

MINUTES OF MEETING



School: John Blow Primary School
Meeting title: Autumn Term 1 Full Governing Body Meeting
Date and time: Wednesday 24th September 2025 at 6pm (Maths Presentation from 5.30pm)
Location: At the school / Hybrid meeting.

Membership

'A' denotes absence

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

In attendance

Mrs Alex Raynor (Clerk to the Governors)

Maths Presentation

Mr Straw, the subject leader for Maths explained the use of White Rose Maths and how this is adapted to meet the needs of the school. Governors were shown a slide presentation alongside examples of maths books to illustrate practically how teaching is delivered, progression tracked, and supplementary resources used to support learning for every child.

(G) Is it all delivery workbook based? Yes, but supplemented with additional consolidation opportunities, it is felt that the scheme does not always provide sufficient opportunity for consolidation. Opportunities for children to practice fluency and gain confidence is key. Children who practise regularly become secure and able to “fly” with maths; without this, some can become unsure, so our teaching meets the needs of all children and ensures all have the opportunity they need to become competent mathematicians.

(G) What other schemes are used? IC Reasoning, Mastery and Greater Depth support, and NCTM documentation is used to stretch learning. All children are exposed to these challenges through whole class teaching which avoids setting ceilings on expectations.

(G) Do you get children to discuss together? Yes, there are many opportunities for paired/group discussion, and also for discussion through teaching.

Intent

The school's intent is to develop confident, resilient mathematicians. Every child is exposed to greater depth questions to encourage curiosity and resilience in learning.

(G) So, you go through the books together? Yes, through teaching delivery, but there are opportunities to extend learning for more able children, using additional resources such as Shanghai textbooks.

Impact

Attainment and progress in Maths have been strong historically. White Rose Maths is now embedded across the school, following Ofsted feedback this was a priority. It has provided consistency and supported teacher confidence. Practical resources are used alongside (e.g. bar model, pictorial representations) to scaffold learning.

- EYFS, White Rose is adapted for provision (no workbook) but still to expose children early to concepts.
- KS1, focus is on building strong foundations, fluency, place value to 100, number bonds and looking to support transition to KS2.
- KS2, fluency extends into applying operations and solving problems. White Rose drip feeds new content in Years 3–5, meaning less catch-up is then required in Year 6.

A yearly progression map was shared with governors. Subject leadership supports teachers in understanding children's progression and next steps. After each unit, a test (20 questions) is used to identify gaps and inform interventions.

(G) Do you have a way of making sure all classes are where they should be? Yes. The scheme is completed each year for each year group, with consolidation weeks built in for catch-up as needed. Planning documents show small steps so teachers can revisit where needed.

Subject leader monitoring at the end of the year showed consistent delivery, with children able to articulate their maths learning across the school. Multiplication remains a focus; results are improving but further progress is needed.

(G) Do the children self-assess? Yes, at various points across the scheme.

Overall Maths is in a strong position across the school. Attainment data reflects this, and the scheme also supports less confident teachers by providing structured planning and opportunities to address misconceptions. For Upper KS2, the scheme does not always provide sufficient challenge, so other resources are used to fill gaps, as described above.

(G) Is there the same level of guidance for EYFS? Yes, though not with a workbook. Instead, NCTM "Mastering Number" is used, 10 minutes daily exploring number bonds to 5 using resources such as Cuisenaire rods and Numicon.

(G) How do you address misconceptions? It depends on the year group. In KS2, teachers often mark and then address misconceptions together on the board. Staff also run small interventions where required.

(G) Where teachers are less confident, how does the scheme help? Yes, it provides a scaffold, variation in approaches, and clear structure. Teachers can pause lessons and work through concepts together as a class. The scheme is well

planned so supports staff transition and enables TAs to deliver interventions effectively.

(G) What is the ratio between teacher and child marking? Teachers go through answers with the class, children self-mark, and teachers review books to check accuracy. Group work also helps identify gaps.

(G) Is it easy to make links across the curriculum? Yes, in some subject more than others, particularly in science, e.g. experiments naturally draw parallels with maths. Staff know where links fit and adapt to ensure maths is embedded across subjects where possible.

(G) How do you support parents to get more involved? Parental workshops have been offered, though attendance has sometimes been low. In addition, Home Journals have been introduced, providing a cost effective way for children to practise maths at home. Parents can see weekly work and extend learning at home.

