

# MINUTES OF MEETING

**School:** Trent-Rylands Federation  
**Meeting title:** First Spring term meeting of the governing body  
**Date and time:** Thursday 25 January 2024 at 5.30pm  
**Location:** At Beeston Rylands JS

**Membership**  
'A' denotes absence

Ms L Griffiths (co-chair)  
Mrs D Bagley  
A Councillor Mrs K Foale  
Mrs E Truman  
Vacancy – co-opted  
Vacancy – parent  
Mr C Jones  
Mr A McPherson  
A Mrs K Naylor  
A Mrs T Walker  
A Mrs L Shepherd (vice-chair)  
Mr S Williams (co-chair)  
Mrs C Watts  
Mrs K Harby  
Mrs C Turner– Head of school  
Mrs J Barratt – Head of school

**In attendance**

Mr D R Allen (clerk to the governors)  
A Mrs S Osborne (Federation Deputy Head)

**Ms L Griffiths chaired this meeting**

**GB/0`/24      Apologies for absence      Action**

Apologies for absence were received from Councillor Mrs K Foale (work commitment), Mrs T Walker (child care), Mrs L Shepherd (family commitment) and Mrs S Osborne (special family birthday).

It was

**resolved**

that the governing body consent to these absences.

Mrs K Naylor had indicated that she longer wished to be a governor – formal resignation to follow. **KN**

**GB/02/24      Declaration of interest**

Mr Jones reminded the meeting that his wife worked at both schools in the Federation. Mrs Shepherd reminded the meeting that her sister worked at Trent Vale I. S.

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

**GB/03/24      Review of membership and terms of office ending in the next 12 months**

The clerk highlighted the following vacancies on the governing body:

One co-opted and one parent vacancy.

Mrs Osborne, Federation Deputy Head and former associate member, had expressed a wish to become a full co-opted governor.

Both headteachers commended the work she does across both schools.

Following discussion, the meeting agreed unanimously to her appointment as a co-opted governor.

A governor had received an expression of interest in becoming a governor from Mr Matthaus Li.

Mrs Turner agreed to follow this up, with a possibility of him being appointed as a parent governor.

CT

**GB/04/24 Approval of minutes of second autumn term meeting and any special governing body meetings**

The minutes of the autumn term meeting held on 30 November 2023 having been previously circulated were confirmed and signed by the chair.

All actions had been completed or are tonight's agenda.

**GB/05/24 Holding executive leaders to account: Summary of Principal's/Headteacher's report and governors' questions and challenge**

The report had been previously uploaded onto governor hub, with governors being asked to submit questions prior to the meeting. Responses were tabled at the meeting.

**A governor commented that this document is really good. Issues are clearly defined and data led, outcomes are clear and linked to measures success criteria (super good). Activities are clearly mapped back to issues and success (great). You identify quality first teaching as having the biggest impact on PP pupils, I wholeheartedly agree, how come this is missing from the TV plan?**

This has now been added on.

**Thank you for including links to the educational research underpinning the decisions. The evaluation is ace, thanks for taking time to do this, it's important.**

**Which of these planned activities is new to what you were doing last year/ previously? In your evaluation, where intervention didn't work, why? Are you trying something different in this years' plan?**

Previous strategies are on the website with the activities identified. Some will always be the same. "Intervention" is a blanket term and they are made bespoke for the needs of the individual children who/ when we work with them. Finding and understanding the "barriers" are key to this group. Some of these PP children have complex needs so may be SEND/ EAL & PP or there may also have social and emotional needs along with attendance concerns. We have to prioritise which area to address which will be of the greatest benefit first. We try everything we can- what works for one child/ family may not work for another. This is also linked to budget. We try and be as creative as we can using and pooling our resources. Our PP children/families are always at the heart of everything we do.

**Thanks as always for the pack. I'm interested in understanding why the Y3 EAL children are outperforming their non-EAL peers - the opposite of every other year.**

They were just shy of peers at the end of Y 2 data. They have been in education/ KS1 for a more sustained period of time and are not necessarily new to English like the influx of EAL- especially from Hong Kong etc - like we have in other years.

