

OLDCASTLE PRIMARY SCHOOL

INSPIRE - MOTIVATE - EDUCATE

Goreu Cam, Cam Cyntaf - The most important step is the first step



Minutes FGB Meeting 13.3.24

Present - Ceri Littlewood, Nerys Sales, Barrie Lewis, Lowri George, Janine Burr, Nia Vaughan, Jack Shaw, Martin Smidman, Sara Peters, Angela Minton.

Apologies - Lyn Walters, Ian Williams, Amanda Moore, Heather Holder, Damian Faulkner, Page Baldwin.

Non attendees - Matthew Jones.

2. Healthy Schools Presentation

For Information	To be Actioned
This agenda item was postponed until the next meeting.	Noted

3. To confirm minutes of the Full Governing Body Meeting held on 15.11.23

For Information	To be Actioned
Agreed by FGB present.	Agreed

4. To confirm the minutes of the Curriculum Meeting 21.1.24 and Finance Meeting 14.2.24

For Information	To be Actioned
Agreed by FGB present	Agreed

5. Matters Arising

For Information	To be Actioned
Outstanding items from FGB minutes, carried forward; Damian F and Nerys S to coordinate a date to hold a meeting to discuss the governors self evaluation and to put an action plan together.	To be actioned by the chair and vice chair ✓
Outstanding items from Curriculum minutes carried forward; Heather H to action a date for the wellbeing team to revisit the school to speak to different groups of children.	To be actioned by the chair of the Curriculum committee.

6. To receive the Report of the Director of Education

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● For Information	● To be Actioned
1. Message 2. Revised Bridgend Code of Conduct 3. Guidance on Pregnancy Loss 4. Guidance on Annual Leave for Term Time Staff when Absent in School Holiday 5. Food and Fun 6. Corporate Learning and Development 7. Budget Considerations 8. Changes to Leadership 9. Consultation for Federation of Three Schools 10. Seren Events 11. Bridgend Governors Association 12. Digital and Online Safety 13. Bridgend Music Service 14. CSC Professional Learning Support for School Governors 15. Governor Training	1. For Information 2. Adopted 3. Adopted 4. Adopted 5. For Information 6. For Information 7. For Information 8. For Information 9. For Information 10. For Information 11. For Information 12. For Information 13. For Information 14. For Information 15. For Information

7. To receive the School Summary Report from CCS

● For Information	● To be Actioned
● The report is available to view in the school drive. This report is new and is expected to be provided every 6 months, it offers a condensed version of what is happening across the school and is provided to governors as a summary of the progress that is being made towards the School Improvement Plan. ● Discussion was held around the report and how it provided a clear overview of the school along with how complimentary it was. ● Agreement was made that governors should now meet to set an action plan from the governor self evaluation tool, Nerys S will liaise with Damian F to plan this in the coming term in order that governors can reflect on the outcomes of self evaluation and prioritise the next steps. ● Lines of enquiry suggested for governors; 1. Are we aware of where the school is with regards to self evaluation? 2. How well do we engage in the self evaluation process? 3. How effective are school self-evaluation processes? 4. Are school priorities on track?	● Action date for a meeting by Damian F and Nerys S.

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5. What support is the school receiving from CSC and is the school receiving support from any other school or external organisation to support any priorities? What is the impact of this support?
6. How do the judgements about progress of school development plan priorities compare to our own monitoring from governor meetings/headteacher reports?
7. Are there any priorities where progress is not on track? if so what actions or support is needed to ensure that progress is a priority.
8. How is the school contributing to regional working/collaboration and what benefit does this bring? Has there been an impact on learning?
9. How is the school ensuring staff are developed and supported to improve practice?
10. Are staff engaged in Professional Learning (PL) and what impact is emerging following engagement in PL.

8. To receive the report of the Headteacher.

For Information	To be Actioned
The full report is available in the drive for viewing, the headlines are as follows; Reading Years 3-6 have maintained their emphasis on guided reading sessions to enhance reading skills. Professional discussions among staff have been held to share effective teaching practices. Next steps: Continue to provide professional development opportunities for staff to enhance their knowledge and skills in teaching reading, including strategies for promoting independent learning and addressing diverse learning needs. Despite many pupils reading below their chronological age, progress has been noted in the last four months. The school plans to conduct reading tests more frequently to monitor month-on-month progress closely. Additionally, there's a review of the Accelerated Reader assessment tool for	● Noted

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years 2-6 due to concerns about its suitability, with consultation sought from cluster schools and educational professionals.