Governors thanked Mr Straw for the presentation, which had given opportunity for professional dialogue, provided examples of work and time for governors to ask questions and to gain more insight into the Maths curriculum across the school.

GB/54/25

Apologies for absence

Action

All governors were present, as an associate, Mrs Collins was not required to attend.

- Appoint a challenge recorder

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

GB/55/25

Declaration of interest and reminder of confidentiality

Confirmation of completion of governor annual declarations (updates to school website and GIAS)

To be reviewed and completed by the school, pending completion of below actions.

Declaration of interest

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

Actions for governors

- **Review and sign 2025/2026 Register of Business Interest**

All governors to ensure declarations were up to date on the hub. These would be brought to the next meeting for completion.

- **Review and sign 2025/2026 Declaration of Eligibility**

As above, governors should confirm annually they are still eligible to serve as a governor.

- **Review and sign 2025/2026 Governor Code of Conduct**

As above, declaration via the Hub. Document approved below.

Action covering all of above: Governors to ensure all declarations are completed via the Hub. Hard copies of Business Interest forms will continue to be retained in school for audit purpose.

HT/All
govs

GovernorHub Declarations:

1. *Log in to GovernorHub*
2. *Navigate to the Declarations section on the left-hand menu.*
3. *Each declaration (e.g. Register of Business Interests, Eligibility, Code of Conduct, KCSiE) will be listed with a tick box.*
4. *Read the linked document/policy carefully, then click the tick box to confirm your declaration.*
5. *Once ticked, your declaration is time-stamped and stored automatically for audit and compliance purposes.*

GB/56/25 Review of membership and terms of office ending in the next 12 months :

Governors reviewed membership and noted the following terms of office due to end within the next 12 months:

Mrs Fawcett (Parent Governor) – January 2026
Mr Straw (Staff Governor) – January 2026
Mrs Allcock (Co-opted Governor) – November 2026

Mrs Fawcett confirmed her intention to re-stand for election. The HT would progress the Parent Election process. Governors noted from the recent skills audit, they would welcome parents with skills in understanding of the processes and systems of financial management in schools, financial auditing, health and safety management procedures and strategic planning

A staff governor election would also be scheduled for later this term.

Co opted vacancy.

Governors considered an expression of interest from a potential applicant, who they felt would bring valuable experience in business and finance to the Board. The Chair had already spoken with the applicant, who had requested a visit to the school prior to confirming her application. It was agreed that arrangements would be made with the Headteacher and Chair for this visit, after which, if agreeable, the applicant would be invited to attend the next Full Governing Body meeting.

Chair/HT

GB/57/25 Determination of term of office for chair and vice-chair

Governors **approved** a one year term of office for both roles. Consideration to staggering these roles would be taken at the next end of term of office Autumn 2026.

GB/58/25 Election of chair of governors

Mrs Laplanche expressed an interest in re-election and withdrew from the meeting.

The clerk took the chair, inviting any other governors interested in the role to stand. There were no other expressions of interest.

Considering Mrs Laplanche's commitment, professionalism, knowledgeable about and investment in the school community, governors **agreed** to elect her as chair of governors for a further term and until the autumn term 2026.

Mrs Laplanche returned to the meeting.

GB/59/25 Election of vice-chair of governors

The school were currently operating a system whereby two governors share the office of vice chair. Both Mrs Allcock and Mrs Fawcett expressed an interest in continuing in their roles and withdrew from the meeting.

There were no other expressions of interest.

Governors discussed the continued value of appointing two vice chairs, noting that Mrs Fawcett and Mrs Adcock bring different skill sets to the role, allowing them to lead different areas, cover meetings and provide balance across governance. The appointments were also seen as strengthening team working, maintaining good relationships, and ensuring a consistent approach.

Following this discussion, governors unanimously **elected** Mrs Fawcett and Mrs Allcock to the office of co vice chair for another term of office and until the Autumn Term 26.

GB/60/25 Approval of minutes of summer term FGB meeting(s) and any special governing body meetings

The minutes of the Summer Term meeting held 18th June 2025 were approved, and an electronic signature added.