**I note the Y6 EAL are strong in maths, but perhaps that's just indicative of where they hail from?**

Yes it is - 35% of the Yr6 EAL are from Hong Kong

**From year 2 upwards, pupils on track for the higher standard or working at the higher standard for writing is lower for majority of groups and at the end of last year. What are the main barriers to pupils achieving this?**

**Does the TFW (Talk For Writing) process allow pupils the opportunity to apply their learning to evidence greater depth standard work?**

**Is there staff CPD being completed?**

When assessing for greater depth writing, we are looking for writing that is above average. This writing will be more complex in its use of sentence structure, vocabulary and sequencing of ideas. It demonstrates a richness of understanding of grammar (and how to manipulate it), genre, and how to appeal to an audience. The four bullet points that signify GD writing expect a lot and, at times can be open to interpretation. There needs to be plenty of evidence to support each point. Both schools apply the criteria thoroughly through: in house, family and LA moderation. We do not wish to set our children up to fail at the next stage of their learning whether that be from Ks1 to Yr 3; Yr4 to 5 nor Yr6 to 7. TFR does allow GD children to write at greater depth. Teachers tend to be more cautious at this time of year as they only have a terms worth of evidence rather than a full year to base assessments on. We identified writing at the end of July as a priority for improvement and therefore included it as part of the SIP priorities. Staff have just recently moderated work in teams for borderline children and we have new grids to use, created by the subject lead, for this purpose. Staff are modelling the GD elements during shared write and check lists for the older children enable them to know what they need to include. GD % nationally is lower (8% at KS1/ 13% KS2) compared with the other statutory subjects which shows just how hard it is to achieve. This is a national trend of lower GD writing and our predictions for GD writing reflect this trend.

Some barriers to GD : Stamina, spelling, punctuation, grammar, handwriting, making links between their own reading and bringing this into their writing, appropriate genre rich vocabulary, knowing when/how to use figurative language, appealing to the audience, manipulating clauses and phrases for impact/ clarity....etc

Our English lead is supporting staff through CPD during staff meetings.

**Looking at Years 4, 5 and 6, it looks as though there are some steps back? Is this my misunderstanding of the data (i.e. the pupils are being assessed against the expected end of year position, but there's a further two terms to go)? Or is it that when compared against the last measure we are seeing a general fall back?**

This is due to being assessed against year group expectations. The assessments do not always allow for the fact that the children have only been taught a terms worth of that years curriculum (especially in maths) Data tends to dip in the autumn term and then there is some acceleration in the Spring/ summer terms.

**Pupil numbers are decreasing (I believe this is happening nationally) will this affect our finances? anything we can do via planning in advance?**

We have a projected forecast of pupil numbers. CT/JB/CJ went on a course about this last year and it seems that our numbers will not be too adversely affected.

**New pupils - lots in BRJS - any issues to raise here? And I note Year 5 is a transient population (25%). Is this transient nature of the population having impacts on the progress of those who have been at the school for longer?**

Year 5 transience – this is a continuation from Year 4 as this is the smallest yr group we have in school. New starters in this yr group sometimes are new to English or are PO Box children which means they need support not only academically but also socially and emotionally. Unfortunately, this means that those children who may have received small group intervention previously may no longer be able to have this due to staffing being needed for these new starters. Also, at the end of the academic yr BRJS lost a grade 5 highly experienced TA and since late Sept a grade 4 TA has been off long term. This dilutes the support and we have to ensure funded and children who may suddenly be high priority children receive support first.

**Site / premises - can you say more about the allocation of land behind the school site? Will this have a significant impact? What are the plans for this?**

and

**Could you explain what 'Allocation of land (0.35) behind school from Barratts home' means?**

Barratts developers currently hold land that is to be transferred to NCC, upon transfer it will be added to our estate.

- Barratts to provide evidence to NCC that the site is remediated, protected species free, serviced and provided with surface water drainage.
- Arc to review evidence from Barratts and confirm that the land is fit for transfer.
- NCC Property to instruct Legal Services to acquire the land through land transfer agreement.

It is behind school and is 0.35 hectares. We have requested that Barratts or the local authority put a large gate in as there is no access at the moment. We have looked into the landscaping cost for this and it will be around £800, which we think is manageable. We are looking at meadow type maintenance with a hedge trim. Landscaping has suggested mown paths to a large circular area for the children to use. PTA are aware and are already seeing if there are ways to fund raise. There may be an initial cost for a survey of the site and making good on handover. The area will need to be stone free so that machinery won't get damaged when mowing.

