandemic. This cohort of children were born in the COVID-19 pandemic. The areas which are highlighted lower on entry are CLL-Listening & Understanding, PSED -Self- Regulation (& executive functioning), Managing Self (self-care & toileting), PD -Fine-motor, LIT -Word Reading & Writing. These areas have been lower on entry the last few years since COVID 19 so it is still having an impact on the children now.

For the children to get a good level of development (GLD) they have to have to achieve expected in in prime areas: Communication & Language, Physical, Personal, Social & Emotional, Literacy and Mathematics which is 12 separate areas altogether. If the children are only missing one of these areas they don't achieve a GLD which overall doesn't reflect how well the children have done in each subject area. Our results in individual subject areas have gradually increased since COVID - even though the GLD has reduced the percentage of children achieving the areas is higher. There is not a particular trend in missing areas over the years, it all depends on the specific needs of the cohort. Writing was lower last year, this year our speaking and word reading is slightly lower. This year we have a lot more children coming in who have EAL (31 children), some who speak little or no English. We also have more children with neurodiversity and high-level needs in each class than previous years. 4 children are ASD (3 of these children require 1:1 support), 2 more children are in the process of being referred and 1 child who has selective mutism, all of whom need support with their communication and language.

Due to the 1:1 support required for our 3 High Level SEND children and also time to support another child, we have had less TA time to support and implement all the interventions that we normally do.

59% of the children not achieving GLD are EAL, 21% have SEND or are being referred for ASD assessment.

The above factors have all impacted on our lower results overall this year. However, it is important to acknowledge that all children have made great individual progress from their starting points.

Review of RAG-rated School Improvement Plan

Governors noted the progress made in the collaboration. The executive headteacher stated that this had been reflected on by the joint SLT and plans for the coming academic year had been discussed. Governors noted the significant work on transition from Y2 to Y3, with Y2 children given more opportunities to visit the junior school.

Q: Will the transition survey for Y3 parents be carried out again this year?

A: Yes, we will use the same survey and discuss the feedback at both schools' FGB meetings.

Q: Are any actions or objectives going to roll over to next year's SIP?

A: Yes. There will be a number of key headings, for example, subject leadership, with the objective linked to the curriculum, subject leaders involved in the curriculum intent process and more rigorous monitoring. Some of the collaborative elements will roll over, but next year's SIP will have a strand for collaboration within each target, for example, in curriculum this will be to ensure that the curriculum is truly progressive from EYFS to Y6.

Staff survey

Governors noted the large number of positive comments regarding the collaboration.

Q: What is behind the negative response to being encouraged to improve practice?

A: The survey is anonymous, but this response is probably connected to a specific role.

Q: Why are the responses to meeting the needs of all learners not more consistent?

A: This is linked to the level of need in the school and has been taken forward into the SIP for next year with an objective around adaptive teaching and how staff are supported in this.

Parent survey

Governors discussed the responses to the parent survey regarding afterschool provision.

Q: What are the finishing times for the afterschool clubs in school?

A: They vary from 4.30pm to 5.00pm.

Q: Can children go from an afterschool club to WBOOSC?

A: Yes, but they would be charged for a full sessions at WBOOSC.

Governors noted the positive feedback from the survey on the shortening of the reception settling-in period and agreed that it would be useful to hear staff feedback on this – it was agreed to discuss this with reception staff on the autumn term Talk Day.

GB/56/25 Collaboration**RMSA**

The executive headteacher gave an update on the RMSA, stating that an action plan had been agreed and sub-groups established, for example, QA, joint events and CPD. The executive headteacher stated plans for the coming year included peer-to-peer QA using a triad model, a joint INSET day for all fifteen schools and writing moderation.

JCC

Governors noted the minutes from the summer term JCC meeting which had been uploaded to Governor Hub. The chair stated that she and the chair of governors from the junior school had met with a school which had gone through the federation process, noting that the meeting had been extremely useful. The chair stated that the federation process would be the focus of the JCC from the autumn term, with regular updates to be provided to both governing bodies.

GB/57/25 Policies

Governors **approved** the following policies

- Annual leave and leave of absence
- Data protection
- Charges and remissions
- ECT
- Anti-bullying (subject to minor amendments)
- Uniform
- Whistleblowing

Q: How have you found the changes to the ECT training, including mentor support and training?

A: This has been working well. We have had a QA visit from Flying High who were impressed with our provision and found no issues.

Q: Does the school currently have a trainee teacher?

A: No, we did not have one this year and have not been asked for next year. We have had some students from NTU.

Q: Why is the PE kit different in the junior school?

A: This is something which the Heads of School have discussed with a view to future alignment.

GB/58/25 General Data Protection Regulations – report from the DPO/information governance link governor

Governors noted the GDPR report which had been uploaded to Governor Hub, including the actions for governors. GDPR to be further discussed at autumn term strategy FGB meeting.

GB/59/25 Information from the corporate director

There were no new reports to note.

GB/60/25 Communication

From chair

The chair gave a summary of recent feedback received from a parent.

From executive headteacher/head of school

None.

From clerk - governor newsletter

Governors noted the second summer term edition of the governor newsletter.

GB/61/25 Review of planning documents

Governors

approved

the scheme of delegation for 2025/26

Governors noted the annual planner and policy checklist for 2025/26.

Governors to review the updated link governor roles document on Governor Hub before autumn term Talk Day. **All**

Governors to contact chair if interested in the executive headteacher appraisal governor vacancy.

Governors **agreed** the appointment of Ms Colston sustainability link governor.

GB/62/25 Report from training co-ordinator of impact of training undertaken and review of governor training requirements (including safeguarding)

Mr Hanspal to collate responses to governor skills audit.

JH

GB/63/25 Review of governor monitoring visit reports

The chair stated that feedback from Walk Day had been uploaded to Governor Hub. Governors noted the following:

- Walk Day was very well organised and brought the school to life for the governing body
- Useful and honest wellbeing discussion with staff
- Valuable to hear pupil voice
- Early years outdoor session – high behaviour standards set by staff

Q: What is going to be done with the feedback from the staff wellbeing discussion?

A: Chair to look at this in more detail. Executive headteacher will send a 'you said, we did' email response to the staff survey before the end of the summer term.

Chair

Governors noted GDPR monitoring carried out by Ms Colston.

GB/64/25 Confirmation that the school website is compliant with the statutory requirements

Ms Colston stated that the DPO was carrying out the website compliance check – Ms Colston to contact the DPO to discuss and feedback to be received at autumn term strategy FGB meeting.

**SC
Agenda**

GB/65/25 Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account

The chair drew governors' attention to the draft impact statement on Governor Hub – governors to send any comments to the chair, with the statement to be sent to parents before the end of the summer term.

All

Governors noted governor involvement, challenge and discussion on the following:

- Questions and challenge on the headteacher's report
- Approval of policies
- Walk Day and governor monitoring
- Budget monitoring

GB/66/25 Meeting dates for 2025/26

Governors **noted** the following meeting dates for 2025/26, all with a revised start time of 6.15pm:

Autumn strategy – Thursday 9 October 2025
 Autumn finance – Tuesday 11 November 2025
 Spring strategy – Wednesday 4 February 2026
 Spring finance – Tuesday 24 March 2026
 Summer finance – Wednesday 20 May 2026
 Summer strategy – Tuesday 14 July 2026

GB/67/25 Determination of confidentiality of business

It was

resolved

that no items of business be deemed confidential and all papers and reports be made available as necessary.

The meeting closed at 8.30pm

Signed



(chair)

Date 9 October 2025

School Display