- **Review of actions**

GB/36/25 *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. Complete.*

GB/37/25 Electronic signing for Summer Minutes to complete. **Clerk/chair. – Completed after the meeting.**

GB/46/25 *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. On agenda below and approved. Complete.*

GB/47/25 *Pupil attendance: Discussed above, VYED reports to be made available to governors per term via the Hub. Action. HT. Had been uploaded to the Hub. Complete.*

GB/50/25 *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. Complete.*

GB/50/25 *Action: HT to progress website content review, communication for Year 1 parents and use of analytics to inform content. HT. Mrs Round had completed a website check in the summer term, highlighting some actions which had been progressed. Complete.*

GB/39/25 *Confidential minutes, considering a spreadsheet produced internally, governors asked if a further column could be added to show spend to date against the full year budget for ease of comparison against percentage of spend across the year. They also*

asked the HT to inquire as to why the LAs variance report had been dropped as a report provided for governors, a document governor had found useful.

Action: HT to contact LA Finance advisor and also provide an additional column to the budget report, as per discussion above. HT. **Complete.**

Preschool Development

Confidential Item minuted separately.

GB/61/25

Approval of policies and Risk assessments

The following policies and risk assessments were presented for approval:

- Anti-Bullying Policy
- Appraisal Policy
- Asbestos Exposure Risk Assessment
- Behaviour and Relationships Policy and Procedure
- Charging and Remissions Policy
- Child Protection Policy
- Code of Conduct (Staff)
- Emergency Plan.
- Equality Policy
- Governors' Code of Conduct
- Health and Safety Policy
- Learning and Teaching Policy
- Lone Working Risk Assessment
- Mobile Phone Use – Pupils
- Parent Code of Conduct
- Pay Policy
- Play Equipment Risk Assessment
- Powered Gate Safety Assessment
- SEND Policy
- Visitors and VIPs Policy
- Wellbeing Policy
- Whistleblowing Policy
- Whole School Risk Assessment
- Wraparound Care Risk Assessment
- New Complaints Policy

It was noted that none of the above had undergone major revisions, many being LA proformas for adoption only.

(G) Emergency Plan Governors noted some typographical errors to be corrected. It was also noted that the Health and Safety Policy requires the Chair of Governors' signature. HT to action.

(G) Governors queried whether DBS checks were required; it was clarified that governors already hold enhanced and barred-list DBS.

To confirm DBS date and number via the Hub, access by logging on to individual governor profiles, inputting the details and ticking the box to confirm.

(G) There are so many policies to review, would it be worth moving some onto a longer review cycle, which are mandatory and maybe some that can be amalgamated? It was confirmed that all listed policies are mandatory and

some LA proformas. Dates of approval would be added in footnotes alongside the model policy and policies (where applicable) moved onto a longer review cycle.

(G) A governor queried why “medium” and ‘high ratings’ (*Wraparound Care risk assessment*) were still highlighted in Red which looked concerning. It was explained that this reflects the risk, but the mitigations considered bring the risk adjustment down. RA are working documents which were also monitored through Health and safety audit process which reviews both risks and appropriate mitigations.

(G) Do all RAs need formal board approval? Whilst governors should have oversight, they are operational so don't need formal approval by governors. They are also reviewed and overseen by the H&S audit process.

(G) Is it worth adding the alarm system provider (ADT) to the Emergency Plan? This will be included.

(G) Intruder alarms, and lock downs, do we practice this in school? The HT confirmed drills are carried out sensitively to avoid distressing children while maintaining safety through emergency drills.

All policies **approved**, pending amendments discussed above.

Noted that the new Complaints Policy was highlighted in red and still in draft. This would be finalised, confirmed and approved at the next meeting. **Agenda.**

GB/62/25

Holding Executive Leaders to Account

Summary of Headteacher's Report, including.

- Pupil attendance reviewed through VYED data.
- Governors received updates on curriculum priorities, assessment outcomes and safeguarding matters.

Governors considered the HTs report which had been previously circulated and available to view via the Hub. Governors questioned the following aspects specifically,

(G) Reading the Governors' Newsletter? There is a new government initiative on writing – it isn't in SIP 1, could it be added?

It is already included in SIP 1; however, the wording will be amended to make this more explicit.

(G) KS1 reading; is the introduction of the new phonics scheme to address this? Yes. The school has partnered with the English Hub as a three-year partner school, with access to a specialist and a £6k fund for a new phonics scheme following an audit. Implementation has begun and feedback from KS1 is positive.

Governors were assured that early literacy remains a priority and that partnership working is resourced and monitored effectively through SIP progress.

