

# MINUTES OF MEETING

**School:** John Blow Primary School  
**Meeting title:** Summer Term 2 Full Governing Body Meeting  
**Date and time:** Wednesday 18<sup>th</sup> June 2025 at 6pm ( SEND Presentation from 5.30pm)  
**Location:** At the school / Hybrid meeting.

## Membership

'A' denotes absence

Adrienne Allcock (vice chair)  
A Emma Briggs -Price  
Ben Carver (Headteacher)  
A Marion Collins – associate  
Claire Fawcett (vice chair)  
Mary Hartshorne  
A Sue Laplanche (chair)  
Cameron Lord  
Paul Nolan  
Kerry Round (via Teams)  
Pete Smith (via Teams)  
Thomas Straw (via Teams)

## In attendance

Mrs Alex Raynor (Clerk to the Governors)

## SEND Presentation

Governors were given opportunity to review resources within the classroom and were provided with a governor information pack, shared in advance and giving key information regarding the SEND offer across the school.

In summary,

- SEND is firstly supported through a focus on Quality First Teaching (QFT), with an emphasis on medium-term planning and scaffolding strategies to support ALL children.
- Focus on “every teacher is a teacher of SEND” and responsibility not only that of the SENCo.
- There had been a recent shift away from activity based learning with staff training centred on behaviours for learning.

## (G) Can you explain quality first teaching?

QFT is high quality, inclusive teaching for all pupils in a mainstream classroom, focusing on differentiated planning, assessment, and intervention for all children.

- SEND Support, specifically developed through collaboration with Local Authority advisors, implementing the use of Chromebooks, developed intensive interventions, and daily short, sharp sessions (i.e. spelling).
- Use of bespoke Speech and Language provision as needed.
- The school has a cause for concern process in place, whereby when teachers raise concerns about progress the child is monitored for 6 weeks. If evidence still supports an ongoing need, the child is then added to the

SEND register and a structured review cycle begins (highlighted in the packs used for governors to view).

- Governors received an A3 report showing number of SEND children, areas of need, and comparison interventions.
- The Main Areas of Need at John Blow School
  - i. Cognition & Learning - e.g. dyslexia (requires children to be 3 years behind to access Springboard specialist support/ funding).
  - ii. SCMEH – school-based anxiety, ADHD, mental health.
  - iii. Communication & Interaction, e.g. autism.
  - iv. Sensory or Physical needs.
- Noted that needs often overlap, especially between social/emotional and communication areas. An ELSA lead plays a key role in addressing social and emotional needs.
- Pupil on a Page, document, allows all staff to identify next steps more clearly.
- Consistent review format now used for all SEND pupils.
- SEND Pathway and VEN diagram shared, outlining what is provided for all children, and additional support for those who need it.
- Forest School provision currently for SEND pupils, but exploring wider access for more children across the school.
- Tiered Support Handout and pyramid showing:
  - Tier 1: Classroom-based.
  - Tier 2: ELSA, LEGO, regulation.
  - Tier 3: Pastoral/External (e.g. counselling support).

**(G) Are all children SEND or just top two tiers?** Only the top two or three tiers involve children with additional SEND support.

- Priorities Moving Forward,
  - i. EHCP applications.
  - ii. Reset plan for nurture support.
  - iii. Capturing pupil voice.
  - iv. Increased liaison with Family SENCo.
  - v. Working with Tuxford family.

**(G) What is the focus of the Tuxford group?** To be decided, the school are looking to host future meetings.

**(G) Is the Family SENCo across both Tuxford and this school?** Yes, covers both Tuxford and NSDC.

**(G) As you strengthen QFT, are more needs managed in class?** Yes, there is now greater ownership among teachers, more awareness, and clear expectations. Staff are being upskilled, and this is leading to tighter targets and better progress tracking.

Governors praised the clarity of the approach and progress made, noting the stronger ownership by staff as a positive development for supporting SEND need across the school.

