

	12.1 AHT (NW) to circulate the GDPR Action Plan and provide an update at the next FGB meeting.– Completed	AHT (NW)	FGB05	
<p>4.</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>	<p>Governor Business</p> <p>Resignations/ Vacancies of the Governing body and recruitment The Chair (TP) confirmed that no resignations had been received. The Governing Body currently holds two (2) Co-opted Governor vacancies and one (1) Parent Governor vacancy. At the previous FGB meeting (26.01.26) Governors noted that two parents had expressed an interest in joining the Governing Bod. The board discussed possible approaches, including either converting the current Parent Governor (SN) to a Co-opted Governor role or holding Parent Governor elections. Further discussion followed. Decision – Governors agreed to Co-opt the current Parent Governor, SN, which results in two Parent Governor vacancies. As two parents had already expressed interest, their application forms were reviewed during the meeting, removing the need for a Parent Governor election. Decision – Governors agreed to invite both parent candidates into school for a tour and discussion with the Head and Vice-Chair (JR). Outcomes will be considered at the next FGB meeting. Action01: Invite both parent candidates into school for a tour, introduction, and discussion with the Head and Vice-Chair (JR). Vice Chair (JR) to arrange and lead. The remaining Co-opted Governor vacancy will continue to be advertised via Governors for Schools and Governor Services.</p> <p>Parent Elections Referenced under Agenda Item 4.1.</p> <p>Governor Training/Briefings The Clerk confirmed that the <u>Governing body training report</u> was uploaded to GovernorHub prior to the meeting, providing a summary of recent training completed by Governors. All Governors were reminded to review their training records and to book onto Safeguarding for Governors and Introduction to Governance if these courses have not yet been completed. Training attended:</p> <ul style="list-style-type: none"> • NW attended <i>Termly Governance Briefing</i> on 25 February 2026. • JR attended <i>Preparing for Inspection – Updated</i> on 27 January 2026, <i>Termly Governance Briefing</i> on 25 February 2026 and <i>Analysing and Interpreting Data – Updated</i> on 5 March 2026. • RM attended <i>Safeguarding – A Governors Role</i> on 10 March 2026 <p>Governor Monitoring Governors were reminded that the visit log, including the focus of the visit, visit date, Link Governor, and the monitoring report, is available under the Visits tab in GovernorHub.</p>		<p>JR</p>	

SEND Monitoring Visit 13 February 2026 – SN

The full report is available on GovernorHub. SEND Link Governor (SN) provided a summary following a meeting with the SENDCo.

- It was noted that the SENDCo is working three full days per week, with a continued focus on strengthening documentation.
- The SEND Action Plan is progressing well and has recently been reviewed with the Strategic SEND Team, with a further review scheduled for May 2026.
- The updated APDR format is now in use across the school; staff have received training, with additional sessions planned.
- The SEND register currently includes 67 pupils, with the highest level of need in Year 6.
- There has been an increase in EHCP applications (nine submitted this year) and rising parental pressure around transition.
- The Blue Smile offer is being reviewed due to cost implications.
- Structured APDR parent meetings have been introduced.
- Overall, the impact is positive, with clearer and more consistent SEND provision across the school.

Maths Monitoring Visit 9 March 2026 – TP

Maths Link Governor (TP) met with the AHT (GG) to review current priorities. The key findings were as following:

- The focus in Year 6 is on addressing learning gaps in the lead-up to SATs, with six teaching weeks remaining.
- A key takeaway was the continued trial of *Maths to Sound-Dog*, alongside consideration of *White Rose Maths* as a more cost-effective option, with the potential to integrate elements with English.
- Pupil voice feedback, gathered through regular half-termly sessions led by the Assistant Headteacher, reflected positively on the learning environment.
- Specific focus was placed on the use of working walls and displays, which show the full lifecycle of topics and support pupil understanding.
- Year 4 performance in the multiplication tables check remains strong and continues to sit above national averages.
- The full report will be uploaded to GovernorHub once finalised.

Writing

Writing Link Governors (JR and FD) met with the AHT (NW) to review current strengths and key areas of focus. The key findings were as following:

- Collaborative leadership was highlighted as a particular strength, with AHT (NW) involving and supporting other teachers effectively.
- Pupil voice feedback has been collected and shared, emphasising the importance of keeping parents informed.
- Evidence of impact was reviewed, including progress tracking through *Little Wandle*.
- An EYFS phonics session was observed, with pupils noted as happy and engaged.
- *Little Wandle* continues to provide a consistent, DfE-endorsed approach, supported by high-quality, ongoing training.

