

	4.5	The Chair (TP) will coordinate a meeting before FGB04 involving FD, PD, TP, and the Assistant Heads to capture pupil voice feedback.– Completed	Chair	FGB04	
	8.0	Clerk to include the Data Protection Policy, Data Retention Policy, and Online Safety Policy on the agenda for the next FGB meeting for consideration and ratification. On Agenda – Completed	Clerk	FGB04	
	10.2	All governors to review toolkit and Head to send self-evaluation form in order to create an action plan to move forward.).– Ongoing SEF discussions at FGB05	All	FGB04	
	10.2	Ofsted standards to remain a standing agenda item. On Agenda – Completed	Clerk	Ongoing	
	10.1	Headteacher to provide SEF and SDP updates at each FGB. On Agenda – Completed	Head	Ongoing	
	10.1	DHT to report on Curriculum and teaching progress at next FGB. On Agenda – Completed	DHT	FGB04	
	10.1	Focus on SDP review and action plan at FGB04. On Agenda – Completed	All	FGB04	
	12.1	AHT (NW) to share GDPR action plan and provide an update all at next FGB. On Agenda – Completed	AHT	FGB04	
4.	Governor Business				
4.1	<p>Resignations/ Vacancies of the Governing body and recruitment</p> <p>The Chair (TP) confirmed that no resignations had been received. The Governing Body currently has two (2) Co-opted Governor vacancies and one (1) Parent Governor vacancy. The Chair informed Governors that (2) two parents had expressed an interest in joining the Governing Body. Governors were advised of feasible options, including:</p> <ul style="list-style-type: none"> • Converting one Parent Governor position into a Co-opted Governor role and appointing both interested parents, or • Proceeding with a Parent Governor election to fill the existing (1) Parent Governor vacancy. <p>Governors discussed the options and considered the current level of parent representation on the Governing Body. It was noted that only three current Governors are non-parents, meaning only these three would be eligible to sit on PEX panels, which was identified as a valid concern.</p> <p>Decision – Governors agreed to proceed with a Parent Governor election to fill the (1) Parent Governor vacancy.</p> <p>It was noted that from 1 September 2026, current parents who are Co-opted Governors will no longer have children at the school and will therefore be eligible to sit on PEX panels as independent parents. The Chair will discuss with Parent Governor SN the possibility of moving to a Co-opted role from September 2026, once their child has left the school. Following discussions, the matter of co-opting SN will return to the Full Governing Body for consideration. Co-opted Governor vacancies will continue to be advertised through Governors for Schools and Governor Services.</p>				

4.2	<p>Review results of Staff Survey</p> <p>The Chair (TP) presented the results of the recent staff survey, with 18 responses received.</p> <p>The survey was completed by a range of staff, including leadership, teachers, and support staff. Pie charts illustrating the responses were shared with Governors during the meeting.</p> <p>Overall, no significant negative trends were identified. Key points noted included:</p> <ul style="list-style-type: none"> • School Improvement: The majority of staff felt the school has improved since the last Ofsted inspection and expressed pride in the school. • Pupil Safety: Staff generally reported that pupils feel safe. One response referenced a specific incident; this had been discussed with the Headteacher and addressed appropriately. • Behaviour: Behaviour was reported as broadly positive. One cohort was mentioned in relation to a specific scenario, which has also been discussed with the Headteacher and followed up. • Bullying: Concerns around bullying were raised, though staff felt these incidents were being addressed effectively. • Time Management & Workload: Staff highlighted workload, time management, and work–life balance as ongoing areas of focus. • Wellbeing: Overall, staff reported feeling well supported, treated fairly, and that their wellbeing is considered. They also expressed that they enjoy working at the school. <p><i>A Governor asked how the number of responses compared with the previous survey?</i></p> <p>It was noted that the return rate was approximately 50%, with only half of staff responding this time. Around one-third of the responses came from the Senior Leadership Team.</p> <p>Decision – Governors agreed that the staff survey should be re-issued in the summer term (either the week before May half-term or the week after). It was recommended that staff be given more protected time to complete it—such as during assembly time or at the start of a staff meeting (to be considered by the AHT and DHT).</p>	
4.3	<p>Succession Planning</p> <p>The Chair (TP) confirmed his intention to step down from both the Chair and Governor roles at the end of the academic year. It was noted that prospective successors should complete the “New to Chair” training course in readiness for potentially assuming the position from September 2026, which will align with the upcoming Ofsted inspection window.</p>	
4.4	<p>Confirm Pay Committee Members</p> <p>It was confirmed that the Headteacher Pay Review Panel may comprise the same governors who serve on the Pay Committee, provided that the membership requirements are met. This arrangement is permissible for maintained schools.</p>	
4.5	<p>Governor Training/Briefings</p> <p>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.</p>	

