

**Minutes of an FGB Meeting
for Burwell Village College Primary School
held on 15th January 2025.**

Governors:	Antony Kern (Headteacher – AK), Steve Taylor (ST), Edris Tildesley (ET - Chair), Reena Appadoo (RA), Lauren Sewell (LS), Fiona Jackson (FJ, joined the meeting at 5.12pm), Tom Cock (TC), Martha Cannon (MC), David Sanders (DS), Rhiannon Beal (RB)
In attendance:	Kate Mansfield (KM- AHT) and Lee Mayes (LM- AHT)
Clerk:	David Barker

Agenda Item.	Minutes.	Decisions made/actions agreed.
1.	Welcome. The Chair welcomed governors and the new governor, DS, to the meeting. KM and LM were also welcomed to the meeting.	
2.	Apologies for absence. All governors were present and therefore no apologies for absence were necessary.	
3.	Declaration of direct or indirect pecuniary interest in any of the following items No interests were declared.	
4.	Review of previous meeting's minutes. The minutes of the meeting held on 20.11.24 were approved.	Action: It was agreed that an item on sports funding should be included in the agenda for the next meeting.
5.	Agreed Actions Update I. For the Headteacher to communicate with parents regarding the idea of aspirational opportunities and invite their contributions. This action has not been completed and has been deferred to later in the year when the school will be reviewing the SDP and the role of personal development within this. TC commented that he had some thoughts about how to involve parents and will discuss these with MC. II. For the Headteacher to review both the SEND/Inclusion Policy and SEND Information report documents seeking consistency of terminology where possible. Action completed and closed. III. To remove the term 'clean governors' from the capability policy and replace it with the term 'impartial governors'. Action completed and closed.	
6.	School Improvement i. Staffing update. Interviews have been conducted for new teachers, and these seemed positive. There are some decisions that still need to be made. The school is still advertising for a SEND TA and have had no substantive responses, they will keep advertising for the role. Question: A governor wanted to know if it is usual and could you train a TA to be a SEND TA? Governors were informed that it would not be practicable nor realistic to train an existing TA as a SEND TA and the school needs someone with experience.	

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Signed:
Edie Tildesley

Question: a governor asked, could supply agencies help?

Governors were advised that a possible candidate from a supply agency will be coming in next week, their CV looks good, however staff employed via this route are more costly. There is a possibility that they could move to a permanent contract if appropriate, which would reduce costs over time.

The AHTs present gave an overview of their new roles and the impact this was having upon practice and outcomes.

KM informed governors of the following:

- She is focusing on induction for ECTs and has carried out reading and research to support her work in this area, as well as carrying out practical actions to support induction. One report has been written and there are more to come each term along with a progress report and an end of term assessment. One more ECT has joined this term, and KM is working on setting up the induction process. There are 2 ECTs in first year and one in their second year and these are on track.

Question: a governor wanted to know if her role will encompass inducing new TAs?

Governors were informed that this would not be within her remit. LM, who also supports the induction process by helping new staff to understand the school's expectations, will focus on this aspect of induction. KM advised that she works on teaching and learning support and the systems and processes that accompany this.

- She is working on assessments for foundation subjects, reviewing these in more detail, and focusing on how teachers are updating statements on a weekly basis. Her reviews so far have shown that the assessments are not as accurate as they could be, and she has given feedback to teachers resulting in more accurate assessments for the children.

Question: a governor wanted to know if the judgements were too generous or too harsh. Also, what has been the impact of this work?

Governors were informed overall that the judgements were too harsh and therefore show that progress has not been as good as it could be. She is working on reassuring teachers that they should reflect their children's learning in for example humanities. She is showing them what expected achievement looks like.

Question: a governor wanted to know if there is an audit trail for future inspectors.

Governors were advised that the CPD records would show work in this area, along with the SDP.

- KM has also been working on developing end of unit celebrations of learning for the Foundation Subjects. She has consulted with teachers asking them to record what children can do and mini-art exhibitions and food tasting sessions, for example, have been organised. Parental involvement in these sessions has been good.

Question: a governor wanted to know if the school had received any feedback from parents.

Governors were advised that informal feedback has shown that parents were happy with these events, although some mentioned that they were being invited to the school too much. Other feedback is that it is problematic for parents to attend the school at the end of the school day, and that they should think more about holding such events during the school day. The school does try and plan out events, so they take place over a manageable period for parents, but this is work in progress. It was also noted that the impact on Busy Bees had been positive with increased attendance evident.