Cymraeg

Silver award gained and through a really productive INSET day the school received training from CSC on developing Welsh reading and plans to integrate Welsh reading into guided reading sessions.

Next Steps: Ensure that Welsh reading materials and resources are aligned with the school's curriculum objectives and learning outcomes.

Foundation Phase Learning

The school is collaborating with CSC to enhance foundation learning. Staff are receiving individualised professional development sessions, and all classes are establishing enhanced and free play areas, which have been successful in many foundation learning classes, C Davies from consortium has been heavily involved in the training and staff have embraced it.

Next steps: Monitor and evaluate the effectiveness of the individualised professional development sessions provided to staff. Gather feedback from teachers to assess the impact of these sessions on their teaching practices and pupils' learning outcomes.

Voice 21 and Maths Progression

Voice 21 and Maths Progression: The literacy lead has conducted a SWOT analysis for Voice 21, identifying areas for improvement with an updated action plan. Voice 21 techniques are being utilised across the school, but further support is needed for staff to implement these techniques fully.

Next Steps: Facilitate opportunities for teachers to collaborate and share best practices related to Voice 21 techniques. Establish peer coaching partnerships where experienced teachers can support and mentor their colleagues in implementing these techniques effectively.

The Maths Lead collaborated with the cluster to map a shared understanding of progression and assessment, aligning with the work done with the maths specialist Sue Rayner, which was shared at a numeracy lead meeting.

Nursery Provision

Following a review of our nursery, we are considering implementing the Welsh Government curriculum for non-maintained nursery settings. This decision stems from several reasons and aligns with our commitment to providing high-quality early childhood education.

- A governor asked what voice 21 was. It was explained that it is an oracy scheme to develop oracy consistently across the school.

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The Welsh Government curriculum for non-maintained nursery settings is designed to align with national standards and guidelines, ensuring consistency and coherence in early childhood education across Wales. By adopting this curriculum, we can ensure that our nursery program meets the expectations set forth by the Welsh Government and reflects best practices in early years education.

Next steps: Engage in consultations with nursery staff and relevant stakeholders to discuss the potential implementation of the Welsh Government's non-maintained curriculum. Seek input and feedback to ensure the decision is well-informed and supported by the nursery community.

Safeguarding

All staff continue to use My Concern as a means of recording information. The Designated Safeguarding Leads (DSLs) have recently convened with the Education Engagement Team to review our safeguarding audit comprehensively. During the review process, the DSLs, in conjunction with the Education Engagement Team, examined various aspects of our safeguarding policies, procedures, and practices to assess their effectiveness and identify areas for improvement.

Representatives from the Local Authority (LA) have engaged with several staff members to discuss and evaluate the implementation of our school's safeguarding policies and procedures. This external validation provides valuable insights and feedback, ensuring our safeguarding practices align with statutory requirements and reflect industry standards. In addition, both the Chair of Governors and the Headteacher are scheduled to renew their Designated Safeguarding Lead (DSL) training.

Community

The school's efforts to open its doors to the local community this term have yielded a significant positive impact, fostering stronger connections and collaboration between the school and the community. The Headteacher wished to thank Sara P for all her hard work in getting the schemes underway. The implementation of a food pantry in partnership with Baobab Bach addresses food insecurity within the community by providing access to nutritious food for families in need. Partnering with Baobab Bach to establish the food pantry demonstrates the school's commitment to collaborative community partnerships.

The baby and toddler group is proving really successful and the school regularly have 18+ taking part.

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The Next steps for the school are to devise a community room that will serve as a versatile space for various opportunities and activities to benefit the school and the wider community. This community room will provide a dedicated space for hosting events, workshops, meetings, and other initiatives to promote community engagement, well-being, and learning. Building on the school's existing partnership with BAVO (Bridgend Association of Voluntary Organisations), the school will leverage this connection to support volunteers interested in working with schools. BAVO specialises in recruiting, training, and coordinating volunteers to support various community initiatives, including those within educational settings. Through collaboration with BAVO, the school has been fortunate to be offered the assistance of a volunteer who previously managed the Bridgend County Borough Council (BCBC) Healthy Schools scheme. This volunteer brings valuable expertise and experience in promoting health and well-being within school communities.