<p>4.6</p> <p>4.7</p>	<p>Action01: All Governors are reminded to review their training records and to book onto <i>Safeguarding for Governors</i> and <i>Introduction to Governance</i> if these courses have not yet been completed.</p> <p>Training attended:</p> <ul style="list-style-type: none"> • SN attended <i>Pupil Premium</i> on 19 December 2025. • JR attended <i>Managing Complaints Effectively</i> on 7 January 2026. <p>Monitoring Visits (Curriculum) Ongoing</p> <p>Cyber Security – Link Governor Allocation Governors noted the Department for Education’s increased emphasis on cyber security and the expectation that governing boards maintain robust oversight in this area. It was acknowledged that many schools now appoint a dedicated link governor to support effective monitoring and accountability. The Clerk confirmed that establishing this role is recommended practice. Decision – Chair (TP) agreed to be the Cyber Security Link Governor.</p>	<p>All</p>
<p>5.</p> <p>5.1</p>	<p>Finance and Resources Update</p> <p>Brief Budget Update The SFM (PDU) uploaded the <u>December 2025 BMR</u> report to GovernorHub ahead of the meeting, providing a summary of current budget performance, analysis, and the Quarter 3 (Q3) position. During the meeting, the SFM highlighted the following key points:</p> <ul style="list-style-type: none"> • Figures presented reflect the position up to the end of December 2025. • The Q3 budget return was submitted on time. • One staff member remains on long-term sick leave. An insurance claim of £8,200, covering up to 19 December 2025, is still due to be received and allocated to the supply budget. The staff member continues to be absent, and further claims will be made. • The £16,000 fencing expenditure was paid in December 2025. • A full school deep clean has been arranged for February half term 2026 at a cost of £1,800. • Budget code adjustments are ongoing to ensure accurate allocation ahead of year-end. • Forecasting work for year-end continues. • Improved clarity is expected next month, as ledger coding has now been corrected. • The staff training budget is overspent due to mandatory DSL two-year training; this is expected to reduce next year. • The redundancy payment has now been posted to the correct budget code. • The school has received a one-off Refugee Funding payment of £1,800 for Afghan families. <p>The SFM also addressed the Governor questions submitted prior to the meeting. A governor asked are there any significant variations between budgeted and actual spend/income to date, and do we know the reasons? The SFM advised that clearer variance information will be available next month, as ledger coding has now been corrected.</p>	

	<p><i>Has any income been received that was not originally budgeted? If so, how will it be used?</i> The SFM confirmed receipt of a one-off Refugee Funding payment of £1,800 for Afghan families.</p> <p><i>A governor asked how will the Refugee Funding be used to support Afghan families?</i> The funding will be allocated towards:</p> <ul style="list-style-type: none"> • TA and 1:1 support time. • Additional uniform items • Inclusion-related physical resources via the DHT • Essential items similar to Pupil Premium support • Support for school trip costs <p><i>A governor asked is there an expected return date for the staff member currently on long-term sick leave?</i> There is no confirmed return date. The staff member will not return before the end of January, and full-time supply cover is in place for the remainder of the term.</p> <p><i>A governor asked is the budget expected to remain positive at year end?</i> The SFM reported a projected £46,000 carry-forward. It was noted that next year's position may differ.</p> <p><i>A governor asked when will staffing levels need to be considered for September 2026?</i> The SFM advised that teacher allocation is currently manageable. Any retirements would require a six-month process. TA allocation requires further review due to long-term school and preschool needs, including full-time supply arrangements. No redundancy processes are planned; staffing will be reviewed again around May half term.</p>	
<p>6. 6.1</p>	<p>Safeguarding Termly safeguarding report The <u>Safeguarding report Autumn Term 2026</u>, including appendices detailing concerns logged during Autumn term 2025 and Autumn term 2024, was uploaded to Govhub in advance of the meeting for all to review. The Safeguarding Link Governor (JR) reported:-</p> <ul style="list-style-type: none"> • Overall findings were positive. • Safeguarding concerns have significantly decreased this term, indicated a calmer school environment, and strengthened staff practices. • DSL training is fully up to date, regular staff safeguarding updates continue. • No suspensions or exclusions occurred during the term. • Safeguarding and behaviour concerns are recorded using the MyConcern platform, which enables consistent documentation, thorough monitoring, and timely follow-up of all wellbeing, behaviour, and child protection matters. • MyConcerns triage, follow up and moderating processes were noted as effective with JR commenting that it was useful to see how actions area allocated to staff and monitored. 	