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- KM is also working on Foundation Subject monitoring and has been able to support subject leads in, for example, Art and Design and Technology. She has been able to review all books at the end of the Autumn term and has given informal CPD opportunities to subject leads, for example, how to give feedback and identifying units where outcomes were not as strong as they could be. Areas for action have been identified, actions taken, and feedback given.
- French: KM reported that the current teaching resources are not suitable for use requiring significant teacher amendment. For the short-term, teachers have been given CPD time to review provision for this year, and for the long-term a scheme has been found which will be more appropriate in the future which is more condensed than the current scheme. CPD will be taking place in due course ahead of the implementation of this scheme.

Question: a governor wanted to know if this meant that other schools may be teaching French more than BVCP is.

Governors were advised that this might be the case, but full coverage can be achieved with the new resources, which are more engaging for the children.

- Computing: she has been working with the subject lead for computing, who is reviewing the progression document for this subject. KM has requested that the subject lead ensures that the progression document form is consistent with those in the rest of the school, and to consider; what do we want to have assessed?
- Educational Trips and Visits: KM has attended EVC training meaning that the existing EVC coordinator (the School Business Manager) can now step away from that role. KM is checking itineraries, ensuring the visits are safe and purposeful and always considers the rationale for visits ensuring they match with the aims for the children.
She reviews trip planning by teachers and feeds back to teachers so they can adapt and improve these. So far 16 visits have taken place this academic year this is in part because teachers are familiar with the system.
A governor commented that the feedback she had received from teachers was positive with them commenting upon how well this approach was working.
Local visits are being planned to, for example, Burwell Museum, the day care centre, War Memorial, and many others. She is reviewing the policy and will be meeting with teachers to discuss areas that require amendment.
- She is working on Personal Development and reviewing the school's offer in terms of visits and roles/responsibilities through the school. Y5 have roles as librarians, Y6 as House Captains. She is looking at further opportunities that could be offered.
- KM is working to develop the range of clubs, so these include experiences that the children do not otherwise receive (for example archery) and is working with Premier in this regard. Half hour clubs are currently run by teachers and KM is seeking to amend this to hour-long clubs for 5 weeks so the variety of the offer can be increased to include such activities as gardening and cooking.

Question: a governor asked whether she is enjoying her new role.

Governors were advised that she was, and she particularly enjoyed teaching in a range of classes. Governors thanked KM for her work and presentation.

LM informed governors of the following:

- Performance management: LM has been reviewing how performance management can best be delivered to staff. To do this he is reviewing the policy, and performance management procedures. Following a course in September he is developing new systems and processes including new

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	<p>proformas, so these are more consistent and concise. He has reviewed the calendar to ensure activities tie in together and these include face to face meetings. The process being developed is more bespoke to teacher development needs. Teachers now focus on selecting 2 or 3 areas that they want to develop rather than the whole teacher standards. He is also reviewing the school's CPD support strategies.</p> <ul style="list-style-type: none"> • LM has devised a coaching programme with teachers pairing up and supporting each other to meet the objectives they have set for themselves. This gives new perspectives and peer to peer support builds trust in the process. Teachers are asked to go into each other's classrooms to observe each other, reflect on what could be better, to try out new strategies and review these. He is also considering how these changes can be sustainable and currently 2 teachers per half term being offered this. • He has also been working on statutory assessment, reading documentation to ensure that the guidance for statutory assessments is being followed, that all adhere to the guidance and that the delivery of assessments is consistent during assessment week. • He has been able to review attainment in more detail, ensuring statements match the judgements made and having discussions with the teachers when appropriate. • He has been overseeing core subject related interventions. Phonics is for example very detailed and bespoke, and he has been mapping this across the school to ensure consistency. At the end of term, he reviews the data, so targets and interventions are appropriate for the new term. • He has been working with parent readers and there is now at least one in place for every class. There are 4 parents on the waiting list for a DBS. Year 3 and Year 4 will have two readers in each class as there is a need for this in these year groups. • He is supporting subject leads in English, maths, and science. For English he is focusing on developing consistency for modelled planning and modelled writing. Maths has a focus on Higher Attaining pupils (this links to performance management). For science he is working with EYFS to develop clarity of teaching content ensuring it is pitched well and does not overlap other year groups work. • Induction programme: there is a new teacher in Y3 for whom he has established a plan and is meeting with them to go through the basics of school life, e.g., breaktimes, marking. He has also planned a follow up meeting with this teacher 3 weeks later to deal with any queries and give appropriate support. He is planning to create a handbook capturing all of this for new teachers and the documentation will be more robust. There will be different versions for Supply Teachers and ECTs, making a clear plan as to who will do what and when. • In the Spring and Summer term, curriculum and assessment reviews and updating will be the focus along with reviewing the Reading, Writing and Maths progression documents and delivery for these subjects. This will be carried out by Subject Leaders with him supporting. <p>Question: a governor wanted to know if he was enjoying his role. Governors were advised that he was, and particularly the way in which his new role allows him to focus on one role as assistant headteacher rather than splitting this with class teacher responsibility- this is positive and is good experience for career progression.</p> <p>The governors thanked the staff for their work. The Headteacher added that it has been a good decision to take LM and KM out of class as they can now focus on SDP priorities and are impacting across the school.</p> <p>ii.Data and progress, this part of the meeting was led by Lee Mayes.</p>	
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a) Attainment.