**Further discussion** followed regarding access to the land, along with possible uses.

It was suggested that the school contact local councillors, regarding possible additional funding.

hts

**Is the increase in Persistence Absence the same 20 pupils as previously, plus two more; or is there more "churn" in this measure. Are the reasons for persistent absence understood? Is a plan in place with parents to address?**

It sounds worse than it is – often illness coupled with a holiday. We have x3 significant P.A at both schools and are continuously working with the families to

help this to improve. For some pupils this is medical, for others enforcement/social care are involved.

**Attendance - what does DP stand for? What impact are your interventions having on the persistently absent pupils? Do you think your interventions are decreasing the impact on their progress absence is having?**

Disadvantaged pupil. Interventions such as breakfast clubs, soft ends to the beginning and end of the day. Huge amounts of communication with parents, home visits.

#### **GB/06/24 Outcomes for Pupils**

Pupil Data – Review of autumn term information – Attainment and Progress Data for all main groups.

See information above.

**SEND and Vulnerable groups - how can these number be more useful to us? Maybe having the national stats included could show us areas where our cohort is special or possibly how these number have changed over time, so we can identify where we may need change our practice?**

National data for groups is not published until late in the Autumn term. Going forward we can add an extra column onto the data grids for each year with the national picture at the end of each Key Stage broken down by: gender, disadvantage, ethnicity, special educational need status. In the Autumn term though this data will be from the national picture from the previous year. This will take time to extract the data from the various documents. For those who wish to investigate before Spring the data can be found in the following documents and will need to go into attainment and progress by pupil characteristics and then each factor needs to be chosen and the individual data extracted for the appropriate year. This is quite a time-consuming process.

#### **GB/07/24 Pupil Premium Strategy and Catch-up Funding Plan**

See information above.

#### **GB/08/24 Review of Behaviour – Autumn 1 and 2**

**What is working well with the support you are giving to pupils who find it hard to stay on green, why is it working well? What could be even better? What are your next steps?**

**Behaviour report - useful detail on strategies employed. Sounds like some challenges at BRJS with some 'kickback' against the new system? What's the overall view of the impact so far?**

All parents have had 1:1 meetings and are all supportive. Staff send individual emails weekly to keep parents updated. We have adopted a zero tolerance for identified behaviours for the individual children; this has recently broadened to all behaviours for these children as some of the children were trying to “play the system”.

The headteachers informed the meeting of the success of the new system.

**Confidential item, see separate sheet.**

**Bullying incidents and outcomes - how does bullying get reported? Do parents report these incidents to you reliably/ how do you know? What is 'Cpoms'?**

Child protection online monitoring system. See pages 5 and 6 of the anti bullying policy.

**GB/09/24 Ensure clarity of vision, ethos and strategic direction, set by governors**

*Review and embed the vision, ethos and strategy of the school – reflected in the school improvement plan*

*Approve (or confirm arrangements to approve) the School Improvement Plan as detailed in the scheme of delegation*

*Progress against the actions from the Rylands Junior EIA Report (9/11/23)*

*EIA reading report*

**EIA report - did you agree with the conclusions / recommendations?**

We thought it was a very fair report and it reflected what our priorities are.

Point 1: To develop and embed a consistent approach to the assessment of foundation subjects: This is one element of the SIP with termly milestones. Staff are trialling various approaches and the Federation Deputy is working with the family primaries. However as both JC and The L are part of the same Trust, they are being led by the Trust's approach which is, at present, tick lists and objectives for each and every subject which we feel would be onerous for staff and not what is best for the children to know more, do more and remember more.

Point 2: To further embed regular monitoring of the school curriculum by subject leaders: There is a programme of none- contact time for co-ordinators to monitor on a termly basis. This involves monitoring planning; book scrutiny; updating documents; pupil voice; writing an action plan and rag rating the priorities within this.

Point 3: To consider streamlining the number of key priorities and actions contained in the new SIP document: Safeguarding section was removed – some parts we know will not be achieved so we are highlighting and moving over to form part of next year's document. (eg 1b).

Point 4: To add a context section for each key priority in the school SIP document: bullet points added.

**A governor had expressed concern** and had contacted the Director of Education in relation to the absence of support from the LA for Beeston Rylands during the recent Ofsted inspection.

**GB/10/24 Establishment of Governor Link Roles/ Governor monitoring/ next steps**

It was noted that governors have yet to fulfil the planned governor visits.