(G) Is it right to focus on EYFS? Do children come in below national averages.

The HT discussed that whilst some children are strong in some areas, such as reading and writing, overall GLD (Good Level of Development) is lowered by not meeting other areas. Some children arrive below national expectations, particularly

in aspects of listening and attention, speaking, and personal, social and emotional development (PSED).

This means that although children may demonstrate strength in some areas, their overall outcomes are “pulled down” by weaker areas of social and emotional interaction. School readiness continues to be an area of focus, with preschool visits showing that some children are still developing key listening skills on entry. Relationship building and social development therefore remain a priority, ensuring children are supported to be ready to learn and to make progress across the wider curriculum. The plans to have the preschool on the school site is expected to support transition, help provide consistency and support school readiness.

(G) Are there still three main areas? Yes, but to achieve GLD a child must score across certain areas.

To reach GLD, children must achieve the expected level in all 3 prime areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development. Achieve the expected level in literacy and maths (the 2 key specific areas) and therefore 12 early Learning Goals (ELGs) in total. The remaining 5 ELGs (Understanding the World and Expressive Arts & Design) are still assessed and reported, but they don't count towards the GLD measure.

The impact of having the preschool on site to support transition and consistency is expected to improve outcomes.

Governors noted strong results in the multiplication check.

(G) Variation in Year 2 SATs, could this be due to inconsistency of teachers (three in a year)? Yes, this impacted. Interventions and focus on grammar are in place to address misconceptions. Maths is strong, with work on consistency for Year 3. Reading is less affected due to early adoption of a fluency model in Year 2.

(G) CPOMS incident reports are really interesting, what is the trend as there appears to be an increase?

Recent reports include inappropriate sexual comments, online safety concerns, and peer-to-peer issues. These have been dealt with in line with policy. Campaigns, PRE sessions, and input from police visits have been used to address issues. Parent responses are mixed, particularly around language and how we are advised to label some incidents as sexual harassment.

Governors discussed a campaign recently launched through the Girl Guides, which would be explored in terms of resourcing additional intervention to support healthy relationships and respect for all.

(G) Why the increase in incidents? Largely due to improved consistency in reporting and some changes in categorisation. Spikes reflect changes in logging rather than sudden increases and some incidents cross multiple categories.

(G) Can we have total numbers of incidents and a breakdown by category for HT context? To be included in the HT report each term. HT

(G) Is Golden Time still a reward, does it still incentivise children?

Yes, children respond well. Each class now chooses its own activity, which increases engagement.

(G) Priorities for 2025/26, MFL and Geography: are there concerns?

These are linked to SIP Priority 2 and the focus on foundation subjects. Monitoring will focus on achieving objectives and improving oversight.

GB/63/25 Update on appraisal process for headteacher

- **Confirm external adviser for first meeting in Autumn term.**

Carolyn Brierley LA external advisor. **Approved.**

- **Confirm/appoint appraisal governors – confirm governors have completed training.**

Mrs Allcock and Mr Smith confirmed as appraisal governors. It was unclear if refresher training for this role was available through The Key. The EMed service offer Appraisal governor training, though appraisal governors already have combined transferable experience/training in the processes.

- **Confirmation of the Quality Assurance Governor arrangements, as per Appraisal Policy.**

Mrs Hartshorne was confirmed as QA for the process.

- **Confirm arrangements to receive the appraisal governors' pay recommendations effective from 1.9.25 for the headteacher in line with the scheme of delegation and the pay policy.**

A pay committee would be convened for later in the Autumn Term to consider both staff and HT appraisal and pay implications.

Mrs Briggs-Price gave apologies as she needed to leave the meeting early.

GB/64/25 Headteacher and Staff Wellbeing

The Chair is in regular communication with the HT and reported that the term has had a positive start, with an established and cohesive staff team in place. The addition of further positive male role models lower down the school has also been welcomed.

Staff were described as positive and buoyant, welcoming new children, some with additional needs and ensuring these children are well supported. The new phonics scheme has been introduced and being received well. Governors were assured that staff remain supportive of one another and are pulling together effectively.

GB/65/25 Ensuring Clarity of Vision, Ethos and Strategic Direction

The vision, ethos and strategy continue to be reviewed and embedded through the School Improvement Plan (SIP).

Governors are responsible for the approval of the SIP (or confirming arrangements to approve) in line with the scheme of delegation.

