

OLDCASTLE PRIMARY SCHOOL

INSPIRE - MOTIVATE - EDUCATE

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



Oldcastle Primary School Minutes FGB Meeting 19.11.25

Present - Ceri Littlewood, Nerys Sales, Lowri George, Sara Peters, Heather Holder, Barrie Lewis, Ros Whitelock, Jack Shaw, Martin Smidman, Angela Minton.

Apologies - Damian Faulkner, Lyn Walters, Amanda Moore, Rachel Evans, Ian Williams.

Not Present - James Lewis, Page Baldwin

1. To confirm the minutes of the FGB Meetings

• For Information	• To be Actioned
• FGB Meeting 9.7.25	• Agreed
• FGB Meeting 30.9.25	• Agreed

2. To confirm the minutes of Committee Meetings

• For Information	• To be Actioned
• Finance Meeting 14.10.25	Agreed
• Curriculum Meeting 6.11.25	Agreed

3. Matters Arising

• For Information	• To be Actioned
No matters arising.	• Noted

4. To receive the Report of the Director

• For Information	• To be Actioned
• The report is yet to be received.	• Noted

5. Governor Self Evaluation Feedback

• For Information	• To be Actioned
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This governor focus group is made up of three governors, Damian Faulkner, Nerys Sales and Lyn Walters. The group met with Lyndsey Hodgson(LH) in order to review the MER and ask questions. The general feeling was that the MER was a great document, however LH advised that Oldcastleare currently collaborating with Coety Primary as they are further along in their journey than Oldcastle, with the aim of learning from the route that they have taken to see if there is a better way forward. Governors still felt the existing MER was a tool that provided access to data on progress, evaluation, finance and also offered an opportunity to reflect. A plan was made to revisit in the new school term in order to take a deep dive into different areas of learning, this would also allow the opportunity to reflect on the previous terms MER, to look at the new terms MER and compare and contrast. Governors raised one concern that they had with the MER, which was the time it was taking for the data to be uploaded. This is currently a manual task which is very time consuming and is open to human error, and they concluded that it may be worth the school looking at different way of correlating the information. Governors discussed options and it was agreed that a governor would look into this and come back to the FGB at the next meeting. The Headteacher advised that the MER will be changing in January, following collaboration with Coety Primary and will just contain teaching and learning activities.	- Governors will revisit in January 26. - RW will carry out some research.
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6.Governor SIP Priority 1 Presentation

For Information	To be Actioned
This governor focus group is made up of 3 governors, Barrie Lewis, Jack Shaw and Amanda Moore. The group met independently as the lead staff member could not be released from class. The meeting resulted in list of questions in order for governors to better understand the focus of the priority, how impact can be best measured and how Charlotte Ellett's (CE) recent presentation linked to the focus. Governors concluded that a meeting with CE would need to be arranged in order to move forward.	Focus Group to arrange to meet with CE.

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The Headteacher advised that meeting with CE was the best way to move forward and that CE was out of class on Wednesday's but it would be best to check with CE to choose the best date. CE can offer guidance on the priority, as it seems currently governors have many questions but no answers.

A governor advised that that he did not know what focus group he was in, AW advised they had been emailed out to all governors, but AW will resend the document.

A governor asked for an explanation of the SIP priorities, as last year he held a different priority which had a three year plan and this priority was now on the SIP, and he had a new priority this year, so required clarification as what was now happening with last years priority.

The Headteacher explained that the SIP contains new priorities each year, and governors are allocated priorities within the SIP. This does not mean that previous priorities are forgotten, previous priorities move to the 3 year plan which sits behind the SIP, and these are managed by SLT, but of course can also be picked up within some of the existing priorities. For example, Priority 1 is to deepen challenge through adaptive learning and pupil led questioning. If a deep dive was completed on this priority looking at Reading that would include both Priority 1 and part of the 3 year plan.

