

MINUTES OF MEETING



School: West Bridgford Infant School
Meeting title: Spring term strategy meeting of the governing body
Date and time: Wednesday 4 February 2026 at 6.15pm
Location: At the school/via Teams

Membership

'A' denotes absence

Mr S Brooks – from 6.35pm
Ms S Colston
Ms G Cutts (head of school)
Mrs P Farries-Dinsdale
Ms L Gimson
A Mrs C Hammond
A Mr J Hanspal
Mrs C Hughes (chair)
Dr G James
Ms L Spink
A Ms J Stewart
Mr J Willis (executive headteacher)

In attendance

Ms C Baird (clerk to the governors) – via Teams

GB/01/26

Apologies for absence

Action

Apologies for absence were received and accepted from Mrs Hammond, Mr Hanspal and Ms Stewart.

GB/02/26

Declaration of interest

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

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

GB/03/26

Review of membership and terms of office ending in the next 12 months

There were no membership issues to note.

GB/04/26 Approval of minutes of second autumn term meeting and any additional special governing body meetings

The minutes of the second autumn term meeting (finance) held on 11 November 2025, having been previously circulated, were confirmed and will be signed electronically by the chair.

Review of actions

GB/94/25 – Financial reporting for governors: the executive headteacher stated that he meets monthly with Mrs Traquair to review the school budget and that a report is provided for each meeting. Chair and executive headteacher to agree when best to share these reports with governors.

Chair/EHT

GB/101/25 – Chair to circulate information on safer recruitment training.

Chair

GB/05/26 Approval of policies

Governors **approved** the following policies, which had been previously circulated, subject to minor amendments where agreed:

- Teaching and learning
- First Aid
- Equality

Q: Regarding the teaching and learning policy, is there any leeway in this for teachers to put their own flair on lessons?

A: Lessons are planned together in PPA time, including preparation of resources, and so teachers are aware of learning outcomes. Teachers adapt their teaching to the needs to the children in their class and have autonomy to make decisions, with the teaching and learning principles run through everything to ensure consistency. Monitoring ensures that there is consistency, that good practice is shared and that both lower and higher attainers are challenged. Support is provided through adaptive teaching and providing scaffolds and models. Working with small groups allows teachers to quickly adapt teaching to individual needs and ensure all children get 'healthy challenge' – evidence of this has been seen in learning walks and it ties in to independent learning provision.

In response to a governor question, the executive headteacher stated that the equality objectives were included in the equality policy, with full details in the action plan.

GB/06/26 Holding executive leaders to account – summary of headteacher's report

The executive headteacher presented the headteacher's report, which had been previously circulated.

Q: Were the twenty-nine concerns on MyConcern recorded by teachers?

A: All school staff have access to MyConcern and can record concerns. We encourage staff to record all concerns in order to build a picture and support understanding of the children. The safeguarding leads meet fortnightly to go through the concerns, with some left open and continually monitored and others closed. When a concern is closed, the rationale for this and any actions taken are recorded and the concern remains on the system for reference. If several concerns were recorded for one child in two weeks, this would be highlighted and appropriate actions taken.

Q: There seems to be a slightly higher number of behaviour incidents recorded – were these linked?

A: Of the three incidents, two were linked. Numbers of recorded incidents are still very low. The increase may have been partly due to an increase in staff confidence in using MyConcern to log behaviour incidents. The log of incidents can be filtered to allow any patterns to be identified. It is very useful to have all the information in one place and also to use the same system as the junior school.

Q: What does the 'behaviour at home' category on MyConcern refer to?

A: This could be used if a parent has asked school for support with a child's behaviour.

Q: Some comments have been reported to parent governors regarding how information on progression and attainment is shared with parents – is this done regularly?