	<ul style="list-style-type: none"> • Work within Nursery and Preschool is further strengthening early foundations for writing and phonics. <p><u>Behaviour Walk 9 March 2026 – TP</u> The Chair provided a brief summary:</p> <ul style="list-style-type: none"> • This behaviour walk was carried out in response to a previous parental query regarding behaviour in school. • The Head and Chair noted that historically the school experienced high suspension numbers, and this continues to be a progress marker when reviewing improvement. • Ofsted will consider both historical behaviour data and the school’s current position to assess whether practice has improved. • A trial of Class Dojo is underway in Years 3 and 4. Parents can viewpoints awarded through the secure platform, and pupils were able to explain how the system operates. • The full report will be uploaded to GovernorHub once completed. 	
<p>5. 5.1</p>	<p>Finance and Resources Update Brief Budget Update</p> <p>The SFM (PDU) uploaded the <u>January 2026 BMR</u> and <u>February 2026 BMR</u> reports to GovernorHub ahead of the meeting, summarising current budget performance, analysis, and the Quarter 4 (Q4) position. Key points highlighted:</p> <ul style="list-style-type: none"> • Figures presented reflect the position up to the end of February 2026. • Revenue carry forward of £36,768.19 for 2025/2026. • Projected 2026/27 revenue carry forward of -£159,762.06 (realistic deficit estimated between £50-80,000) with increasing deficits anticipated in future years. • A deficit licence would be required once the school enters deficit, including a three-year deficit plan. • One staff member remains on long-term sick leave until April. Insurance claim entered until end of March (year end) approx. £12,000, being paid over Feb, March, and April 2026. • One preschool staff member on long term sick with no insurance in place to offset costs. • School deep clean completed (£1,800 cost) • Additional Building Maintenance work scheduled before year end. • Finance line notes added to budget monitoring report. • Lettings income increased to £11,500 to cover upcoming invoices • Staff training costs increased to £11,500 (DSL and additional training) • Fire equipment budget higher this year as new install required. • Governor services costs higher due to additional clerk hours • Photocopier rental costs increased due to consolidation of charges. • Removed £8,000 from the kitchen equipment budget as it is unlikely to be spent this year. • General curriculum costs increased to £12,500. • Agency staff pay reduced by £4,000 from budget , no further costs expected. • Coaching budget reduced by £2,500 • Non curriculum consultancy adjusted to £11,300 to meet forecast needs. • Finance Support costs increased to £6,400 due to additional support requirements. 	

	<p>Preschool Budget</p> <ul style="list-style-type: none"> The preschool budget is not currently coded in a way that supports accurate forecasting; this will be corrected in the upcoming budget cycle. Historically, the preschool has not been charged for running costs. Going forward, the SFM will allocate costs proportionately based on preschool square footage and running costs. This will allow the budget to be managed via a single lump-sum charge rather than detailed coding, providing a more accurate financial picture. <p>The SFM addressed the Governor questions during the meeting.</p> <p>A governor asked for clarification on the process should the school enter a deficit position and require a deficit licence, particularly in circumstances where the Local Authority does not hold available funds?</p> <p>The SFM explained that a deficit licence functions as an accounting mechanism, not a real loan. Several school clusters have operated under this deficit arrangement for the past four years.</p> <p>A governor asked will the current curriculum budget position affect curriculum costs and subscriptions?</p> <p>The Head confirmed that some subscriptions may be impacted.</p>	
<p>6. 6.1</p>	<p>Safeguarding</p> <p>Termly safeguarding report</p> <p>The <u>Safeguarding report interim Half termly update 2025-2026</u>, was uploaded to GovernorHub prior to the meeting to review.</p> <p>The Head (ES) reported:-</p> <ul style="list-style-type: none"> The school currently has 28 pupils recorded as 'monitored' for a range of wellbeing or support needs. Fourteen pupils are identified at Level 2, requiring pastoral or behavioural support. Five pupils are at Level 3 with an open Early Help Assessment. There are no pupils open to Section 17 (Child in Need) or Section 47 (Child Protection) plans. The school continues to monitor all pupils of concern and provide appropriate support. <p>Next steps:</p> <ul style="list-style-type: none"> Deliver online safety workshops for families. Continue whole-school anti-racism work. Complete the Governor Safeguarding Audit to review progress since the 2024 county audit. <p>A governor asked what interventions are in place for pupils identified at Level 2?</p> <p>The Head confirmed that pupils at Level 2 receive ELSA support and bespoke behaviour plans, tailored to their individual needs.</p> <p>A governor asked are external agencies involved at Level 3?</p> <p>The Head explained that although external agencies can be involved, the school carries the majority of the responsibility, supported by the School Family Worker. For Level 3 cases with an Early Help Assessment (EHA), the Local Authority designates the school as the Lead Professional, which increases workload and coordination responsibilities. The School Family</p>	