	<ul style="list-style-type: none"> • Data comparisons between time periods were highlighted as a valuable and useful tool. • Serious concerns disclosed by staff to the DSL immediately. • The SCR has been reviewed and checked. • JR noted that it was a useful training session, providing insight into how safeguarding is monitored and managed within the school. JR also recently completed the Effective Safeguarding course, reviewing each section in detail. • JR will bring further safeguarding updates to future meetings, and items will be added to the FGB agenda as needed. <p>A governor asked what is the difference between the number of concerns reported this year and last year?</p> <p>The school experienced a more challenging cohort last year, particularly regarding behaviour. The revised behaviour policy is now embedded and working effectively, resulting in a significant reduction in behaviour incidents and safeguarding concerns.</p> <p>The DSL (DHT) reported that many pupils with higher levels of need have now moved to secondary school. Some pupils with additional needs remain, but support has been strengthened through increased TA input and more robust systems. Teachers are applying the behaviour policy more consistently, and parents are now more openly supportive.</p> <p>A governor asked do the reported concerns for 2024/25 include behaviour?</p> <p>Yes, all concerns are included, including behaviour. A notable improvement in behaviour has been recorded compared with previous years.</p>	
7.0	<p>Health and Safety (H&S) and Premises</p> <p>The DHT (HP) provided a verbal update. Full details are included in the <i>Headteacher’s Report – January 2026 (Autumn Term)</i>, agenda item 9, previously uploaded to GovernorHub.</p> <p><u>Completed Works</u></p> <ul style="list-style-type: none"> • Security fencing: Installed over the half-term break, improving site security. • Plastering works: Pipework has been covered, enhancing safety and appearance. • Remedial repairs: Minor works completed across the site, including toilet repairs, lock replacements, and installation or repair of finger guards. <p><u>Previously Reported Projects – Completed</u></p> <ul style="list-style-type: none"> • Year 6 toilets: Fully repaired and operational. • Pipework issues: Resolved, reducing risk of disruption. <p><u>Planned Works</u></p> <ul style="list-style-type: none"> • Guttering repairs: To address water flow and prevent damage. • Study room flooring: Scheduled for repair or replacement. • Hall floor maintenance: Planned to maintain this central shared space. • HT office leak: Gully work planned to prevent further flooding. • A full deep clean of the school is scheduled for February half term. 	
8. 8.1	<p>Policies for review</p> <p>Policies were circulated via GovernorHub prior to the meeting for Governors to review. Policies were considered in the order presented and ratified as follows:</p> <p>Data Protection Policy</p>	