7. To receive the report of the Headteacher

• For Information	• To be Actioned
The full report is available to view in the school drive. Priorities Governors were reminded of the four priorities within the SIP along with the reasons behind the priorities. 1. Deepen Challenge through Adaptive Learning and Pupil-Led Questioning 2. Embed the Digital Learning Framework Across the Curriculum 3. Strengthen Assessment to Understand Clearly and Track Pupil Progress 4. Develop Cross-Curricular Skills through Integrated, Purposeful Learning	

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Visit by Improvement Partner - Alison Jenner

The Headteacher, Deputy Headteacher and Improvement Partner met to share updates about school events, review the School Development Plan (SDP) and Pupil Development Grant (PDG), and tour the school.

The Headteacher explained plans to restructure the Senior Leadership Team (SLT). The current model, which included Progress Step leads, has not worked as well as expected. Staffing changes now make it a good time to introduce a new structure. The proposed SLT will include the Headteacher, Deputy Headteacher, ALNCo, Professional Development Lead, and two new curriculum, standards, and assessment leads.

These two leads will each oversee a different phase of the school, with some overlap in the central year groups. They will also work with fixed-term project leads. The project leads will guide teams in each Area of Learning and Experience (AoLE), focusing on projects linked to the SDP.

The Improvement Partner carefully reviewed the SDP and PDG, asking questions throughout. The Improvement Partner praised the plan, describing it as clear, easy to follow, and strongly linked to the school's evaluation processes. The PDG plan was also judged to be clear and effective. The tour of the school highlighted excellent learning across the foundation phase, where nearly all pupils were fully engaged and showing high standards in mathematics.

Data Analysis

An analysis of the data for the Autumn term was provided, full report is available to view in the school drive.

Testing

Conclusion regarding reading testing-

- Performance generally improves significantly from Year 3 onwards, culminating in excellent results in Year 6.
- However, Year 2 is an area of concern across the core skills of Reading, Comprehension, and Spelling. This is the first time the children have taken formal tests.

The older students are performing exceptionally well, demonstrating the school's success in developing literacy over time.

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WAG testing has also been completed and this concluded that the school is highly effective at teaching maths procedural, the focus should now shift to developing higher order reasoning and analysis to move more students from 'on' to 'above' in this area.

Next steps were provided

1. Intervention Strategy: Use the data and teacher assessment information to target specific children on the areas identified in the data.
2. Stretch and Challenge: Given that most students are "On" the expected level in WAG tests, look at how children can be challenged to achieve above.
3. Spelling: Continue to target spelling from Year 3 up using weekly spelling lessons.

An up to date table of the school population was provided.

Our Pupils	School Population
Nursery - 48	• 403 Pupils on roll
Two Classes In Each Year Group	• 49.6% Girls 50.3% Boys
Reception - 40	• 32 (7.9%) FSM
Year 1 - 48	• 49 (12%) EAL pupils
Year 2 - 48	• 11 (2.7%) LAC pupils
Year 3 - 48	• 11 (2.7%) ALN
Year 4 - 58	• 1 (0.2%) Young Carer
Year 5 - 53	• 1 CP pupils
Year 6 - 60	• 0 Care and Support pupils

Discussion was held around the percentage of young carers and how this figure was calculated. A governor felt concerned that in reality this figure is probably much higher but not being recognised, the Headteacher suggested that this could be a project for the new Family Engagement Officer.

ALN, EAL and FSM

In line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018, introduced in September 2021, our school has reviewed and updated its provision to ensure full compliance with the new ALN framework. The term *Special Educational Needs (SEN)* has now been fully replaced by *Additional Learning Needs (ALN)*.

Current ALN Overview

- Number of pupils with IDPs: 11
- Percentage of school population: 7%
- Pupils receiving ancillary support: 6
- Distribution: Six pupils are based in classes within the Progression Step 3 area, while the remainder are in Progression Steps 2 and below.

Our ALN cohort represents a wide range of needs including communication and interaction, cognition and learning, sensory and physical needs, and social, emotional, and behavioural difficulties.

Approximately 10% of our pupils are identified as EAL learners. We plan targeted

- CL to establish a young carer project for the new FEO.