Performance Management

As part of our performance management processes, classroom observations are being conducted to support teacher development and ensure alignment with our school's objectives and policies. These observations are conducted with a focus on several key areas, including planning, challenge and assessment, which are essential components of effective teaching and learning.

Following each observation, detailed discussions are held between the observer and the teacher. These discussions centre around reviewing the lesson planning process, assessing the level of challenge provided to pupils, and evaluating the effectiveness of assessment strategies used within the lesson. This reflective dialogue allows teachers to receive constructive feedback, identify strengths, and pinpoint improvement areas.

Assessment

The school's commitment to monitoring and supporting pupils' progress remains a high priority, with ongoing enhancements to our tracking systems. One significant development is the introduction of a comprehensive tracking sheet that provides a holistic view of performance across the entire school, including specific attention to vulnerable pupil groups.

This tracking sheet is a valuable tool for teachers and senior leaders, allowing them to systematically monitor all pupils' academic progress and attainment, regardless of their background or individual circumstances. One of the key priorities Our tracking efforts highlight the support and progress of

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vulnerable student groups, including those eligible for Pupil Development Grants (PDG) and learners with English as an Additional Language (EAL). To address the needs of these pupils, action plans have been developed through a multi-tiered approach. The headteacher is hoping to bring a fully populated data sheet to the next meeting.

The school has undergone an evaluation of its use of the Seesaw package. As a result of this evaluation, the school has implemented changes to how pupil learning is documented and recorded.

One significant change is the creation of AOLE (Areas of Learning Experience) folders within Seesaw. These folders are designed to organise and store evidence of pupils' learning across different areas of the curriculum, aligning with the principles of the curriculum framework being followed.

Pupil Deprivation

PDG (Pupil Deprivation Grant) pupils at our school receive targeted interventions tailored to their specific needs and areas of development.

These interventions include:

ReadWrite Inc. (RWI): PDG pupils benefit from RWI, a structured literacy program designed to support the development of reading and writing skills. Through RWI sessions, students receive systematic phonics instruction, reading practice, and comprehension activities to improve their literacy abilities. The school is seeing really good progress in this area.

Language Links: PDG pupils also receive support through Language Links, an intervention program focused on enhancing language and communication skills. This program may involve targeted language activities, vocabulary development exercises, and oral language practice to improve students' verbal communication and comprehension abilities.

Life Skills: Additionally, PDG pupils are engaging in Life Skills interventions aimed at developing essential life skills such as problem-solving, decision-making, time management, and interpersonal skills. These interventions provide students with practical skills and strategies to navigate various aspects of daily life and promote overall personal development. The school is actively monitoring the progress of PDG pupils participating in these interventions. Progress is assessed through ongoing observation, informal assessments, and targeted assessments of specific skills and competencies addressed in the interventions. This monitoring process allows educators to track students' growth and identify areas of improvement or further support needed.

A comprehensive report detailing the progress of PDG pupils participating in interventions, including RWI, Language Links, and Life Skills, will be available

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by the end of March. This report will provide valuable insights into the effectiveness of the interventions in supporting PDG pupils' academic, linguistic, and personal development goals. It will also inform future decision-making regarding intervention strategies and resource allocation to ensure continued support for PDG pupils' success.

Wellbeing

The well-being lead at our school has taken proactive steps to assess the state of well-being among all stakeholders, including students, staff, parents, and members of the school community. This comprehensive survey aims to gather feedback, insights, and perceptions regarding various aspects of well-being within the school environment.

After collecting and analysing the survey data, the findings revealed overwhelmingly positive feedback, indicating that well-being remains a significant focus and priority within our school community.

Attendance

The school has remained steadfast in its commitment to improving attendance rates and achieving the target of 94%. The current data shows that overall school attendance is 93.8%, indicating progress towards the set goal. The concerted efforts of the school community, including staff, students, and parents, have contributed to this positive momentum. Miss Hodgson and the school office staff work closely to proactively address attendance issues.

The school has finalised a first-day response protocol to further support attendance management. This protocol ensures that all staff members are well-informed about the school's policies and procedures regarding pupil absences. By establishing clear guidelines and expectations, the school aims to minimise absenteeism and facilitate prompt intervention when students are absent from school.

