MINUTES OF MEETING

Nottinghamshire County Council

School:	**Trent-Rylands Federation**
Meeting title:	**First Spring term meeting of the governing body**
Date and time:	**Thursday 23 January 2025 at 5.30pm**
Location:	**At BRJS**

Membership 'A' denotes absence		Ms L Griffiths (co-chair) Mrs D Bagley Councillor Mrs K Foale Mrs E Truman Mrs S Osborne Mrs R Hall Mr C Jones Mr A McPherson Miss M Gough Mrs T Walker 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
	A A	
In attendance		Mr D R Allen (clerk to the governors)

GB/01/25 Apologies for absence **Action**

Apologies for absence were received from Councillor Mrs K Foale and Miss M Gough (both work commitments)

It was

resolved

that the governing body consent to these absences.

GB/02/25 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. and is now a member of the governing board. The meeting was reminded that Councillor Mrs Foale's husband is Chair of the Equals Trust.

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

GB/03/25 Review of membership and terms of office ending in the next 12 months

The clerk highlighted the following vacancies on the governing body:

There are currently no vacancies on the governing body.

		Action
	The clerk brought to the attention of governors the following end of term of office:	
	Ms Lisa Griffiths, co-opted governor, end of term of office 9 March 2025.	
	Following discussion, the meeting **formally agreed** to the re-appointment of Ms Griffiths as a co-opted governor.	
	Councillor Mrs K Foale, LA Governor, end of term of office 14 July 2025.	
	The meeting agreed that this should be dealt with at the next FGB meeting on 13 March 2025.	**agenda**
GB/04/25	**Approval of minutes of second autumn term meeting and any additional special governing body meetings**	
	The minutes of the second autumn term meeting held on 28 November 2024 having been previously circulated, were confirmed and signed by the chair.	
	Review of actions	
	GB/95/24 Attendance Policy – the modified policy is to be emailed to all governors.	**hts**
	GB/95/24 Online Safety Policy – this has been completed.	
	GB/97/24 Staff wellbeing – Councillor Foale and Mrs Harby are to meet in the near future.	**agenda**
	GB/97/24 Workload survey for staff – this is currently under way.	
	GB/99/24 Safeguarding Children in Education – this has been completed and returned to the LA.	
	GB/100/24 – Kitchen extractor fan – the headteacher reported that this is an ongoing issue. It has been deep-cleaned and will be re-tested next week. However, it is considered not safe to be used.	
	GB/101/24 Governor Skills audit – this to be distributed in the near future.	**Office**
GB/05/25	**Receipt of minutes and approval of policies from committees and working parties**	
	Approval of Policies:	
	TV Admissions BRJS admissions TV Emergency Plan BRJS Emergency Plan TV Health and Safety BRJS Health and safety TV Lamp BRJS Lamp CPD TV First Aid BRJS First Aid Governors Allowance Smoke Free Policy Governor induction and development Equality Information TV	

Action

Equality Information BRJS
Administration of Medicine Policy
Flexi Schooling Policy

All of the above policies were **formally approved**, following review by governors.

The Finance Policy is to be reviewed at the next FGB meeting. **agenda**

A governor suggested that the curriculum policies, due to be reviewed at the next meeting be divided out to governors prior to the meeting.

The headteachers agreed to do this. **hts**

GB/06/25 Holding executive leaders to account

Summary of Headteacher's report

Governors had sent in queries and challenges relating to the above:

These are dealt with in GB/06/25 to GB/10/25

A governor sought detail of the Behaviour Champions. This was explained by the headteachers.

I've reviewed the Equality Information: TV gives ethnic group of permanent staff, while BRJS gives ethnic group only of permanent teachers - should they be the same?

Yes probably. CT and JB are currently completing a diversity and equality course. We will look at this as part of that.

Excellent to hear about the Learning & Development of staff this term. You mentioned the improving writing pedagogy work has had impact across the board – can you expand on what this impact has been/ how you can tell?

Mrs Turner responded to this.

Regarding the appointment of a part time admin assistant. How much would the cost be and how would this affect the budget?
How will the proposed appointments of staff affect budget?

Vickie has run some figures for us if Governors need them. This is not a full budget reforecast - that will happen in early March - so doesn't include much of the overtime/supply that we have been using for SEND etc. It simply shows the effect that the new Nursery teacher and an additional admin role has on the original budgets for this year and next year.
2024/25 budget (to Apr 25)
The last budget reforecast in Sep 24 showed a surplus of £5,243.
We will save £1,984 by switching from M6 to M4 teacher in nursery from January.
A Grade 1 Admin Assistant 12.5 hours would cost £810 (assuming starts after Half Term)
The projected surplus would then be £6,417.