Key points arising from this part of this discussion were as follows:

Question: a governor wanted to know how many children could move from the expected standard to achieving at greater depth in Y6.

Governors were advised that 3 children in Reading, 16 children in Maths and 5, or possibly more for Spelling, Punctuation and Grammar. For writing it is harder to evaluate this as the assessment process is still ongoing. The school will be better placed in May, now the focus is on gathering evidence and looking at work.

- Overall, there has been a decrease in % of pupils achieving at expected levels+. This decrease is due to the nature of the curriculums as children progress from one year to another and the length of time that has been available to them to work on their year appropriate objectives. Children have achieved some aspects of the standards in their current year group but not enough for teacher to evaluate that they are working comfortably at these levels. They may have made progress, and have covered some of the objectives, but this is not yet secure, and they may be doing so with much teacher support/input. This reflects the variations in the assessment processes/expectations and systems and is what would be expected to be seen at this time of year. Next term there will likely be more rapid jumps as the children become more familiar with the year groups' expectations and curriculum.

Question: a governor wanted to know if the decrease in % achieving at expected levels+ is a result of the ways in which assessments are carried out.

Governors were informed that progress is naturally uneven. For example, a child can make slower progress in one term, followed by more rapid progress thereafter. The reporting systems used to give reports on children's achievement do not have the capacity to allow for this kind of variation.

Question: a governor asked, are you confident that these outcomes will improve over the year?

Governors were advised that they do have this confidence, as the pupils have done so in the past. For this term, the focus is more about teachers and children being confident that the learning is secure.

Question: a governor wanted to know if the assessment outcomes presented here are similar to those for previous years.

Governors were informed that this data is similar to the previous year.

Question: is the Autumn term about focussing on filling learning gaps from the previous year?

Governors were advised that this was a focus, whilst also focusing on teaching to the age-appropriate standards. In the Autumn term, the filling of learning gaps has a greater emphasis.

Further points raised:

- Y1 shows an increase, maths in Y1 has improved.
- Y2 attainment: support given to teachers has had an impact on the data. There is a plan in place and ad hoc interventions to support those who need extra support. Much of the judgement is about the opportunities being appropriate for the tasks.

Question: do you think the children will catch up?

Action: For LM to report back to governors presenting assessment outcome data from previous years for comparison purposes.

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Governors were advised that the jump between Y1 and Y2 is significant. LM is planning to have a discussion with the KS1 team as to how these gaps can be bridged.

- Y3: Governors asked about the decrease in the data, this is one child. There are several new children who are not at expected attainment levels.

Question: what is happening for the one child who is impacting the data?

Governors were advised that this is the class teachers' responsibility. They unpick barriers and LM is having conversations with staff about strategies being used and this is being monitored.

- Y4: There is a drop in the % of children attaining at a greater depth, this is due to the issues mentioned above, Governors were assured that the staff expect improvements in achievement by the end of the year.
- Y5: 2% above expected in reading but 26% achieved greater depth in the tests.
- Y6: there has been a decrease in Reading, and for maths, 83% were predicted to be at expected standards or better. This is now 78% and interventions are in place to support.
- Moderation is in place currently and the English overview is being reviewed to ensure there are enough opportunities for teachers to go back and assess aspects again and that the curriculum is balanced across time.

b) Progress

- Y4: Progress is greater for maths, than is progress for reading and writing. This is in part due to maths being more straightforward to assess. Progress in reading and writing is more about their being appropriate assessment opportunities.