A: Data is collected once a term, with parents' evening held in autumn and spring terms and reports sent in the summer term. We provide the same amount of information on progress to parents as other schools and have to be mindful of teacher workload.. Teachers should contact parents earlier if there are any specific issues to raise, and this is something which the executive headteacher and head of school could look at to ensure is happening. Reports contain clear and detailed information and this is also made explicit at parents' evenings. Children do not make progress on a steady trajectory. We would hope that parents would contact the class teacher if they had any concerns.

EHT/HoS

Governor questions received in advance of the meeting

Q: For the persistent absence section, how many of the children included are pupil premium?

A: None of the twenty-two pupils who are currently classed as persistently absent are pupil premium children.

Q: Can you confirm the Attendance Baseline Improvement Expectation (ABIE) for the school and do you think it is achievable?

A: Our attendance for the whole of last year was 97%. Our ABIE for this year is an increase of 0.1 meaning the target is 97.1%. We believe that this is achievable.

Q: In the EYFS data, would it be possible to break this down into the various groups so we can scrutinise progress at that level, particularly as the report details the high numbers in some of those categories?

A: This data is currently not recorded on Arbor, meaning it is more challenging to carry out an analysis on vulnerable groups. However, we will be putting the data on Arbor, in the same way as the KS1 data from this term onwards meaning that in the next headteacher's report we will have the same breakdown for EYFS as we have for KS1.

Q: In Y1 and Y2, progress for boys is behind girls across all areas. Do you have any sense of why this is and would you be able to give some examples of targeted actions that might be employed to help them catch up?

A: This pattern is very common nationally and has been consistently identified across both Early Years and KS1. Several well-established factors can contribute including differences in early language development and engagement and attention differences. Some boys struggle more with sustained attention, fine-motor tasks and sitting for extended periods. These are some of the reasons that our independent learning approach is so important; many boys engage

better with hands-on learning, movement-based tasks and shorter, varied activities.

Some examples of targeted actions to help boys catch up might include: work to boost early language and vocabulary through small group oral language work and daily structured conversation routines (e.g story re-telling, explaining your thinking). The challenge with any interventions we put in place is who is going to deliver it and when, due to staffing being so stretched and so many children needing 1:1 support. Other ideas that will support are strengthening phonics and early reading provision and in particular providing opportunities for boys to read 1:1 with an adult (class teachers will already be taking this into consideration and thinking very carefully about who is chosen to work with volunteers who are hearing readers). It is key that class teachers continue to increase engagement through active learning, incorporating movement into lessons, using boy-friendly texts and providing choice within tasks — boys often respond well to autonomy. Through staff training on our teaching and learning principles, we have reminded teachers about the importance of making learning meaningful and purposeful. We know that boys often respond strongly to practical challenges, real-world problems, using construction and design materials and plenty of opportunities to move and collaborate.

School Improvement Plan

Governors discussed the RAG-rated SIP, which had been uploaded to Governor Hub, and the executive headteacher highlighted the following aspects:

- In expected position for the time of year.
- Excellent work by heads of schools to develop the 'champions' concept across both schools and develop a shared behaviour policy, to be implemented in the summer term.
- Curriculum – ongoing work on streamlining and sequencing of learning, with focus on medium-term planning. Positive feedback received from staff.
- Development of subject leader handbooks. Noted less management time in the infant school.
- Teaching and learning principles the same across both schools – evidenced in learning walks and linked to a series of three staff meetings, with the third meeting held jointly.
- Shared CPD continues to be very positive, with sessions on emotion coaching and managing challenging behaviour planned in May 2026 for both teachers and TAs.
- EYFS – noted positive progress and areas still to develop.

Q: Is there anything on the SIP which you expect will be carry forward to next year?

A: Nothing significant. The action to facilitate teachers to observe high-quality teaching in other schools was rather ambitious and has not happened due to logistical issues. However, writing moderation provided a very good opportunity for staff to have professional conversations.