Priorities are ongoing in three priority areas, as outlined in the HTs report (full SIP document also available via the Hub):

Priority 1 – English: Strengthen phonics, reading, and writing across the school.

- Implement Little Wandle phonics scheme (fidelity, training, interventions).
- Work with the English Hub to improve reading fluency and writing progression.
- Launch a consistent whole-school writing approach, embedding grammar and spelling.
- Improve outcomes in Year 1 phonics screening and increase pupils achieving Greater Depth in English.
- Strengthen parental engagement in reading and phonics.

Priority 2 – Non-Core Subjects: Strengthen leadership and consistency in foundation subjects.

- Develop and embed subject-specific learning journeys across all non-core subjects.
- Provide CPD and support for subject leaders to monitor, evaluate, and improve their areas.
- Use monitoring (books, pupil voice, observations) to ensure progression and consistency.
- Embed Greater Depth opportunities across the wider curriculum.
- Ensure subject leaders regularly report to SLT and governors.
- Promote cross-curricular collaboration to enhance pupil engagement and curriculum quality.

Priority 3 – EYFS: Develop high-quality, consistent Early Years provision.

- Strengthen partnership between John Blow Primary and Collingham Preschool.
- Relocate the preschool onto the school site (funded by Nursery Capital Grant).
- Create a seamless EYFS learning environment, indoors and outdoors.
- Develop shared curriculum and pedagogy across both settings.
- Support smoother transition into school for early learners.
- Gather feedback from staff, parents, and children to evaluate impact.

SIP approved.

Future Vision and strategic planning.

(G) With the preschool coming on board, how are we ensuring we keep the togetherness and vision for the school. Everyone from the school side has been very supportive and welcoming of the plans.

(G) It would be really useful to have a one-page bullet points on positive messages, what governors can say if asked, and a celebration press release. potentially to share with local media i.e. the Newark Advertiser when the project is complete.

(G) Are we getting any negative feedback? Some but we can think about how we pull together key messages.

(G) In terms of expectations of governor during an Ofsted Inspection, can we develop a document that we can all edit and review in an off meeting planning session i.e. What to expect from an inspection, key questions? To be progressed.

Governors agreed three actions:

1. Pre School Communications plan, to ensure consistency and manage any negativity.HT
2. Celebrating success, sharing clear, positive messages and achievements. HT/ gov.
3. Upskilling for Ofsted – preparing governors and staff for inspection questions. HT / governor meeting. The HT would also forward a link to an overview YouTube video.
<https://youtu.be/IFGaGBr71Ug?si=lgoshQWSy-MTlqDO>

HT/All
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Approve Scheme of Delegation – Approved as above.

GB/66/25

Corporate Directors' Reports

Governors considered the reports and actions for governors.

Reduced Timetables

Where a reduced timetable is implemented, governors must be assured that:

- It is appropriate to the needs of the child and has clear objectives.
- Parental/carer consent has been sought.
- Provision is subject to regular and effective review.
- A named senior leader is responsible for overseeing decisions and provision.
- Students are recorded accurately on the attendance register.
- Nottinghamshire County Council is notified via the School Portal, and any further information requests are met.
- A full graduated response has been followed for the child.
- Governors will specifically ask the Headteacher about children with an EHCP, those who are LAC, CIN or CP, and seek assurance that a reduced timetable does not increase their vulnerability.

Governors noted that part-time timetables, if needed, would be monitored carefully by the school and leaders. BSSP (Behaviour Support Service Partnership) is also available to the school for advice and escalation if needed.

GB/67/25

Safeguarding information for consideration and action:

- **Assurance of statutory safeguarding arrangements in Nottinghamshire Schools, colleges, and independent providers**
- **Safeguarding Children in Education: self-audit tool 2025/2026**

Deferred to autumn 2. The self-audit had not yet been released by the LA.

Agenda

- **Confirmation that all governors have read all of KCSiE 2025**
- **Confirm new governors have undertaken safeguarding training as part of their induction, as required by KCSiE**
- **Confirm all governors have refreshed their safeguarding knowledge each year, as required by KCSiE**

All governors to update their declarations and training records via the Hub.

The HT would also send an overview of key changes, from slides presented at the beginning of the year and a quiz for governors to take and pass via the Hub.

HT

Safeguarding Introduction and Refresher training was available via The Key – accessed through Learning on the Hub.

