



**Minutes For The Meeting Of The Full Governing Board Of Bosvigo School**  
**Held On 12<sup>th</sup> October 2023 At 17:00**

PRESENT:

Chris Wallis (Head Teacher)  
 Charlotte Overton (Clerk)  
 Katie Tucker (Chair)  
 Abi Baglow  
 Nick Bailey  
 Dave Bullen  
 Claire Gabriele  
 Juliana Jeffares  
 Helen O’Kane  
 Jo Penrose  
 Victoria Robinson  
 Katie Smith

		ACTION
1.	<b>APOLOGIES</b>	
1.1	None.	
2.	<b>DECLARATION OF PECUNIARY INTERESTS</b>	
2.1	Annual DPI forms have now been distributed and all governors to complete and return to clerk.	<b>All Governors</b>
3.	<b>FOCUS OF THE MEETING – DATA REVIEW (Maths, Writing, English)</b>	
3.1		

<p>3.2</p> <p>3.3</p>	<p>Governors have been sent data summaries for Maths and English prior to this meeting to review. Key points from the data are discussed:</p> <p><b><u>Maths</u></b></p> <p>Year 5 has always been a low attaining cohort. There are a lot of Pupil Premium and SEN children within this year group. The Pupil Premium children have all been offered additional tutoring as part of the National Tutoring Programme.</p> <p><b>Governors ask what are the barriers to children attending tutoring sessions?</b></p> <p>A. We have tried to overcome barriers by setting tutoring around the availability of families who find it difficult to attend. We have stopped tutoring at the end of the day as that impacted children attending after school clubs.</p> <p><b>Are there any other strategies to engage families apart from tutoring?</b></p> <p>A. In Year 6 it works well to get children up to speed with their arithmetic. LKS2 have one whole maths lesson dedicated solely to arithmetic fluency and verbal feedback from staff suggests this is having a positive impact. There is a data assessment next week which will give more insight into it's success.</p> <p>It is agreed if pupils have a strong grasp of arithmetic fluency then they can more readily access reasoning and more complex problem solving.</p> <p><b>Governors ask if the school prioritises reading or maths if children need to access both?</b></p> <p>A. Reading tends to be prioritised. We would like to have interventions in the afternoon for reading which we do not have currently.</p> <p><b>How does the school embed expectations to teachers in delivery of the curriculum?</b></p> <p>A. Embedment of the scheme will be explored further during the learning walks.</p> <p><b><u>English/Writing</u></b></p> <p>Governors clarify that reference to writing in the curriculum includes creativity, handwriting, grammar, spellings and punctuation.</p> <p>Year 6 pupils last year were in line with their progress compared to the national average. The current Year 1's maths data stands out as strong in comparison to their writing scores.</p> <p>Data for writing in EYFS is much below the national level. It would be helpful to compare this data to other Foundation Stage levels in schools. EYFS has been very focused on reading whereas this year Katie Smith and Abi Baglow have worked together to make reading and writing more collaborative so that they are both embedded at the same time.</p> <p>Governors comment that writing has not been set as homework which could be partly explain the poor data. After Christmas EYFS children will be set a spelling challenge for homework so they can practice their writing.</p> <p><b>Is there anything that is needed to improve delivery of Maths and English provisions?</b></p>	
-----------------------	--	--

	<p>A. Abi Baglow responds that it would be useful to undertake staff training in how to respond to individual class need. This should be happening daily in every lesson but training could help reinforce this.</p> <p><b>Governors ask if teachers know the prior attainment for their classes to align that with expectations?</b></p> <p>A. Yes, there are annual handovers and staff are aware of the ability of their cohort from the beginning of the academic year. After assessments teachers look at the gaps and what their class needs to work on to fill those gaps.</p> <p>Claire Gabriele outlines the ‘Write Programme’ and how it is delivered in class. As teacher’s become more confident with the scheme and in assessing the children’s writing and need the pro forma has been adapted to enhance delivery of the provision.</p> <p>Year 6 recently had virtual visits from authors and the children were taught writing tips on topics that were personal to them. This has raised the profile of writing in the classroom in Year 6.</p> <p>The autonomy of writing for pleasure is agreed as an important goal for children. Governors discuss how computer focussed society is which can impact on writing skills and ability.</p> <p>There are more children in the current year 6 who could be greater depth writers by the end of the year compared to last year’s cohort.</p> <p>‘No More Marking’ will give the school greater insight into where our data sits with the national picture. This data will be incorporated in the Head Teacher’s report in the new year.</p> <p>Writing objectives will be discussed at the upcoming INSET day.</p> <p><b>What is the most important part of writing to get children to a greater depth level of writing?</b></p> <p>A. Drive and desire to write in the first place correlates with the desire to write well.</p> <p><b>Kate Tucker asks if teachers are reacting to the poor data and if there is accountability over the results. All staff need to be engaged and committed to improving writing data.</b></p> <p>A. Book looks around positive success help engage and inspire staff.</p> <p><b>Nick Bailey asks is there more to help SEN children thrive and is the support right?</b></p> <p>A. There needs to be personalised approaches for our SEN children.</p> <p><b>Katie Tucker asks if there is a way to bridge the gap for our current year 6 before their SAT’s?</b></p> <p>A. We always see a jump in year 6. With this cohort we anticipate high progress scores over high attainment scores.</p> <p>Early next term there will be clear data for reading and maths and a meeting can be set to review this further. There will also be more updates around writing. A variety of children’s books will be brought to that session for governors to review.</p>	
4.	<b>URGENT / CONFIDENTIAL MATTERS</b>	
4.1	None.	

5.	<b>ANY OTHER BUSINESS</b>	
5.1	Meeting concludes at 18:45.	

**DATE OF NEXT FULL GOVERNORS MEETING: 04.12.2023**