<p>8.8</p>	<p>Bereavement No amendments noted. Decision – governors ratified all policies, with amendments noted to the EAL policy. Pupil Mental Health and Wellbeing Policy was deferred to FGB05.</p> <p>RSE policy Governors reviewed the RSE Policy, noting the highlighted amendment in section 2.1 – Consultation on our Policy, which currently states: <i>“Parents/carers and pupils have also been represented by a focus group and the Chair of Governors.”</i> Decision: Amend wording to “Governors” rather than “Chair of Governors.” With this amendment, Governors ratified the RSE Policy.</p>	
<p>9.</p>	<p>Head Teacher’s Written Update* including Staff Wellbeing The Head Report - January 2026 Autumn Term was circulated on GovernorHub ahead of the meeting for review. The report provided updates on contextual information, class structure, SDP priorities and objectives, staffing, Career professional development, Leadership and management, pupils personal development, behaviour and welfare, monitoring of incidents, attendance data, quality of education, safeguarding, Health and Safety (wellbeing) risk assessments, parental engagement and impact on SDP objectives.</p> <p>Deputy Headteacher Update (in the absence of the Headteacher) The Deputy Headteacher provided the following key headlines:</p> <ul style="list-style-type: none"> • Progress continues against the School Development Plan, supported by current outcome data. • The new <i>Grammarsaurus</i> writing scheme has been introduced. • Most teachers have now completed grammar-related training. • Early implementation of the new writing scheme is positive, with pupils already demonstrating clear progress. • Targeted in-class support for pupils continues as needed. • The DHT and SENCo are monitoring SEND outcomes closely to ensure all pupils, including those with SEND, are effectively tracked and supported. • The APDR process has completed its first cycle; meetings with teachers and parents have taken place and the new system is fully operational. Staff are being supported with the increased workload. • Under the RRS framework, new extracurricular clubs have been introduced with positive engagement. • Pastoral capacity has grown, and a strengthened pastoral framework is now embedded. • Overall, progress remains positive in relation to SDP priorities. <p>A governor asked what the next steps for pupils with attendance below 85% after initial letters are sent? The school follows up with personalised communication. Teachers, the DSL, and the Family Worker review each case to identify barriers and provide targeted support.</p> <p>A governor asked if there is a full paper trail for attendance concerns?</p>	

	<p>Yes. Records include an informal warning letter, followed—if required—by a formal Notice to Improve. After three warnings, a fine may be issued.</p> <p><i>A governor asked is there is any information available regarding Reception 2026 September intake?</i> The application deadline was 15 January 2026. Early indications suggest a positive level of interest.</p> <p><i>A governor asked what is the impact of APDRs on teacher workload?</i> APDRs operate as a termly working document. Spring term targets are reviewed at the end of the term, and the document rolls forward across the year. Outcomes are reported to parents termly. The DHT noted that, although APDRs add to workload, systems are embedded and staff are being supported to manage requirements.</p> <p><i>A governor asked what clubs are currently on offer?</i> A wide range of clubs is available, shaped by pupil, staff, and parent interest. Lunchtime clubs are particularly beneficial for pupils who cannot stay after school due to cost, including those eligible for Pupil Premium. Provision includes options such as a STEM Lego club.</p> <p><i>A governor asked how is pupil voice gathered and used to influence school improvement?</i> Raw pupil-voice data is collected, analysed for trends, and fed back to leaders. Leaders use findings to inform curriculum decisions and improvement actions. English and Maths Leads conduct regular pupil-voice mornings with a randomly selected group of pupils. Activities include book looks, discussions about safety and wellbeing, and subject-specific questions. This process is repeated each half term for both English and Maths. Findings are shared with staff; common themes and strengths are identified, and current feedback shows that English is working well, with pupils giving positive and honest responses. The DHT also conducts Pupil Premium pupil-voice activities, which have directly contributed to new club offerings, demonstrating a clear link between pupil feedback and changes implemented in school.</p> <p>The Chair thanked the DHT for providing the update and for responding to questions on the Headteacher’s behalf in her absence.</p>	
<p>10. 10.1 10.1. 1</p>	<p>Strategic Direction SEF and SDP Progress/Update and action plan The DHT reported steady progress against SDP targets. SEND outcomes remain an ongoing focus, with the DHT and SENCo monitoring provision closely. Pupil needs and support are being tracked in a more streamlined and consistent manner.</p> <p>Monitoring of disadvantaged groups - SDP Objective 4 (Enhancing Pupil’s Personal Development) INSIGHT continues to support effective monitoring as a user-friendly system for storing academic data and tracking progress. The progress-mapping function is being developed to review individual provision, including EHCP</p>	