2025/26 budget
The original budget showed a -£24,229 deficit (nothing to worry about yet, the funding formulas haven't gone in)

We will save £13,929 on the Nursery Teacher (assuming M4 to 31.8.24 then M3 from Sept 25 - but could be M1?) We will not make a decision based on the grade of the Teacher until we have a budget for 25-6
The Admin role would cost £8,809 for a full year.
The projected deficit would then be -£19,109.

In terms of TA- Needs must. The needs of our children are significant. At TV we admitted a Child in November that is being assessed for an EHCP and needs 1:1 supply all of the time. We also have child with significant escalating needs that is requiring full time 1:1 support since Xmas. This takes us to 6 children requiring 1:1 support full time support.

The meeting **formally approved** 23/24 Trent Rylands School Fund as discussed during Summer 2 meeting held on 11th July 2024

GB/07/25 **Outcomes for pupils, pupil's data, review of autumn term data attainment and data progress for all groups.**

Extremely detailed data relating to attainment for each year group in specific areas had been uploaded onto governorhub.

Governors questioned this:

Working through the 'Data' folder, it looks like there are some differences in attainment by gender for F1 and F2 - are there any factors impacting these differences?

This is down to the make-up of each individual cohort for eg:
Both F1 and F2 have boy heavy cohorts F1 = 71% boys/ F2 63% boys
Yr2 there was a 19% difference at the end of EYFS with boys out -performing girls and this has continued into Yr 2
Yr3 – there was a large % difference at the end of KS1. 86% of the SEND in Yr 3 are boys
Yr 4 – cohort = 36% boys compared to 64% girls. Of the SEND 63% are girls.

I also noted attainment below the KS2 average in some areas for December 24 for Years 3 and Years 5 - are there any further insights in relation to this?

Yr3 are below KS2 averages for all areas EXS/HS for all except EXS maths but entered from KS1 above national. The reason is the difference between KS1 and KS2 national averages.
Historically KS2 averages are higher than KS1 for example.
2023 reading KS1 average = 68%/ KS2 74%
If the cohort achieved 68% at KS1 this is above but to reach above at KS2 75% is needed. If you compared like for like Yr 3 have maintained at EXS but dipped slightly at the HS.
For this reason, progress data is just as important.
Year 5 is a complex year group with 16% EAL and 14% SEND. 4 chd/8% of cohort have no prior KS1 These 4 chd: 2 are from India previous home schooling/ 2 have not attended school for approx. 2 years. All 4 of these chd are working below / PKS for all areas and have significant needs – this affects the data.
Yr5 have made accelerated progress for the HS compared with entry.

Is there anything you would like to pick out of the pupil performance data at this point to make Governors aware of (positive and/or negative)?

F1 (16 new children starting nursery)/ F2 (17 new children)= Making progress from initial starting point especially in maths and PSED

Y1 = Less progress in writing. 3 new children 2 EAL and 1 DP which affects averages when compared with EYFS data
Yr2 – Generally maintained from end of Yr 1. Higher standard has increased One new EAL child
Yr3 – Generally maintaining entry levels - some accelerated progress at the higher standard (see answer about difference between Ks1/ ks2 averages)
Yr4 – accelerated progress at the higher standard, some slippage at EXS
Yr5 - This year grp has seen the largest slip at EXS but there are 4 new EAL/SEND children which affects data. Higher standard is increasing from KS1
Yr6 - This Year group continues to be transient since the start of year 3. At present 38% transience (13 children at present with another new to English started the last week of December) There is no progress data for this cohort due to COVID and no KS1 assessment. Writing is the concern.

On a very superficial glance through the data, the area with the most 'red' seems to be writing. Good to hear there has been some staff CPD in this area. Any further developments / commentary?

This is just ongoing.
This half term we are having staff meetings to look at the moderation of work and ensuring that we are addressing the barriers to writing.
EYFS are focusing on Gross and fine motor development in F1 along with targeted letter formation in F2. In KS1 – children who are struggling with transcription have been identified and they are focusing on this before being expected to write creatively. This involves lots of modelling and dictation. This will impact moving forwards. Along side this – Good quality English teaching is ongoing – so children understand the vocabulary and also grammar structures.
IN KS2 there has been 2 x writing moderations. Punctuation non negotiables from eyfs – year 6 has been shared with the children. TA – employed x 2 PM sessions for rapid intervention for year 3 and 4.

Governors discussed the need for such specific, detailed information to be provided at the meeting.

They agreed that this is genuine, important information – good evidence of progress made by pupils.

