

	Bishop Road Primary School Governing Body Chair: Mrs Lorraine Woodward Vice-Chair: Mr Justin Vafadari Clerk: Ms Janet Bremner	Address: Bishop Road, Bristol BS7 8LS Telephone: 0117 9030483 Website: http://www.bishoproad.bristol.sch.uk/ Head Teacher: Mrs Gillian Powe Deputy Head Teacher: Mr Joe Emissah
---	--	--

GOVERNING BODY MEETING – TERM 2

Held in Bishop Road Primary School on Thursday 17th November 2022 at 6.15pm

APPROVED MINUTES

Name	Position	Initials	Present	Apologies	Absent
Thomas Barr	Staff Governor	TB	√		
Alex Edwards	Co-opted Governor	AE	√		
Joe Emissah	Associate Member (Deputy Head Teacher)	JE	√		
Matt Gitsham	Co-opted Governor	MG	√		
Sally Lucas	Parent Governor	SL	√		
Gillian Powe	Head Teacher	GP	√		
Cedric Sanguignol	Co-opted Governor	CS		√	
John St Leger	LA Governor	JSL		√	
Justin Vafadari	Co-opted Governor & Vice Chair	JV	√		
Rachel Whitfield	Parent Governor	RW	√		
Liang Fong Wong	Co-opted Governor	LFW	√		
Lorraine Woodward	Co-opted Governor & Chair	LW	√		
In attendance					
Janet Bremner	Clerk	JB	√		
Emma Metcalfe	SENDCo	EM	√ (to item 4)		

Question from the committee	Action	Decision
-----------------------------	--------	----------

ITEM	MINUTE	ACTION
1.	Welcome & Apologies for Absence	
	<p>The meeting began at 6.25pm.</p> <p>Apologies were received and accepted from JSL & CS. The meeting was noted to be quorate. Those present confirmed there were no changes to their business and pecuniary interest declarations.</p>	
2.	Update on SEND provision	
	<p>LW welcomed the school's SENDCo, EM to the meeting. EM circulated a written report (added to meeting folder). She described SEND provision at Bishop Road School.</p> <p>There are currently 62 children on the school SEN register, which means they have school support plans. The school also maintains a watch list of children it feels may need to be</p>	



added to the register.

At the moment there are four children with an EHCP (Education health and care plan), but it is important to note that the plans do not necessarily come with funding. 11 children have high needs funding. This usually means one-to-one LSA support. This has to be applied for separately and currently there are four more applications where the outcome is awaited.

EM noted that there has been a change in type of needs that the school is responding to. Cognition and learning was previously the highest area, now it is communication and interaction with at least 50% of these children needing a high level of support. This reflects a national increase. Research is underway to find out why. It is likely that COVID-19 and lockdowns were a factor, but it was increasing already before the pandemic.

EM went on to describe how the school supports children with SEND. It uses a graduated approach and needs are identified throughout the year. This might be triggered by assessment data, observations in class or via the parent. Once this has happened, the next stage is to identify what support is needed – whether it is academic or emotional or help with regulation. An assessment is made to identify what can be put in place along with a description of the impact that is anticipated. If anything is found not to be working, then it will not be continued. External professionals are involved as needed. All SEND children are logged on a provision map and it is possible to cost what is needed.

All interventions are monitored and evaluated on a termly basis. There are a range of interventions. Some are very effective, and some are also very much tailored for an individual. Interventions might be academic, emotional or literacy support.

The learning support plans are reviewed three times per year with the parent and the SENDCo present, as well as the class teacher. These help to monitor progress and support and demonstrate how closely the school works with parents.

What is whole school provision?

It covers every year group and shows what support is being provided by year group. This way it is possible to track provision across the school. It is clear what has been spent already and it is also possible to identify what is in place for each of the children. There was a discussion about the income to support SEND and it was noted that the expectation is that the first part (£6K) will come out of the school's general budget and only after that has been fully allocated is it possible to apply for additional funding. The knock-on impact on the rest of the school was discussed.

Is funding coming through from Bristol LA more quickly than previously?