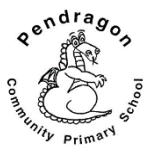
	<p>Worker also works collaboratively with other schools supporting pupils.</p> <p><i>A governor asked if pupils have access to blue smile?</i> The Head confirmed that a small number of pupils are receiving Blue Smile, which is a robust, clinically-supervised intervention. These sessions are fully logged on MyConcern. A list of pupils accessing Blue Smile and ELSA support is maintained, noting that these interventions relate to levels of need and are not always linked to safeguarding concerns.</p> <p><i>A governor asked if the workload of the School Family Worker increasing due to reduced Local Authority support?</i> The Head noted that responsibilities have been adjusted, with some duties removed from the SENDCo to manage workload more effectively. The school's Pastoral Lead remains the primary support in school, although they are unavailable during school holidays. The LA undertakes checks during these periods and signposts families to external support where needed.</p>	
<p>7.0</p> <p>7.1</p> <p>7.2</p>	<p>Policies for review The Head referred to the updated policy review tracker, noting improvements to the process. Several policies not listed on the agenda were identified as overdue.</p> <p>Pay Policy The Pay Policy was circulated in advance. This EPM model policy (LA-endorsed) should have been ratified by October and uploaded annually by the Pay Committee. Governors noted the importance of reviewing and approving it during this FGB due to its budget impact (approx. £2,000 per teacher moving to UPS). Decision – Governors agreed a new annual application deadline of 1 April, enabling clearer financial planning. This will be added to Appendix C.</p> <p><i>A governor asked if this applies to any teaching staff seeking to move from M6 to UPS pay scale this year?</i> The Head confirmed several staff are at M6; historically, few have applied, but those wishing to do so must meet the 1 April deadline. Once on UPS, progression is automatic.</p> <p><i>A governor asked is the threshold back-dated?</i> Applications submitted by 1 April apply from September of the new academic year; decisions are back-dated in line with the cycle. Decision – Governors ratified the pay policy, with amendments noted to appendix C.</p> <p>Online Safety Policy Deferred, as the policy had not been uploaded ahead of the meeting.</p> <p>Pupil mental health and wellbeing Circulated in advance. Required amendments included updating PSHE to PSHCE and adding reference to the use of Stirling Wellbeing Scales for monitoring.</p>	

<p>7.4</p>	<p>Decision – Governors ratified the Pupil mental health and wellbeing policy, with amendments noted.</p> <p>Others to follow prior to FGB05 meeting. Attendance November 2025 Circulated in advance. Typographical errors noted on pages 3 and 9. Decision – Governors ratified the Attendance policy, with amendments noted.</p> <p>SEND Policy Information Report 2025-26 Circulated in advance. Annual updates made to reflect the current number of pupils on the SEN register (SEND, SEN Support, EHCPs). Changes verified during the March audit. Decision – Governors ratified the SEND Policy</p> <p>Staff Sickness Absence Procedure Policy 2026 Circulated in advance. EPM model policy with minor updates. Decision – Governors ratified the Staff Sickness Absence Procedure Policy 2026</p> <p>Supporting Pupils with Medical Conditions 2026 Circulated in advance. Wording amended from “Governing Body supports pupils” to “Governing Body has responsibility to ensure pupils are supported.” Decision – Governors ratified the Supporting Pupils with Medical Condition policy, with amendments noted.</p>	
<p>7.3</p>	<p>Subject policies: Geography Deferred again as the policy was not uploaded prior to the meeting.</p>	
<p>8.</p>	<p>Head Teacher’s Verbal Update The HT provided a verbal update. <u>Leadership & Management</u></p> <ul style="list-style-type: none"> • Suspensions reduced significantly (2.5 days this term). • Two unrelated Year 6 pupils currently requiring high input: one isolated behaviour incident; one receiving a structured support package. Both contributing to a considerable workload for Head and DHT. One received a half-day suspension. • Reduction in suspensions reflects strong, robust behaviour systems. • A reduced timetable is being considered for one pupil, though there has been resistance. <p><u>Staffing</u></p> <ul style="list-style-type: none"> • 1:1 TA induction completed. Safeguarding Link Governor (JR) to review during the next safeguarding visit. • New pupil in Year 1 with no previous school experience; parents have not yet acknowledged the potential SEND needs identified by the school. • Additional 1:1 support required full-time. Currently covered through staff overtime; an EHCP and associated funding are expected. • More staffing anticipated in September. Despite funding, there will still be financial pressures, though leaders remain confident. 	