Apologies for absence were received from Mrs Laplanche, and Mrs Briggs-Price (with reasons given). As an associate, Mrs Collins was not required to attend.

Governors resolved to accept the absence.

- Appoint a challenge recorder

The clerk would note **(G) Governor question, challenge and input** through the minutes.

**GB/35/25 Declaration of interest and reminder of confidentiality**

A reminder of confidentiality was given.

There were no declarations of interest for items of business on the agenda.

**GB/36/25 Review of membership and terms of office ending in the next 12 months**

There were no imminent ends to terms of office.

- **Consider Governor application**

As per previously discussed, governors had received an application for the co-opted vacancy.

Despite a strong application, at this time and against a skills consideration, governors concluded that a candidate with a corporate/ financial background was needed. They felt educational experience was already well supported by existing governors, so on this occasion they decided not to co-opt to the vacancy.

Governors discussed approaching local businesses, the local advice centre and the school community for any contacts (non-parent) that might have the relevant experience. **Action** : HT / Chair to action.

**HT /  
Chairs**

**GB/37/25 Approval of minutes of spring term 2 meeting**

The Summer 1 FGB meeting minutes, held 14th May 2026 (clerked internally) were approved in principle. Mrs Hartshorne would forward to the clerk, who would upload to the Hub. Final signed approval to be sought at the Autumn FGB once circulation had been completed.

**Clerk**

The spring term 2 meeting minutes had been **approved** at the above meeting; the minute book copy would need electronically signing at the next FGB meeting.

**Clerk**

- **Review of actions (spring term 2)**

**GB/19/25** All governors to complete the skill matrix and return to the chair.**GB Complete.**

**GB/21/25** A review of behaviour tracking and reporting to be undertaken.**GB. Complete** via HTs report.

**GB/38/25 Receipt of minutes and approval of policies from committees and working parties**

No committees had been held; governance followed a circle model.

**Warm Weather Policy**

The HT asked for consideration of a new policy, a Warm Weather Policy which had been developed in response to the current temperature levels and listed mitigations measures to keep children regulated and healthy in extreme weather.

**(G) Where do you get the temperature from?** From google and when it is unreasonable to be outside in extreme heat the policy will take effect.

**(G) Can we cancel things in advance to give parents notice?** Yes, if needed or we can also move events to other locations where possible i.e. to the Muga, a shaded areas or inside the building.

**(G) If a trip had been paid for and then cancelled is this refunded?** We would always look at other dates or arrangements that would avoid having to cancel completely and issue a refund

**(G) Is there anything you need to work into PE risk assessments re temp readings?** Yes, we can add into policy and add links to RA provided via the LA. Mr Wagstaff would add this into his overview of Educational Visits operation and RA.

Policy **Approved**.

#### **GB/39/25 Financial update**

Discussed alongside supporting papers provided via the Hub.

The committed balances, Governor Statement (3 year plan) was considered,

***Confidential discussions and supporting papers, minuted separately.***

#### **GB/40/25 Summary of headteacher's report and governors' questions and challenge – Verbal update**

As a full HTs report had been considered at the last meeting, the HT gave focused update on Attendance (also covering Item **GB/47/25**).

Governors reviewed current attendance data, the following aspects were discussed specifically,

- ***Confidential items, minuted separately.***
- Overall, the level of unauthorised absence is not significantly above national figures.
- Fines remain in place as a deterrent and can be issued where necessary.
- Governors were updated on early help and support strategies. While support has been provided where needed, none of the cases had currently met the formal threshold for external intervention.
- The school uses the WAND system, from which two key reports can be generated to support internal monitoring.

Governors discussed how the school can continue to improve attendance figures, relating to ways of working more closely with parents to strengthen early support and intervention strategies. The leadership team remain committed to ensuring early intervention, attendance and safeguarding practices are responsive and proactive.

#### **GB/41/25 Update on appraisal process and wellbeing for headteacher and staff**

Reported previously to governors.