GB/07/26

Collaboration/federation

The chair stated that the federation consultation period had ended, noting three emails had been received from parents and that only one parent had attended across the two meetings held. The chair stated that staff meetings had been useful. The chair noted the following ongoing actions and next steps:

- Work with HR and governor services.
- JCC will produce a report on responses to the consultation and any changes which need to be made to the proposal as a result. Report will be circulated to governors in advance of the EGB meeting.
- Overview of process to form a new governing body on federation.
- JCC meeting – 5 March 2026.
- EGB meeting – 10 March 2026 at 6.15pm at the junior school.

GB/08/26

Wellbeing

Governors discussed a summary of the staff wellbeing session held on Talk Day, noting the following comments and issues raised:

- A higher percentage of full-time staff attended the session, giving a different perspective.
- Ongoing challenges in classrooms, with very high levels of need.
- Discussions on how children can be supported in different ways, for example, with resources.
- 'The school feels like a family'.
- Staff 'look out for each other'.
- Positive adaptations to the working day, for example, joint PPA.
- Different leadership approach.
- Pragmatic approach to supporting children with SEND.
- TAs can feel isolated from classrooms and other members of staff – noted work with local authority to further improve the school environment and ongoing work on specific targets, curriculum and activities for children with SEND.

Q: Has any feedback been received from parents regarding the provision for children with SEND?

A: We have had meetings with parents of children with SEND and the response has been positive, with the children happy to come to school. The upstairs space is calming and helps children to regulate.

Q: What do the children from the upstairs area do at playtimes and lunchtimes?

A: They sometimes go out with their peers, in particular at lunchtimes when there is more choice of activities. Some of the children also go back into classrooms for certain lessons and activities.

Q: Are there any reception children in the upstairs area?

A: No, it is currently only a KS1 area. We would like every child to be back in the classroom, with criteria set for why each child is accessing the area and exit strategies in place. However, we realise that some of the children may never achieve this and may have to go to specialist provision. Three of the children currently accessing the area have EHCPs.

Q: Have the improvements to transition been beneficial to the children with SEND?

A: Yes, and there will be further improvements this year due to the work of the SENCO across both schools.

GB/09/26

Confirm arrangements to review child protection and safeguarding recording and reporting systems (CP confidential file audit)

Chair and head of school to complete confidential file audit in March 2026.

Chair/HoS

GB/10/26

Corporate directors' reports

Governors noted the following report:

- *Improving school attendance*

The executive headteacher gave an overview of the ABIE data, noting comparisons with similar schools and stating that attendance at the school continues to be good. The executive headteacher stated that attendance of specific vulnerable groups will be an Ofsted inspection focus and noted a staff meeting on 4 February 2026 which included discussion on persistent absence and how to address and support.

GB/11/26

Communication received and updates

From chair

The chair stated that a complaint from a parent had been received, that appropriate policies and procedures had been followed and the complaint had been resolved.

From executive headteacher/head of school

None.

From clerk - governor newsletter

Governors noted the first spring term edition of the governor newsletter, in particular the information on the governor conference.

GB/12/26

Report from training co-ordinator including review of governor training audit and training requirements for 2026/2027

In the absence of Mr Hanspal, there was no report to receive.

GB/13/26

Review of all recent governor monitoring visit reports in line with the 2025 Ofsted inspection framework

The chair stated that Talk Day had been very successful, in particular discussions on staff wellbeing, diversity and maths. Chair and executive headteacher to discuss timings for Walk Day.

Chair/EHT

Governors discussed the suggestion that male parents be targeted as reading volunteers to support boys' reading. Executive headteacher to put a message on Class Dojo to ascertain levels of interest.

EHT

GB/14/26

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

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

- Headteacher's report/SIP
- Policies
- Talk Day
- Federation

GB/15/26 Meeting dates for 2026

Governors **noted** the following meeting dates for 2026, all with a start time of 6.15pm:

Spring finance – Tuesday 24 March 2026

Summer finance – Wednesday 20 May 2026

Summer strategy – Tuesday 14 July 2026

GB/16/25 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 7.50pm

Signed



(chair)

Date 24 March 2026