Question: for Years 4 and 5; do we need to give more support to teachers?

Governors were advised that the supervision strategy is used by teachers to work with children (for this term the focus is reading) who need to move onto the expected standard.

- It is important to consider the extent to which children can perform in an assessment or have genuinely learnt the content being assessed. In Y4 reading progress is lower due to the number of SEND children in that cohort whose primary need is reading. The fact that this group has many phonics interventions bears testimony to this.
- One or two children who do not have SEND have not been making the expected progress. Progress since the data input shows improvement. Progress at the point of the meeting is in line with expectations. For one child who is stuck, moderation activities will be put in place and the class teacher is expected to act.
- Y5 is similar to Y4, and this is related to the number of objectives that have to be covered. Many children were previously working at above expected levels who are now working at expected levels- their progress should now accelerate, and some progress is already evident.
- Y6: progress in maths is greater because maths came out as a focus for last term and more opportunities were given to assess in maths.
- For pupils in Years 4, 5 and 6, who are in receipt of the Pupil Premium, gaps are minimal, but for Y1-Y3 the gap is statistically significant. Moderation

activities will be put in place as well as discussions with senior leaders, so that class teachers can unpick the barriers to learning.

Governors commented on the thoroughness of the presentation and data and how well the school is responding to achievement concerns.

Question: will the functionality of the new assessment system be the same?

Governors were advised that it will be very similar with the benefit of improving the accuracy of the Autumn/ Spring term assessments.

i. SDP update.

The key points for governors were:

- There has been a shift in focus of the planned curriculum review and how this will impact on the SDP. The school will be looking at how English and maths are being taught/learned to avoid a data drop off. There will be a slimmed down version of assessment but not a slimmed down curriculum. The school will be picking out which points are the most important and focusing on assessing those. The school will be adopting the INSIGHT assessment system.
- There will still be an emphasis on greater depth and maths. SDP aspects such as outdoor provision will likely take a backstage and be revisited in a year or two. When Christina Pumfrey (Optimus adviser) visits, the SDP will be reviewed to reflect a change of focus.

Governors wanted to know why Christina was involved.

Governors were advised that this was because the school wanted a change of focus to reflect the Ofsted outcomes and the school wanted to have a fresh perspective to help them review the provision.

A governor asked: how many consultancy companies has the school reviewed.

Governors were advised that the school had reviewed about 50 via an internet search, with the school having conversations with about 8 of these. Optimus is fairly large and has an offer that is useful for the school and its aspirations. The school is evaluating the support from Optimus with a view to moving away from the LA. The school would like a fresh view with new ideas to ensure that progress continues.

ii. Headteacher's report.

Key points raised were:

- Governors' questions about attendance have been answered.
- Some children have left the school due to moving away from the area. 3 children with EHCPs have applied to join the school. The differences between how different authorities/schools interpret needs leads to differences in how EHCPs are constructed which in turn makes it difficult to be clear about their needs prior to their arrival.

Question: can you meet with them before they join the school?

Governors were advised that this could be done, but the risk is that parents think that their child will be joining the school. The school needs to take children if they have room and if the child is from the catchment area. The school is asked whether they can provide support for a child with an EHCP who wants to join. Schools need to provide evidence that they are unable to

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	<p>provide the appropriate environment for the child if they feel they are unable to meet the child's needs.</p> <ul style="list-style-type: none"> Absence figures. Persistent Absences have risen from a count of 19-39 pupils. The percentage rate is 10.1% which is still below national values. Persistent Absence coded as DA has increased by a similar amount to the rest of the school. Sickness bugs have impacted on this. The Sickness Absence policy has been updated and applied. <p>Question: A governor wanted to know whether the Headteacher was concerned about the increase in persistent absenteeism. Governors were advised that there was nothing that seemed to be causing a concern. There are some children for whom conversations need to take place, and others flagged who are being investigated having not been a concern before.</p> <ul style="list-style-type: none"> Data Question: A governor wanted to know when the use of Target Tracker was being stopped. Governors were advised that this will cease in June with Insight being brought in at the beginning of the summer term, and before Target Tracker stops. Currently the school has a trial in place to ensure that all the data will be on the system. <p>Question: A governor wanted to know if historical data will be migrated over to the new system. Governors were advised that this would be the case for statutory data only, otherwise only current assessment data will migrate over. All the statements will move across.</p> <p>A governor wanted to know if the statements could be changed. Governors were informed that the vast majority of targets on Target Tracker are bespoke for the school, and this will be so for Insight, and the whole curriculum will be there.</p> <ul style="list-style-type: none"> Teaching focus: In English, the most important statements are being identified and others are being slimmed down. In maths, the biggest change is that the school is looking to interweave the teaching of calculation across all mathematical topics e.g., time and measures. 	
7.	<p>Governor business</p> <p>i. Roles and responsibilities.</p> <ul style="list-style-type: none"> DS will be the SEND link governor. Governors sought greater clarity about their link monitoring roles and agreed the following: <ul style="list-style-type: none"> There should be a maths and English visit in some form each term. TC currently oversees the curriculum and Maths. RA currently oversees art and science. LS currently oversees PSHE. MC currently oversees music and Geography. Governors suggested all aspects that required governor monitoring should be mapped out and a visit cycle put in place. 	<p>Action: For the Headteacher to map out curriculum priorities that governors can focus for their visits. This will be in place for the next meeting for discussion and agreement.</p>