	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • GW now in post as Attendance Lead. • LA attendance team have visited. Processes are in line with expectations, with letters being issued as required. • Continued focus on strengthening systems and monitoring links between attendance and behaviour. <p><u>Quality of Education</u></p> <ul style="list-style-type: none"> • In-depth maths lesson observations completed, judged impressive. Follow-up learning walk undertaken in an Ofsted-style format with shared feedback. • LA School Adviser (SB) conducted learning walks in Preschool, EYFS, Year 1 and Year 2; next steps identified. • Head to share positive Ofsted-style charts, notes, and highlights via GovernorHub (Chair TP to receive separately). <p><u>Safeguarding</u> Discussed under agenda item 6.</p> <p><u>Parental Engagement & Staff CPD</u> A formal written Head report to be provided at the next meeting (FGB06).</p> <p><u>Health and Safety (H&S) and Premises</u> H&S Link Governor (PD) provided an update following a recent H&S visit:</p> <ul style="list-style-type: none"> • New digital medical tracker system (from Jan 2026) greatly improves analysis and recording of incidents. • Actions from the H&S Audit identified for Link H&S Governor (PD) and Head. • Transition from paper to digital first aid/accident records is positive and offers greater transparency. • Preschool accident rates appear unusually low; further investigation required (logging accuracy, staff ratios, etc.). • With one half-term of data, longer-term trends will be reviewable. • OPAL play appears to correlate with increased accidents; specific areas are being examined. • The new medical tracker system allows easier cross-checking for staff and parent queries. • Staff are engaging well with the new digital system; cost increase minimal. • Subject Access Requests now simpler and less time-consuming to process. 	
<p>9. 9.1</p>	<p>Strategic Direction SEF and SDP Progress/Update and action plan</p> <p>The Head provided a brief update and directed Governors to the SDP Objectives – Impact Summary document on GovernorHub. SLT met earlier this evening to review progress; new updates have been highlighted in yellow for ease of reference. The Head drew Governors’ attention to these areas and outlined ongoing actions.</p>	

<p>9.1.1</p>	<p>SDP The Head continues to work through the SDP to monitor progress and ensure all priorities remain on track. Monitoring of disadvantaged groups - SDP Objective 4 (Enhancing Pupil’s Personal Development) The DHT (HP) provided an update, referencing the new Ofsted framework and links to SDP Objective 4.</p> <ul style="list-style-type: none"> • INSIGHT continues to support effective monitoring as a user-friendly system for storing academic data and tracking progress. • Work is underway to further develop the progress-mapping function so that individual provision can be reviewed holistically, including EHCP support and triangulated attendance data, enabling a comprehensive profile of each pupil’s academic progress. • Next steps include exploring how to maximise the system’s functionality to identify gaps and improve analysis. <p><u>Cultural Capital</u> Governors were updated by DHT (HP) on work to broaden opportunities for disadvantaged pupils.</p> <ul style="list-style-type: none"> • A tracking spreadsheet is being used to monitor participation in trips, tournaments, school visits, and wider enrichment activities. • The definition of “disadvantaged” used by the school extends beyond Pupil Premium to include young carers, pupils with medical conditions (e.g., Type 1 diabetes), those experiencing bereavement, and others who may require additional support. • A staff meeting is planned to ensure all staff have a shared understanding of the broader disadvantaged groups, recognising that the cohort extends beyond PP pupils alone. • The LA School Adviser (SB) has given positive feedback and recommended further development of whole-school club, academic, and pastoral tracking systems. 	
<p>9.1.2</p>	<p>SEND Update (SN) Covered under the SEND Monitoring Visit of 13 February 2026 (agenda item 4.4).</p> <p><i>A Governor asked about the impact data for Blue Smile provision?</i> The Head explained that measuring impact is challenging, as much of the feedback for Blue Smile comes from pupil and parent involvement rather than from school-generated data. Blue Smile also supports pupils with needs significantly beyond the scope of ELSA, so comparisons are not appropriate. Evidence of impact is gathered primarily through pupil voice, class teacher observations, and parental feedback, all of which have been positive.</p>	
<p>9.2 9.2.1</p>	<p>Ofsted Standards* Consider and discuss Governor responses to Ofsted Standard Questions An action from the previous meeting (26.01.2026) required Governors to complete their responses to the Ofsted Standards Questions. It was noted that Governors should seek stakeholder feedback to support these responses. The Chair provided clarification on how the questions could be</p>	