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universal provision to support language development and integration within the classroom.

The overall school demographic shows 8% of pupils eligible for Free School Meals (FSM) and 10% EAL, with 7% identified with ALN. These factors together reflect a diverse and inclusive school community. The effective coordination of ALN, EAL, and well-being support ensures equity of access to learning and promotes positive outcomes for all pupils.

ITE

An overview was provided on the schools ITE provision.

USW and Swansea University

The school currently hosts 7 students across classes and all student teachers have proven to be a valuable resource, demonstrating passion and commitment to enhancing learning experiences for our pupils. Two of the University of South Wales students have already been observed by their External Mentor, Claire McCarthy, who was extremely impressed by how far the students were in their journey and could see that the students were well supported by not only their class mentors but also the wider staff.

Swansea University Partnership

As part of the Oldcastle network, we are also supporting two additional student teachers from the Swansea University PGCE course, currently placed at Brackla Primary and our new partner school, Litchard Primary, this term. Charlotte Ellett has visited these students during their placements and is impressed by their quality and enthusiasm. We are hopeful that they will join us at Oldcastle Primary in a future placement window, further strengthening our collaborative approach to teacher development.

NQT

The school currently has two NQT's

Attendance

Attendance to date is 95.4% for this school year

Health and Safety

Report available to view in the drive

Periodic / Specific Issues

As part of our Remembrance assemblies, we were fortunate to have Peter Robinson visit the school to discuss his experiences in the Welsh Guards. Peter also took the

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time to explain the importance of Remembrance to the pupils, fostering a deeper understanding of its significance.

On Saturday, 10th November, the Junior Leadership Team participated in the Children and Families Remembrance service held in Bridgend Town Centre. We were privileged to place a wreath on the poppy at Paddington Station, further honouring the contributions of those who have served.

Finance

Budget Allocation	£1,623,912
Estimated Income	£402,869
Underspend from prior year	£145,306
Total Available	£2,172,087
Total Estimated Expenditure	£2,185,668
Estimated Deficit	£13,851

8. Safeguarding

• For Information	• To be Actioned
• Moved to Private and Confidential	

9. Policies

• For Information	• To be Actioned
• Safeguarding Policy • Health and Safety Policy • Dogs on School Grounds Policy • School Dog Policy • GDPR Policy • Pupil Voice Policy • After School Club Policy	• Agreed • Agreed • Agreed • Agreed • Agreed • Agreed • Agreed
It should be noted that Governors and staff should now complete the safeguarding training once a year, as per the guidance in the safeguarding policy	• AW will send out the link.

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10. Governor Vacancies

• For Information	• To be Actioned
- Community Governors Barrie Lewis term has ended and Barrie would like to stay as a community governor and will submit his application form this week. Angela Minton term has ended and Angela would like to stay as a community governor, her application form was discussed. - LA and LA/CC Governors Ian Williams term ends 1.3.26 Martin Smidman term ends 18.1.26 Lyn Walters term ends 19.2.26 Governors were reminded to reapply through the usual LA process at the earliest opportunity, if they wish to continue in post. - Staff Governors Sara Peters term ends 17.2.26 - Parents Amanda Moore term ends 12.1.26 Jack Shaw term ends 12.1.26 Page Baldwin term ends 12.1.26 The parent vacancies will be advertised in January 2026.	- To be brought to the next meeting - Agreed - Noted

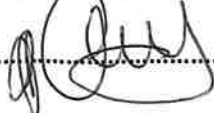
13. AOB

• For Information	• To be Actioned
- The PTA reminded governors that there is a wreath making workshop on Wednesday the 26th of November as there are limited numbers attending. - The 'Parents Meet the Governors' event is scheduled for 6pm this evening providing the opportunity to discuss the Governors Report to Parents.	Noted

The minutes are a true reflection of the meeting held on Wednesday 19.11.25

Agreed and signed by the Vice Chairperson in the absence of the Chair

Name.....Heather Holder..... Date.....18.3.26.....

Signed..........

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