The headteachers agreed to prompt relevant staff to contact their link governors to arrange visits.

**Hts+staff**

**A governor sought guidance** on the format of a visit.

Mrs Truman informed the meeting that she had visited to discuss with the office staff, the disposal of obsolete IT equipment.

		<b>Action</b>
	A list to be drawn up and presented to the next FGB meeting for formal approval.	<b>FGB</b>
	<b>A governor asked</b> what funding there is available for replacement equipment – limited.	
<b>GB/11/24</b>	<b>MAT Update</b>	
	The meeting discussed this at some length.	
	Proposed actions taken by local schools were noted.	
	The decreasing capacity of the LA to support schools was also noted.	
	The issue of possible future isolation and coercion into an unsuitable MAT was discussed.	
	The meeting asked the two headteachers to try and seek out further information.	<b>JB+CT</b>
<b>GB/12/24</b>	<b>Staff and Pupil well-being</b>	
	The teacher governor stated that she believed the staff are hard-working and feel fully appreciated and supported.	
	The two headteachers stated that, whilst they felt tired, they supported one another very well.	
	They reported that the SLT structure is working well across the two schools.	
	There are a lot of new staff at Trent Vale, with more experienced staff at Beeston Rylands – both staffs work well together.	
	Pupils are generally happy, with little irritation from poor pupil behaviour. However, this is managed well.	
<b>GB/13/24</b>	<b>Safeguarding</b>	
	NCC/ NSPC Annual Self Audit	
	Safeguarding action plan review	
	The meeting was informed that the Safeguarding Questionnaire had been completed and returned to the LA at the end of last term.	
	An Action Plan had been drawn up relative to this.	
	Mr McPherson and Mrs Shepherd are to visit the school to complete the Child Protection and Confidential Files audit.	<b>AM+LS</b>
<b>GB/14/24</b>	<b>Information from the Corporate Director</b>	
	Growing up in Nottinghamshire School Survey	
	The clerk highlighted the findings of this report.	
	The headteachers agreed to discuss possible future participation.	<b>hts</b>
<b>GB/15/24</b>	<b>Communication received and updates</b>	
	<i>From Clerk - Governor Newsletter first spring term edition</i>	

The following items were highlighted:

- Governor Conference
- Wellbeing support
- Safeguarding matters
- Finance issues

**GB/16/24 Report from training co-ordinator including review of governor training audit and training requirements for 2024/2025**

Governors were again reminded of the Annual Governor Conference, with two free places available.

A new list of available training events had been circulated – all governors were encouraged to participate.

**All gobs**

It was noted that **most** governors had completed the required safety training. All governors to check this.

**All gobs**

New governors had completed induction training.

The co-chairs noted that they needed to undertake “Managing Allegations” training.

**Co-chairs**

The clerk reminded all governors to regularly update training undertaken on governor individual profiles on governorhub.

**All gobs**

**GB/17/24 Evidence of governing body impact on school improvement and review of how the governing body has held the school’s leaders to account**

The vast array of governor questions/challenges submitted prior to the meeting in response to the headteacher’s report.

Review and approval of a wide range of policies.

Planned governor visits.

**GB/18/24 Policies to be recommended for ratification**

TV Admissions  
 BRJS Admissions  
 TV Emergency Plan  
 BRJS Emergency Plan  
 TV Health and Safety  
 BRJS Health and Safety  
 TV Lamp  
 BRJS Lamo  
 ECT Induction  
 CPD  
 TV First Aid  
 BRJS First Aid  
 TRF Finance Policy  
 Governors Allowance  
 Smoke Free  
 Governor Induction and Development

The meeting agreed the necessity in future to allocate policies to either individual or pairs of governors for checking and updating. Headteacher to draw up a list.

**hts**

The above policies were **formally approved** by this meeting and signed by the chairs.

**GB/19/24 Confirmation of dates for 2024/2025**

The governing body

**agreed**

Second Spring term – Thursday 14 March 2024 at 5.30pm

First Summer term – Monday 13 May 2024 at 5.30pm

Second Summer term 2024 – Thursday 11 July 2024 at 5.30pm

2024/25 dates yet to be decided

**GB/20/24 Determination of confidentiality of business**

It was

**resolved**

that there is one confidential item.

**The meeting closed at 7.00pm.**

Signed ..... (chair) Date .....