<p>10.2</p> <p>10.3</p>	<p>support. The system will also support collation of intervention information and associated costs, aligning with SENCo workload planning.</p> <p>Governance - Ofsted Toolkit Update/Action Plan Deferred</p> <p>Ofsted Standards* question examples to be shared. Example Ofsted questions were uploaded to GovernorHub ahead of the meeting for governors to review. The Head will prepare a self-evaluation and action plan for discussion at the next meeting. Action02: All Governors to complete the Ofsted question set for discussion at FGB05.</p>	<p>ALL</p>
<p>11.</p>	<p>Curriculum 11.1 Curriculum and teaching progress The DHT provided an update on curriculum development and teaching progress:</p> <ul style="list-style-type: none"> • Work on the wider curriculum continues, with a strong focus last term on strengthening foundation subjects. • Most Subject Leads have had dedicated time to develop documentation, ensuring progression is clearly mapped. • Curriculum content taught in Year 1 has been further developed and built upon, and Subject Leads are secure in their subject knowledge as teachers begin implementation. • Some subjects already have progression documents in place through existing schemes, allowing leaders to prioritise subjects where less information was available. • This term, PE, Geography, DT and Music have been allocated additional focus and leadership time. • English underwent a successful review. • In PE, the introduction of a PE TA has enhanced provision, enabling support for the PE Teacher and participation in a wide range of tournaments and activities (football, cross-country, dance, hockey etc.), with positive impact reported. • PSHCE is well-evidenced through pupil books and encourages discussion-based learning. The Subject Lead has introduced stickers and clear learning objectives; monitoring and quality assurance processes are in place. <p><i>A governor asked how are Subject Leads planning progression across year groups, and how will this be monitored?</i> The next step is to strengthen assessment in foundation subjects to ensure meaningful data is collected. Monitoring will be conducted through book looks, pupil voice, and ongoing review by Subject Leads and Senior Leaders. There is also scope for Subject Leads to speak directly with pupils to check understanding and ensure teaching aligns accurately with curriculum expectations.</p>	
<p>12.0</p> <p>12.2</p>	<p>Data Standards data report The Current Attainment by Key Groups Autumn Term 2025-2026 report was uploaded prior to the meeting for Governors to review.</p>	

A governor asked if the DHT could explain how some of all pupils' percentages are calculated? The numbers meeting or exceeding do not appear to tally with the year-group totals.

The DHT explained that some pupils are on roll but were not in school for the assessed period and therefore have no data recorded. This affects the overall percentages and can skew results.

The DHT further clarified how progress is mapped:

- End of Year 2 outcomes are used as the starting point for cohort tracking through the school.
- Each cohort is treated as unique rather than compared at mid-points.
- Autumn Term 2 progress data can appear stronger due to grade boundary alignment.
- The school uses the following progression terminology:
 - **Autumn:** Emerging
 - **Spring:** Developing
 - **Summer:** Securing
- "Exceeding" is aligned with *greater depth* within year-group expectations. INSIGHT calculates progress more accurately from Spring onwards, and Autumn data should always be considered with its known caveats and limited prior evidence.

A governor asked if they could have an output showing the current Y5 or Y6 cohort mapped to their attainment across their time at Pendragon to illustrate their progress trend?

The DHT advised that Autumn 2 data is available, but earlier data (pre-INSIGHT) is more variable and inconsistent.

The DHT will map progress for the current Year 6 cohort and provide comparisons based on available end-of-year data.

A case study for the current Year 3 cohort has already been produced.

A governor asked why is writing so much stronger in Year 4 than in other year groups and why is writing weaker in Year 5 compared with other year groups, including Year 2?

The DHT explained that each cohort has its own characteristics.

- Year 4 was previously a strong Year 3 cohort, with many pupils making significant strides last year. The transition from Year 2 to Year 3 is a major developmental step, and this cohort managed it particularly well.
- Year 5 has a different profile and includes a higher proportion of pupils with complex needs and SEND, including dyslexia and dyspraxia. These factors impact writing outcomes, particularly spelling and retention of key skills.
- There have been training and experience factors: the current Year 5 teacher is new to the year group and is still embedding expectations and standards.
- Pupil Premium pupils in Year 5 are not all meeting expected standards, which remains an area of focus.
- Year 5 writing often reflects pupils being at the "introduction" stage of curriculum content, with consolidation traditionally occurring in Year 6.

A governor asked are there any planned interventions for the Year 5 cohort to improve writing outcomes?

The school has introduced handwriting practice, personalised spelling programmes, and phonics catch-up sessions. Teachers are also identifying the specific reasons why pupils struggle with creative writing and reading. It was noted that pupils with stronger reading skills tend to achieve better in creative writing, and that some children have limited exposure to a wide range of texts. A DHT-led action meeting has been arranged to explore ways of developing a stronger love of reading and widening pupils' reading experiences.