Additionally, the attendance lead continues actively engaging with parents whose children's attendance falls below the 90% threshold. These meetings provide an opportunity to discuss the importance of regular attendance, identify any underlying issues or barriers, and collaboratively develop strategies to improve attendance habits.

Curriculum

Identification of Coverage Gaps

Senior and middle leaders have reviewed the medium-term plans for the 2023-2024 academic year. During this review, they have identified areas

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where the curriculum may need to fully cover the required descriptions of learning or where there are gaps in content or skills.

In response to the identified coverage gaps, the school has scheduled two days dedicated to curriculum planning in March. These days are set aside for SLT/MLT to come together and reflect on the current curriculum.

Welsh Week

Aligned with our school's curriculum philosophy, we prioritise providing diverse opportunities for learners to take ownership and lead their learning experiences. We've embraced this ethos this term by organising a Welsh Week leading up to our school's Eisteddfod—an event steeped in Welsh tradition and culture. Throughout Welsh Week, learners were encouraged to immerse themselves in various aspects of the Welsh language, heritage, and arts.

At the forefront of fostering the Welsh language and culture within our school community is our Criw Cymreag—a dedicated group of pupils who champion Welsh initiatives and activities. Their commitment and enthusiasm have been exemplary, contributing significantly to the success of Welsh Week and our school's Eisteddfod.

During Welsh Week, learners could engage in a wide range of activities designed to celebrate the Welsh language and culture. From poetry recitals and traditional folk dancing to art exhibitions and storytelling sessions, learners were encouraged to explore and showcase their talents in various creative forms.

Healthy Eating

A whole school approach to healthy eating has been implemented, reflecting the school's commitment to promoting well-being and fostering healthy lifestyle habits among pupils.

A video, developed in partnership with pupils across the cluster of schools, is available as an educational tool to promote healthy eating habits and raise awareness about the importance of nutritious food choices.

Next steps: Extend the reach of healthy eating initiatives beyond the school gates by involving parents and the wider community. Organise workshops, seminars, or cooking demonstrations for parents to provide practical tips and resources for promoting healthy eating habits at home. Collaborate with local health organisations or community groups to host events or initiatives to raise awareness about nutrition and healthy lifestyle choices.

Our school's Pupil Voice Wellbeing Team has collaborated with cluster schools on a Healthy Schools launch across the entire cluster. This

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collaborative effort reflects a shared commitment to promoting the health and well-being of pupils and families within the broader community.

The Healthy Schools launch's primary focus is to encourage pupils and parents to prioritise healthier lunch options and consider the reduction of packaging and waste. By emphasising the importance of nutrition and sustainability, the initiative aims to foster healthier eating habits among pupils while promoting environmental consciousness.

Next Steps - Through various activities and initiatives, the Healthy Schools launch seeks to raise awareness about the benefits of nutritious meals and the impact of packaging and waste on the environment. This will include educational workshops, cooking demonstrations, informational sessions, and interactive activities designed to engage and empower pupils and parents.

Staffing and Finance

School Budget - period 10 update

Allocation £1,605,678

Income £393,191

Underspend from last year £175,047

Total amount available £2,173,916

Estimated Expenditure £2,113,628

Estimated credit £60,288

Budget continues to be tight and funds are being micromanaged each month to ensure the school is on track and conserving as much funds as possible.

Discussion was held around the unspent funds in the current budget which have already been allocated, the headteacher confirmed that these were likely to be spent by the end of the financial year and the school is also likely to spend some of the estimated credit of £60,288. The resulting estimated credit is likely to be around £50,000 at the year end.

No decision has been made on schools being able to roll forward funds in excess of £50,000 into the coming year as in previous years, and the school will not know if this is an option until after the end of the budget period. Discussion was held around how difficult it was for the school to forward the plan without this information, along with forthcoming budget cuts and how

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the school would need to think differently to stretch the budget as far as possible.

Staffing has been moved to P and C section at the end of the minutes.

8. Safeguarding

• For Information	• To be Actioned
• Moved to P and C	• Noted

9. Correspondence brought forward at the discretion of the Chair

• For Information	• To be Actioned
• None	

10. AOB

• For Information	• To be Actioned
• None	

The minutes are a true reflection of the meeting held on Tuesday 13.3.24

Agreed
Name - N Sales Date - 27/6/24

Signed - Agreed
Nerys Sales - Vice-chair of Governors

Mrs Ceri Littlewood - Headteacher

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