**(G) Have all staff appraisals now been completed?** These are in progress, booked for the coming weeks and would be completed by the end of the school term.

**GB/42/25 General Data Protection Regulations – report from the DPO/Information Governance Link Governor** (See article spring 2 for information and actions for DPO/Information Governance)

Governors were informed that the recent DPO audit report from the school's IGS provider had been uploaded to the Governor Hub for reference.

**(G) Are we concerned about anything?** No, the external providers operate as our DPO and the report is provided to support the school's compliance with data protection standards, as reviewed by the IGS provider.

**(G) Is there an additional training course to support understanding of DP and the requirements?** Yes, the IGS provider offers training, and this will be included in the next INSET day for the whole staff team to strengthen understanding.

**(G) Are we paying a lot of money for the service?** It costs approximately £3,000–£4,000, which includes their services as the school's official Data Protection Officer (DPO). The school also receives weekly updates, and the systems provided are now beginning to embed.

**(G) Have we got a business continuity plan in place?** This is in progress and scheduled for completion later in the year.

**GB/43/25 Receive report from the Designated CLA (Children who are Looked After) teacher (presented at least once per year)**

No CLA present in the school. PLAC children are considered through PP monitoring.

**GB/44/25 Correspondence**

Governor Newsletter second summer term edition, available to view via the Hub, articles include,

- Attendance and the growing pressure to improve nationally.
- New guidance on Early years stat guidance 30 hours continuous 6 hour block.
- Climate action plan to support LA plans.
- Helping families start school re transition
- Governance retention guidance of 6 years, the LA not providing retention unless a school has closed.
- National updates on PE and sports premium digital reporting, DFE Pe and school sport inclusion programme.

**GB/45/25 Approval of in-service training days (5) 2025-2026**

Approved within the previous meeting.

**GB/46/25 Review of planning document: delegation and organisation of committees:**

- **Agree committee structure and membership of committees and committee Chairs, as per the scheme of delegation**

Continuing with the circle model of governance. Admin meeting, if needed. Mid sept in diary and can cancel if needed.

- **Approval of scheme of delegation 2025-2026** – Mrs Fawcett would reviewed the scheme against that prepared to reflect the cycle governance model. An electronic majority approval via the Hub was approved, with ratification noted at the Autumn Term 1 FGB meeting.
- **Note annual planner 2025-2026 to support agenda setting** – noted.
- **Policy checklist 2025-2026 statutory policies for schools** – noted and polices would continue to be approved via a majority electronic approval via the Hub, noted at the next corresponding FGB and published as needed.
- **Review of and appointment to link governor roles.** Noted that this would be considered in the Autumn Term (admin meeting) with the addition of an Early Years Link governance role.

#### GB/47/25 Pupil Attendance:

*Governors should be aware of the attendance rates for each group - as per View Your Education Data (VYED) This data should drive governor questions governors to be able to ask:*

Discussed above, VYED reports to be made available to governors per term via the Hub. Action. **HT**

#### GB/48/25 Report from training co-ordinator of impact of training undertaken and review of governor training requirements (including safeguarding).

A governor skills matrix had been completed; this was available to view via the hub and had also been discussed above at item **GB/36/25**.

An overview of Maths (Autumn Term 1) and English (TBC) would be given via a staff presentation, prior to a FGB meeting for governor training on core curriculum areas.

#### GB/49/25 Review of governor monitoring visit reports

Reading – Report to be uploaded to the Hub, key aspects noted included,

- A shift in the delivery of reading, particularly in the early stages, making it more engaging for pupils. New avenues are being explored to enhance pupil interest and consistency.
- The school had focused closely on its reading action plan, which is expected to have a positive impact on both practice and outcomes.
- The school was now an approved partner for the Reading Hub, securing £6,000 in phonics funding. This partnership provides access to CPD, additional support, and potential match funding in specific areas.

A sponsored reading challenge was currently underway, with the aim of raising funds to support reading resources, including books that reflect protected characteristics.