It was suggested that a “Headline” sentence could be provided for each year group. **SO**

GB/08/25 Pupil Premium Strategy Catch Up Funding Plan

The two revised Pupil Premium strategies had been uploaded onto governorhub.

Governors questioned this:

I know you've explained this before, but could we please get a refresher on the distinction between Pupil Premium and Free School Meals.

Free school meals- children are given a school meal free of charge. There is a specific criterion that parents have to meet for their child to receive FSM
Pupil premium is funding from the government to schools. A child may no longer be eligible for FSM but school still receives pupil premium funding for 6 years post this.
Primary schools are given a pupil premium for:
Early Years Pupil Premium (EYPP) for pupils who meet the eligibility criteria (Look after children, previously Looked After Children or whose parents meet the criteria for Free School Meals): £378.60.

Children in Reception to Year 6 who are currently entitled to free school meals based on their family income: £1480 per pupil, per school year
Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible: £1480 per pupil, per school year, for six years after they stopped qualifying for free school meals
Children who have been adopted from care or have left care: £2570 per pupil, per school year
Children who are looked after by the local authority: £2570 per pupil, per school year
Children recorded as being from service families: £340 per pupil, per school year.

Pupil premium - thank you for sharing the two pupil premium strategies - please see the Governor's report Kate and I shared before half term. Both documents are excellent - enabling the two schools to use the PP funding for the highest impact m- Mrs C Watts

GB/09/25 Behaviour

Behaviour records for the two schools had been uploaded onto governorhub. Work on the policy is ongoing.

Governors questioned this:

A governor questioned work undertaken to try and improve the behaviour of a particularly challenging child.

The headteachers outlined actions taken and those planned.

BRJS Behaviour Abbreviation - GTKMF - what does this mean?

Getting to Know Me Form- Referral form to the Neurodiversity Team. This is regarding possible diagnosis of ADHD and ASD.

There is an item in the LA newsletter about physical restrictive practices and the intention to reduce the need for restraint. What is the schools' current approach to this and do we currently have staff trained up in this?

Staff are attending Understanding Behaviour Courses throughout the year.
The LA have now said that staff need to do 2 days training for restrictive practices. However on the training that JB and CM attended (Part 1) basic training was given.
We do not physically move / restrain children for behaviour unless they are not safe or at risk of hurting others. We currently do not have children in school that we need to restrain.

Ms Griffiths joined the meeting at 6.05

GB/10/25 Review of SIP

Progress on the two SIPs had been uploaded onto governorhub.

Governors questioned this:

What does the green and yellow highlights mean? I've reviewed the highlighted bits – looks good. For the actions that have a timeline of 'ongoing' – this isn't SMART – is this OK? How do you make sure these are addressed and not forgotten until later?

Green is completed
Yellow is – still in progress

Ongoing – No not smart - actions are set up and then need to be maintained. And reviewed on an ongoing basis.

The SIPs look really good – well done and thank you for sharing.

Governors asked if the current practice of submitting questions prior to the FGB meeting was an efficient way of working.

The headteachers responded that it works well for them, providing that the questions are submitted within the specified timeline.

GB/11/25 Corporate Directors' reports

Headteacher Wellbeing Support Package

This report was noted by the meeting.

A teacher is to meet with a governor in the near future. Wellbeing is regularly discussed at staff meetings.

Small Schools Sustainability Strategy

This report was noted by the meeting.

GB/12/25 Communication received and updates

From Clerk - Governor Newsletter first spring term edition

The following points were highlighted:

- Governor Conference
- Various HR Updates
- Safeguarding issues
- Suspensions and exclusions

GB/13/25 Review of all recent governor monitoring visit reports (Safeguarding, SEND, PP and link governors - linked to School Improvement Priorities)

Mrs Watts had visited in connection with the review of the Pupil Premium Strategies.

Mrs Shepherd and Mr McPherson had visited in connection with the Safeguardibg reviews.

GB/14/25 Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account

Governor review and formal approval of a wide range of policies.

Governor question/challenges submitted prior to the meeting in relation to:

Headteachers Report
Data
Pupil Premium Strategy
Behaviour
Review of SIPs.

Action

Governor visits into school related to Pupil Premium review and Safeguarding.

GB/15/25 Confirmation of dates for 2025-2026 to be agreed at the meeting in conjunction with the clerk

The governing body

agreed

Second Spring term – Thursday 13 March 2025 at 5.30pm
First Summer term 2025 – Thursday 15 May 2025 at 5.30pm
Second Summer term – Thursday 10 July 2025 at 5.30pm

GB/16/25 Determination of confidentiality of business

It was

resolved

that all papers and reports be made available as necessary.

The meeting closed at 6.35pm.

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