A governor stated that the reading percentages for Pupil Premium children in Year 6 appear exceptionally low. What is the improvement plan ahead of SATs?

Many PP children have limited exposure to high-quality English at home, and several also have SEND needs (12 PP pupils, 7 of whom have SEN). The school is prioritising fluency development and rapid-catch-up programmes. Staff are focusing on the most impactful interventions, recognising that not all pupils are likely to meet the SATs standard, and ensuring each child receives support that is beneficial for their individual progress.

A Governor asked are there specific plans for supporting Pupil Premium (PP) in Year 3? and has the school identified reasons for the lower percentages?

The Year 3 PP group is complex, with significant overlap between SEND and PP needs. Of the 6 PP pupils, 2 have EHCPs, 1 has EAL, 1 is often not in school, and 1 is a Young Carer. The school noted that the data broadly reflects these contextual factors.

A Governor asked what moderation plans are in place for ensuring the accuracy of these results? In particular the reception percentages?

Staff are reviewing pupils who are not yet working at Reception-level expectations. Work is underway to ensure accuracy and consistency in assessment. There was also discussion about presenting Reception data differently. NW highlighted that expectations from the preschool system can be tracked, and the school will explore how best to represent this within INSIGHT.

A Governor understands that a number of SEN children may not be working at ARE, but does the school have data to show their progress?

Currently, SEN pupils are broadly recorded as "emerging," and this does not yet provide a clear picture of progress within INSIGHT. The next data set is expected to be more informative, and the school will review how progress for this group can be better represented.

The Chair thanked the Deputy Headteacher for her thorough work on data.

12.1 GDPR Report Action Plan

The Link Governor (NW) reported that the GDPR Report Action Plan has not yet been received from the Data Protection Officer (DPO), who has assured that it will be sent this week.

Action03: AHT (NW) to circulate the GDPR Action Plan and provide an update at the next FGB meeting.

13.	<p>Dates of future meetings*</p> <ul style="list-style-type: none"> FGB05 - Monday 16th March 2026 5.30pm (school) FGB06 - Monday 20th April 2026 5.30pm (Virtual) FGB07 - Monday 18th May 2026 5.30pm (school) FGB08 - Monday 29th June 2026 time tbc (school) 	
14.	<p>Consider impact of meeting*</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 received an update on the budget, providing oversight and ensuring financial decisions continue to support school priorities. A number of statutory and strategic policies were reviewed and ratified, strengthening compliance and supporting consistent practice across the school. Governors considered the autumn attainment data, enabling informed challenge and support regarding pupil outcomes and progress. An update on safeguarding was received, demonstrating the governing body's continued vigilance in ensuring pupils' safety and wellbeing. Governors reviewed the latest Health and Safety update, fulfilling their duty to ensure a safe learning environment. The results of the staff survey were examined, allowing governors to understand staff perspectives and support leadership in addressing any emerging themes. Governors engaged with questions to the DHT and reviewed the Headteacher's written update, ensuring rigorous oversight of school improvement work. 	
15.	<p>Any other business</p> <p>None</p>	

The meeting closed at 7.39pm.

Action Log

No.	Action	Owner	Time scale
17th December 2025			
11	Chair to invite the School Family Worker to attend FGB07 (18 May 2026).– Ongoing.	Chair	FGB07
4.4	All Governors are reminded to review their completed courses and book onto <i>Safeguarding for Governors</i> and <i>Introduction to Governance</i> if not already completed. Ongoing.	All	FGB05
10.2	All governors to review toolkit and Head to send self-evaluation form in order to create an action plan to move forward).– Ongoing SEF discussions at FGB05	All	FGB05
26th January 2026			
4.5	All Governors are reminded to review their training records and to book onto <i>Safeguarding for Governors</i> and <i>Introduction to Governance</i> if these courses have not yet been completed.	All	FGB05



10.3	All Governors to complete the Ofsted question set for discussion at FGB05.	All	FGB05
12.1	AHT (NW) to circulate the GDPR Action Plan and provide an update at the next FGB meeting.	AHT (NW)	FGB05

Future Agenda items

FGB05 16th March 2026

- Online Safety Policy, Subject Policy – Geography, Pupil Mental Health, and Wellbeing Policy
- Ofsted *Standing agenda item* - review Ofsted questions and answers.