The HT had carried out a review of reading which highlighted some inconsistencies between school and home practice. A reading questionnaire had been completed by families 90 responses received, reflecting a positive overall response rate.

**(G) Questionnaire on reading – are you going to send an email with a ‘We said, you said, we did’ summary?** Yes, this would be progressed.

GB/50/25

### **Confirmation that the school website is compliant with the statutory requirements**

The school confirmed that the website is generally compliant with statutory requirements, as outlined by the Department for Education. An annual audit had been completed by the link governor. Noted a free compliance checklist (available through Nottinghamshire Governor Services) could be used to support this process. The updated audit, completed by the link governor was available for governors to view via the Governor Hub.

Governors were reminded to check the governor specific area of the website to ensure all required information is up to date. Specifically, there needed to be a summary of meeting attendance across governors added. The clerk agreed to send a proforma to the HT for consideration.

Clerk

**(G) The website is important, but class pages need a refresh some areas have old content.** This was acknowledged and a review of content would be progressed.

It was agreed that the school should carefully decide what must be included and assess what is actually used and useful for parents and stakeholders to aid capacity and ease of update.

**(G) Have you looked at analytics to see which pages are being viewed? Could we remove non-statutory content if it's not being accessed?** This will be considered, website analytics useful in supporting decisions on content relevance and usefulness.

The lack of a ‘Tapestry’ style communication tool for Year 1 parents was noted. Discussions covered the importance of appropriate, targeted communication, particularly around specific trips and learning elements. Staff meetings will be used to explore alternative platforms, improve class page content, and balance this with what is practical and beneficial for families.

**Action:** HT to progress website content review, communication for Year 1 parents and use of analytics to inform content. HT

GB/51/25

### **Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account**

- Governors had financial scrutiny and challenged spending decisions, monitored budget pressures, and ensured value for money for contracts and services.

- Recruitment to vacancies on the membership is assessed through a skills gap analysis. Targeted recruitment is used to strengthen governance, and at this time strengthen financial oversight and corporate expertise.
- Reviewed the impact of adaptive teaching, tiered interventions, and EHCP processes; challenged leaders on provision quality and inclusion through presentations on key areas.
- Attendance Monitoring: Analysed attendance trends, queried persistent absence, and discussed family engagement strategies to raise attendance levels.
- Reviewed website and statutory compliance, questioned relevance of content, and promoted clearer, more purposeful parent communication.
- Questioned leaders on reading delivery (link governance), and explored consistency of class level consistency of quality first teaching and differentiation across cohorts to ensure improvements translate into outcomes.

**GB/52/25 Confirmation of dates for 2025 – 2026 to be agreed at the meeting in conjunction with the clerk**

- **Autumn 2025**

Admin Meeting – (not clerked, date provided and would be cancelled if not needed) Wednesday, 10<sup>th</sup> September 2025 at 6pm Via Teams.

1<sup>st</sup> Autumn Term FGB – Wednesday 24<sup>th</sup> September 2025 at 6pm (5.30pm Maths Curriculum Presentation.

2<sup>nd</sup> Autumn Term FGB – Wednesday, 12<sup>th</sup> November 2025 at 6pm.

- **Spring 2026**

1<sup>st</sup> Spring Term FGB – Wednesday, 21<sup>st</sup> January 2026 at 6pm

2<sup>nd</sup> Spring Term FGB – Wednesday, 4<sup>th</sup> March 2026 at 6pm

- **Summer 2026**

1<sup>st</sup> Summer Term FGB – Wednesday 13<sup>th</sup> May 2026 at 6pm

2<sup>nd</sup> Summer Term FGB - Wednesday 17<sup>th</sup> June 2026 at 6pm

**GB/53/25 Determination of confidentiality of business**

Governors resolved those discussions and supporting papers considered at items GB/39/25 and GB/40/25 by deemed confidential.

All other papers be made public as needed.

**The meeting closed at 19.39pm.**

Signed ..... (Chair) Date 24<sup>th</sup> September 2025



# School Display