	<ul style="list-style-type: none"> ○ Visits this term: TC; is planning to visit to review maths and is awaiting dates for this. He has already been in once. DS will visit to review SEN. The Chair will email SENDCO with DS copied in to initiate contact. LS will visit to review geography and French. FJ will carry out an EYFS visit this term and will review phonics, including Y1 phonics. FJ will email the office for these visits to be arranged. ○ The Chair suggested that there needed to be 2 reading visits to look at reading in the curriculum and comprehension, and towards the end of term review supervision reading. It was decided for next half term to review reading comprehension, which can be combined with supervision if this is carried out on a Friday. ○ RA will review writing across the curriculum and Health and Safety 	
8.	Finance. Governors were advised that: <ul style="list-style-type: none"> • The Finance reports are on GovernorHub. • The carry forward for this financial year is likely to be around £210,000. • There are about £10,000 of additional costs to be included in the report. Question: A governor asked if Cambridgeshire had a clawback mechanism. Governors were advised that such a mechanism does exist but has never been used for the school	
9.	Policies <p>a) BVC specific policies.</p> <p>i. Online and E-safety</p> <p>Question: a governor wanted to know how parents and children sign up to the AUP. Should governors sign this? Governors were advised that once the policy is agreed it goes out for signing, and it will be going out this half term and that governors had already signed the AUP.</p> <p>Question: a governor wanted to know if children take electronic devices home. Governors were advised that some do, and a contract is signed, logged in and set up by ICT support to ensure they can access only certain things. On return the devices are checked and followed up with parents if necessary.</p> <p>b) Standard LA policies.</p> <p>i. Code of conduct.</p> <p>Governors were advised that there has been a change to the policy as with regards to the use of images, which now needs express permission from parents via an opt-in form. The policy also links to other policies.</p> <p>Question: A governor wanted to know what would happen if there was a low-level concern.</p>	<p>Decision: The Online and E-safety was approved by the Governing Board.</p> <p>Decision: The Code of Conduct was approved by</p>

	<p>Governors were advised that such instances are recorded on personnel forms and if further such incidents occurred conversations would take place.</p> <p>ii. Supporting pupils with medical conditions policy.</p> <p>Question: a governor wanted to know who the first aid lead is. Governors were advised that this was Nicola Catley, who has the responsibility for organising care plans and first aid boxes. Currently there are 17 children with care plans.</p> <p>Question: a governor wanted to know if there were other children with low-level concerns. Governors were advised that this was so and there are yellow folders in classrooms with appropriate information. These folders are monitored by the first aid lead.</p> <p>iii. Staff discipline.</p>	<p>the Governing Board.</p> <p>Decision: The Supporting pupils with medical conditions policy was approved by the Governing Board.</p> <p>Decision: The Staff Discipline policy was approved by the Governing Board.</p>
10.	Safeguarding	
	It was noted that DS would need to undertake Safeguarding training.	Action: For DS to undertake Safeguarding training.
11.	Health and safety update.	
	There were no updates to give at this point. Congratulations were conveyed to RA for organising road safety visit from Turners. Posters will be displayed for Road Safety at Tina's.	
12.	Dates & foci of planned meetings. 26 th March: Finance and Budget, Mid-year Review. 21 st May: Strategy Overview and Progress Update. 16 th July: Business Meeting, School Pupil Data, SDP	
Close 19.33		