It is better, and if the parents also chase that definitely helps, however, an increasing number of cases are going to tribunal in order to obtain the funding.

How does the school engage with parents?

There is a very open conversation. The need and support will be introduced slowly, taking time as some parents are resistant. Others have noticed the need and are very accepting. The impact of children being in a school which is high achieving was noted as sometimes children who are falling behind their peers may seem to have special needs when in fact they are operating at an age-related level. A child needs to be two years behind in order to be considered for additional funding. There was also a discussion about the impact of culture and labels and how this is perceived in different communities.

What provision is accessed through an EHCP?

This will lead to a high level of professional involvement, for example with an educational psychologist.

How effective is engagement with external agencies?

It is currently very strong and was even during the pandemic. The school was receiving good support, but it is even better now.

	<p>At what point would the school tell parents that there is a concern about a child? This could be at parents evening or at some other point when parents and the teacher are talking. There are lots of ways that need can be identified, including through observation</p> <p>There is clearly a huge amount of work in supporting SEND, is the SENDCo role full-time? It is part time, but it is EM's only role. Having been 13 years in the school EM has a strong background knowledge of children and teachers and has now been in the SENDCo role for four years.</p> <p>Does the addition of the SENDCo to the safeguarding structure within the school work well? Yes, there is lots of crossover. Parents talk to the SENDCo a lot and sometimes the families are the same as those where they may be issues around safeguarding.</p>	
3.	SEND Governor Report	
	<p>JV referred to his recent visit and meeting with EM. The processes and systems supporting SEND were discussed. JV noted that EM has a multitude of roles including mentor and coach for ECTs (Early Career Teachers) in how to identify SEND needs. She also acts as a specialist herself. There is there is high leadership visibility in SEND with EM being very accessible to staff. JV noted that the managerial side of the role is carried out efficiently and requires a high level of granular detail.</p> <p>JV shared one case study of a child who was diagnosed with dyslexia and in six months made 12 months progress as the result of multiple measures being put in place to support the child. JV was impressed with the way the support plan was written - the child's voice and interests were clearly in the plan. There was also an awareness of how the child may feel about themselves which is an inevitable impact of a SEND. JV noted that entry and exit level assessments were made.</p> <p>He noted the importance of being 100% rigorous in processes and having to frontload work in order to get funding, especially as this is not awarded retrospectively. It is much harder to get funding for younger children because of the lack of evidence. He noted the shared accountability between the class teacher and the SENDCo, and the fact that all staff are able to input into the provision map, it is not just one person's responsibility.</p> <p>How does admissions work for children with special educational needs? A child with an EHCP can name a school, but without an EHCP then it's up to the school to make the necessary provision in Reception. This is particularly challenging as often no information comes with the children. There are significant impacts to the school in terms of cost and the need to deploy a lot of staff in classes which have higher needs at short notice.</p> <p>LW thanked EM for per participation in the meeting and JV for his work as the SEND governor.</p> <p><i>EM left the meeting.</i></p>	
4.	Head Teacher's Report	
	<p>GP referred to her report. She noted that some experienced staff will be moved to Reception to support the increased need for children with SEND. The difficulty of retaining Learning Support Assistants was discussed.</p> <p>How are decisions reached as to which staff work with the most challenging children? The more experienced staff are desired. This is not always possible. There are particular challenges when experienced staff working 121 are sick.</p>	