	<p>Reflect on effectiveness and impact of governance from this meeting. Key areas of impact included:</p> <ul style="list-style-type: none"> • Governors reviewed and ratified a range of statutory and strategic policies, ensuring the school maintains robust and consistent practice. • Governors received an updated position on the year-end budget, enhancing understanding and ensuring financial decisions remain aligned with school priorities. • Governors developed a clearer understanding of the potential deficit budget for the next financial year and the process for applying for a deficit licence. • Governors were updated on progress against the School Development Plan, supporting continued scrutiny of school improvement priorities. • Feedback from recent governor monitoring visits provided assurance and helped identify next steps. • The governing body discussed its organisation and current vacancies, supporting effective forward planning and governance resilience. 	
<p>14.</p>	<p>Any other business Confidential Item *Confidential Minutes*</p> <p>Preschool fees increase 2026. Governors noted the proposed preschool fee increase for 2026–27, raising rates to £6.50 per hour (3+) and £8.75 per hour (2+), in line with local providers, and agreed to proceed from April 2026. Decision – Governors agreed to proceed with raising rates to £6.50 per hour (3+) and £8.75 per hour (2+) from April 2026</p> <p>Governor Inductions Governors discussed the need for a more comprehensive Governor induction process. Reference was made to the NGA guidance and supporting documentation outlining governor roles and responsibilities. Decision – Governors agreed that governor inductions should mirror the formal and thorough approach used for staff.</p> <p>Ofsted In person Training The LA School Adviser, (SB) has offered to deliver in-person Ofsted training for Governors on 20 May 2026 at 5.30pm in school.</p> <p>Succession Planning As previously noted, the Chair will be stepping down from both the Chair role and the LA Governor position at the end of the academic year. Governors reaffirmed the importance of effective succession planning to ensure a smooth transition. Governor JR confirmed she would self-nominate for the role of Chair.</p> <p>Governor Biographies Governors were asked to complete their profiles by Monday 30 May. These will be shared with the parent body and will support the upcoming website migration.</p> <p>Staff and Parent Surveys</p>	



	<ul style="list-style-type: none"> • The staff survey is due shortly after the Easter break, with timing to be reviewed. • The parent survey will be discussed at FGB06, referencing Ofsted's Parent View and internal platforms such as Class Dojo. <p>Academisation The Chair raised a query regarding policy wording and considerations around joining an academy trust. Governors noted that the current financial position, including a projected deficit budget, may reduce the school's attractiveness to some trusts. However, it remains important to explore options to secure the best outcomes for pupils.</p>	
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The meeting closed at 7.45pm.

Action Log

No.	Action	Owner	Time scale
16th March 2026			
4.1	Invite both parent candidates into school for a tour, introduction, and discussion with the Head and Vice-Chair (JR). Vice Chair (JR) to arrange and lead.	JR	FGB06
8.0	Chair TP to create an Ofsted folder on GovernorHub to store all Governor responses for easy reference	Chair	FGB06
9.2.2	All Governors to complete responses to Self-evaluation form by 23.03.2026; Head to complete the action plan.	All	23.03.26

Future Agenda items

FGB06 20th April 2026

- Ofsted *Standing agenda item* - review Ofsted questions and answers.
- GDPR Report Action Plan *Standing agenda item*