(G) How do we track who has read Keeping Children Safe in education? This had been added to the Hub as a declaration so governors could electronically confirm compliance.

All governors to have completed the above actions and declarations by the next meeting Autumn 2.

All govns

GB/68/25

Correspondence

Governor Newsletter - Autumn term (1) 2025

Key articles and action for governors :

- Launch of the 2025 model complaints policy – policy to be adopted and a new toolkit is available on GovernorHub to support schools and governors at every stage. **Covered above, to be approved Autumn 2.**
- Safeguarding – Welcome to the new SCIEO, Zain Iqbal Keeping Children Safe in Education 2025 - there have been minimal updates in this review. **Safeguarding actions for governors to be confirmed by Autumn Term 2, covered by actions above.**
- HR updates – as per the directors' report.
- Budget reforecasts - The formal Reforecast should be submitted to School Finance by 30th November 2025. School Financial Value Standard (SFVS) should be completed by Governors by the 31st of March 2026. **Noted, Financial replanning will be discussed Autumn Term 2.**
- Early Years Foundation Stage (EYFS) Statutory Framework 2025. The changes aim to strengthen safeguarding and are effective from 1st September 2025. **HT to include a summary in his next HT report.**
- The DfE new Writing Framework (2025) – key messages in article and questions to support governor monitoring.
- Improving School Attendance – View Your Education DATA (VYED) – Action for governors. **Included in HTs report.**
- 2025 DfE Changes to the Maintained Schools and Academies Governance Guides – Important changes to the governance guides - **summarised in the article.**
- Strengthening Headteacher Appraisal with EM-Ed Support -**External advisor and training covered above.**
- Using AI in Education - responsibility of the governing board and DfE resources.
- Ofsted Restructure for Inspection Teams - from November 2025 there will be a new inspection framework with HMI lead inspections and all graded inspections. **HT to send link of key changes, covered above.**
- Holiday Activities and Food (HAF) programme – updates

GB/69/25

Report from the Training Co-ordinator

- **Governor Skills Audit / Gap Analysis**

Unchanged since last review.

- **Governor Training Requirements 2025/26**

Safeguarding remains a priority. GovernorHub training is available via *The Key* learning resource. Additional LA training is provided as part of Services for Schools (EMED).

Governors agreed that any additional training undertaken individually should be added to the central record of training courses and any key reflections shared with the full governing body via this agenda item at meetings.

(G) In terms of GDPR, Do we have insurance cover for a data breach? IDPS provides cover and an annual audit.

GB/70/25

Required monitoring reports from all link governors – (including Safeguarding, SEND, PP and link governors attached to school improvement priorities).

As this was early in the term, governors were reminded to populate the Governor Visit template following a visit, so these could be shared and actions discussed at the next corresponding FGB meeting.

- **Review of and appointment to link governor roles.**

Considered in the Autumn Term (admin meeting) with the addition of an Early Years Link governance role. School to provide clerk with the list to enable population to Governor Hub.

HT/Clerk

GB/71/25

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

- Governors questioned workbook reliance, use of supplementary schemes, and discussion opportunities for children through the White Rose Maths scheme.
- Discussion on perception of rising safeguarding incidents and request for termly totals and category breakdowns in the HT report.
- Governors approved statutory policies and reviewed RA's challenging higher risk ratings and how these are mitigated.
- Confirmation of the HT appraisal arrangements and appropriate training.
- Governors agreed actions to strengthen their role by considering communications plans, creating positive key messages for stakeholders, and organising Ofsted preparation.

GB/72/25

Confirmation of dates for 2025 – 2026 to be agreed at the meeting in conjunction with the clerk

- **Autumn 2025**

2nd Autumn Term FGB – (Amended date)

Tuesday 11th November 2025 at 6pm

- **Spring 2026**

1st Spring Term FGB – Wednesday, 21st January 2026 at 6pm

2nd Spring Term FGB – Wednesday, 4th March 2026 at 6pm

- **Summer 2026**

1st Summer Term FGB – Thursday, 7th May 2026 at 6pm

2nd Summer Term FGB – Wednesday, 1st July at 6pm

GB/73/25 Determination of confidentiality of business

Governors resolved that discussions and supporting papers at items GB/60/25 plus related papers whereby individual children or staff were identifiable remain confidential.

The meeting closed at 20.10pm.

Signed (Chair)

↗ Laplanche

Date 10th November 2025

School Display