	<p>The teaching staff is very stable and the support put in place for the ECTs is working very well.</p> <p>The attendance data was discussed. Points noted:</p> <ul style="list-style-type: none"> • Some of the groups with lower attendance are due to taking unauthorised holidays in term time • Children under 4 do not count for the attendance data. Only once they turn 5 • Deferred entry requests are not common. Only if there are significant SEND issues would it generally be considered beneficial to the child. 	
5.	School Development Plan & SEF	
5.1	<p>JE reported that progress on the SDP is good, The RSC and Ornithology Inset training has already happened and input has taken place in all other areas of the plan. This includes Maths and independent learning.</p> <p>JE referred to the Data report discussed at the Teaching and Learning Committee in T2. The school is very pleased with the attainment levels but especially of the progress children are making. In particular the progress in greater depth. Achieving high levels of progress is always hard in a high achieving school. JE noted that there are no league tables, as a result of the impact of the pandemic, and that the focus of Ofsted visits has moved away from data to the curriculum.</p>	
5.2	<p>Governor Monitoring Visits</p> <p>LFW and LW reported on their recent monitoring visits in the school. LFW completed a reading visit and LW, science. Both commented on the value of visiting the school with a specific focus and being able to see how areas of the curriculum work in practice. Both have uploaded their reports to the Governor Evidence folder on GovernorHub.</p> <p>There was a discussion about the challenges of providing diversity in the book corner in each classroom.</p> <p>JV reported on his online session with the leads for Growth and Reflection. The Jigsaw programme has taken a year to implement fully. It supports the development of skills and experience in each year group. The impact is now being reviewed through, for example, pupil conferencing. The leads are passionate about the subject, which includes SMSE (Spiritual Moral Social Education), and are well prepared if a safeguarding issue arises through the programme.</p>	
5.3	<p>Parents Evening</p> <p>A number of governors attended over the two evenings. The response from parents was overwhelmingly positive. Some themes emerged from the comments made, including toilets and traffic. These are already issues that the school is working on and these, along with any other issues raised, will be fed back to the relevant subcommittee so they can be monitored. Action LW</p> <p>Was this a useful exercise for the school?</p> <p>Yes, it clearly demonstrates the governors are interacting with parents and that whilst the majority of comment are positive, they are following up any issues raised. The freedom of the governors to speak to any parent was also noted as well as it being preferable to online questionnaires.</p>	LW
6.	Cleaning Tender	
	<p>LW introduced this item, referring to the report in the meeting folder. It was noted that the scoring matrix produced a clear recommendation and, following discussion, this recommendation was approved and Niko's Mobile Cleaning was awarded the contract for 3 years.</p>	

7.	Policies for approval or information																																									
	<p>Pay Policy. This has now been issued by Bristol Trading With Schools, following a delay caused by continuing negotiations with Trade Unions. JE to send to JB so that approval can be made via GovernorHub and minuted at the start of the T3 FGB.</p> <p>LW reported that earlier in the term she had agreed that the pay increases for teaching staff could be made ahead of the final approval of the policy. This was done under Chair's Action and on the rationale that the pay offer would not go down, whatever the outcome of the negotiations between BCC and Trade Unions.</p>	JE																																								
8.	Clerk update																																									
	<p>It was noted that this was the last meeting for TB, whose term of office as staff governor ends 20.11.22. LW thanked TB for his commitment and contribution to the governing body during his 4-year term of office.</p> <p>LW to join the Finance, Buildings and Health and Safety committee to increase capacity following the end of the term of Office of TB.</p>																																									
9.	Feedback from subcommittees																																									
9.1	<p>Staffing Committee 4.10.22</p> <p>RW reported that the meeting had learned about how support for the teaching of reading is provided across the school from the Head of Year 1 who is the lead across the school for reading and is also a Reading Recovery teacher.</p> <p>Other areas of staffing covered included the challenge of recruiting to LSA vacancies and the variety and quality of CPD taking place in the school.</p>																																									
9.2	<p>Finance Buildings Health & Safety Committee 11.10.22</p> <p>In the absence of CS, no update available. Minutes are available on GovernorHub.</p>																																									
9.3	<p>Teaching and Learning Committee 7.11.22</p> <p>SL reported on the presentation from one of the Art Leads in the school and the subsequent discussion. The committee had been impressed by the way art is taught in the school: the development of ideas, mastering of techniques and the gaining of inspiration from other artists. There is obvious rigour as well as real enthusiasm and the children are taught how to appraise their own work as well as the work of others.</p> <p>The committee also received detailed feedback on recent Inset days, the progress of the ECT programme and the school and governor monitoring programmes.</p>																																									
10.	Approval of minutes																																									
	<ol style="list-style-type: none"> FGB 22nd September 2022 Approved Review & update outstanding actions <table border="1"> <thead> <tr> <th>Item</th> <th>Actions agreed T1 FGB</th> <th>Who</th> <th>Update</th> </tr> </thead> <tbody> <tr> <td>2.1</td> <td>Advertise 3 co-opted governor vacancies</td> <td>JB/LW</td> <td>In Progress</td> </tr> <tr> <td>2.3</td> <td>Annual confirmations on GovernorHub</td> <td>ALL</td> <td>Agenda 2.2</td> </tr> <tr> <td>7.0</td> <td>Provide details of governor monitoring sessions</td> <td>AE</td> <td>Completed</td> </tr> <tr> <td>7.0</td> <td>Co-ordinate booking of governor monitoring sessions</td> <td>JB</td> <td>Completed</td> </tr> <tr> <td>9.0</td> <td>SEND Governor Report T2 FGB</td> <td>JV</td> <td>Agenda 5.0</td> </tr> <tr> <td>9.0</td> <td>Complete governor Safeguarding and Prevent training Some outstanding – urgent action required</td> <td>ALL</td> <td>End T1 30.11.22</td> </tr> <tr> <td>9.0</td> <td>Cleaning Tender on agenda</td> <td>JB</td> <td>Agenda 6.0</td> </tr> <tr> <td>10.0</td> <td>Attend parents' evenings if possible</td> <td>Non-Staff Governors</td> <td>Completed</td> </tr> <tr> <td>9.2</td> <td>Amend TORs covering Wellbeing</td> <td>JB</td> <td>Completed</td> </tr> </tbody> </table>	Item	Actions agreed T1 FGB	Who	Update	2.1	Advertise 3 co-opted governor vacancies	JB/LW	In Progress	2.3	Annual confirmations on GovernorHub	ALL	Agenda 2.2	7.0	Provide details of governor monitoring sessions	AE	Completed	7.0	Co-ordinate booking of governor monitoring sessions	JB	Completed	9.0	SEND Governor Report T2 FGB	JV	Agenda 5.0	9.0	Complete governor Safeguarding and Prevent training Some outstanding – urgent action required	ALL	End T1 30.11.22	9.0	Cleaning Tender on agenda	JB	Agenda 6.0	10.0	Attend parents' evenings if possible	Non-Staff Governors	Completed	9.2	Amend TORs covering Wellbeing	JB	Completed	
Item	Actions agreed T1 FGB	Who	Update																																							
2.1	Advertise 3 co-opted governor vacancies	JB/LW	In Progress																																							
2.3	Annual confirmations on GovernorHub	ALL	Agenda 2.2																																							
7.0	Provide details of governor monitoring sessions	AE	Completed																																							
7.0	Co-ordinate booking of governor monitoring sessions	JB	Completed																																							
9.0	SEND Governor Report T2 FGB	JV	Agenda 5.0																																							
9.0	Complete governor Safeguarding and Prevent training Some outstanding – urgent action required	ALL	End T1 30.11.22																																							
9.0	Cleaning Tender on agenda	JB	Agenda 6.0																																							
10.0	Attend parents' evenings if possible	Non-Staff Governors	Completed																																							
9.2	Amend TORs covering Wellbeing	JB	Completed																																							

11. Additional Matters	
None raised	
12. Date & Time of Next FGB Meeting	
Thursday 2nd February 18.15 – 20.15 Training Meeting - Finance In person meeting in the Edgar Hall	

The Meeting ended at 8.30pm

Minutes agreed to be a true and accurate record of Full Governing Body Meeting, Thursday 17th November 2022

Signed



Date 16.3.23

Item	Actions agreed T3 FGB	Who by	Deadline
5.3	Pass feedback form parents evening, as needed, to sub committees for review	LW	T3 meetings
9.0	Complete governor Safeguarding and Prevent training	ALL to check	30.11.22

	Decisions taken	Action taken
6.0	Niko's Mobile Cleaning was awarded the contract for 3 years.	JE to notify TP
7.1	Confirmed action taken by LW that the pay increases for teaching staff could be made ahead of the final approval of the policy.	
8.0	LW to join the Finance, Buildings and Health and Safety committee	GovernorHub updated
9.0	Minutes FGB 22 nd September 2022 Approved	GovernorHub updated & Signed copy sent to school