

	<ul style="list-style-type: none"> • Ongoing liaison with the SENDCo supports information sharing on identified families. <p>Mental Health & Wellbeing (SMHL)</p> <ul style="list-style-type: none"> • Comprehensive staff and pupil support and provision. • Pupil voice is monitored through Stirling Wellbeing questionnaires. • Feedback shared where staff managed within the role, enabling ongoing tracking and timely intervention. • Feedback from class teachers collected and shared where attendance at TAF meetings is not possible. • Positive feedback from teaching staff regarding class-level questionnaire outcomes <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to identify young carers to support census reporting and national data. • Maintain strong links with Early Help and external agencies. • Increase parental engagement through ongoing discussions, support, and signposting. • Continue to share relevant services and events with the school community. • Explore development of EBSA support provision. • Submit Young Carers in Schools (YCiS) Award evidence. • Begin School of Sanctuary journey and embed principles. <p>Impact of Family Worker Role:</p> <ul style="list-style-type: none"> • The Family Worker role continues to have a positive impact across the school, supporting families at an early stage, improving attendance through early intervention, strengthening safeguarding, and promoting wellbeing. • Effective collaboration with the Leadership team has ensured strong communication and a coordinated approach to family support across the school. <p><i>A governor asked is the Stirling wellbeing questionnaire targeted.</i> The Family Support Worker confirmed that it is used widely to capture pupil voice on a 1–5 scale. Since April and October, it has been effective, with pupils RAG-rated to provide an overview of wellbeing. Results are tracked over time to identify trends and follow up concerns. Action01:Family Support Worker (KS) to share the Stirling wellbeing questionnaire with Governors.</p> <p><i>A governor asked does the Stirling wellbeing questionnaire include whether pupils feel safe in school and at home?</i> Yes, this is covered through three specific questions.</p> <p><i>A governor asked how are pupils supported and monitored (e.g. wellbeing, attendance)?</i> Young carers are reviewed half-termly and at census points. Attendance is closely monitored by the Leadership Team, class teachers, and office staff, with concerns flagged for wellbeing support. ELSA interventions are reviewed</p>	<p>Family Support Worker (KS)</p>
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	<p>twice yearly to target need.</p> <p>A governor asked what is defined as a young carer? A young carer is a pupil who supports a family member with illness, disability, mental health difficulties, or substance misuse. This may include practical or emotional support and can impact wellbeing or learning. It is noted that approximately 1 in 5 pupils may be young carers.</p> <p>A governor asked what age range does this apply to? Typically, under 18, most commonly from age 8 (Year 2) through to Year 6 and beyond (as advised by the Senior Lead for Mental Health and Local Authority Adviser).</p> <p>The Headteacher thanked the Family Support Worker (KS) for her achievements and the positive impact of her work.</p> <p>Governors noted the breadth and complexity of the role and its significant contribution to supporting pupils, staff, and families.</p>	
<p>10.</p>	<p>SEND Focus – in person or written (linked to SDP) Kathryn Dailly, Special Educational Needs and Disabilities Coordinator (SENDCo)</p> <p>The SENDCo (KD) provided a verbal summary on SEND. It was noted that following a SENCo review (March 2025), the school now receives six visits per year from the LA SEND Strategic Team. The SENDCo review highlighted the following key actions:</p> <ul style="list-style-type: none"> • Updating the SEND register to include detailed pupil history, needs (including EHCP) and agency involvement (rolling document) • 74 pupils on the SEND register (25%) above national average, highest proportion in Year 6 (21%) • Numbers expected to fall when Year 6 cohort leaves, though new needs likely to develop and emerge in EYFS/Reception and onwards, overtime. • Align SEND information across register and Bromcom. • Embed Assess–Plan–Do–Review (APDR) cycle with consistent timelines; ensure targets are clear, measurable, and reviewed regularly. • Strengthen monitoring of SEND provision, including dip sampling. • EHCPs to focus on long-term (4-year) outcomes with clear timescales; APDR to show short-term provision towards these outcomes. • Annual EHCP reviews in place; however, delays with the Statutory Assessment Team (SAT) mean amendments are not being finalised promptly. <p>EHCP position:</p> <ul style="list-style-type: none"> • One finalised this year; two awaiting finalisations (delays of 6–12 months). • Seven EHCP applications accepted; three parent-led (supported by school) also accepted — all awaiting Educational Psychologist input. • High demand: The Statutory Assessment Team is currently receiving 30 plus applications per week. <p>Alternative provision:</p> <ul style="list-style-type: none"> • Four pupils accessing EBSA provision off-site. • One pupil transitioning to another school; One moving to a special school (June 2026). <p>Headteacher noted strong success rate of EHCP applications.</p>	

	<p><i>A governor asked what are the areas of need for EHCP pupils?</i> A broad range, including Social, Emotional and Mental Health SEMH, which is increasing), specific learning difficulties, autism, ADHD, and significant cognitive needs (some without diagnosis).</p> <p><i>A governor asked if all pupils receiving appropriate support?</i> Yes. One pupil, with and EHCP is educated at home with tuition (100% attendance and good progress); all others are accessing in-school support.</p> <p><i>A governor asked if SEND support is fully funded?</i> No. EHCP funding is insufficient (funding banding unchanged for over 9 years). Schools fund the first £6,000; top-up funding does not meet rising staffing costs, so the school subsidises provision.</p> <p><i>A governor asked what is the national average for SEND in primary schools?</i> Approximately 21%; the school is currently at 25%.</p> <p><i>A governor asked what about pupils receiving 1:1 support without funding?</i> Two pupils receive full-time support without EHCP funding. The school has pursued EHCPs but faced challenges (e.g. parental engagement). Support is based on need regardless of funding.</p> <p><i>A governor asked if SEND provision is reviewed annually?</i> Yes. The SEND information report is reviewed and updated annually.</p> <p><i>A governor asked if an analysis of the SEND information report is undertaken each year?</i> Yes, the report is analysed annually and then published on the schools website.</p> <p>The Headteacher and Governors thanked the SENDCo for the report.</p>	
<p>1.</p>	<p>Welcome and apologies for absence. The Chair welcomed all to the meeting and thanked everyone for attending.</p> <p>No apologies were received.</p> <p>Karen Smith, (SFW) School Family Worker joined for part of the meeting to cover agenda item 11, Family Worker Report/Update.</p> <p>Kathryn Dailly, (SENDCo) Special Educational Needs and Disabilities Coordinator joined for part of the meeting to cover agenda item 10, SEND focus.</p> <p>Helen Parsons (HP) Associate member, Deputy Head Teacher (DHT) was in attendance to cover agenda item 12, Data.</p> <p>Pamela Duff (PDU) School Finance Manager joined for part of the meeting to cover agenda item 5, Finance and Resources Update.</p>	

	The meeting was quorate.																																							
2.	Declaration of interest to items on this agenda No new declarations were made.																																							
3.	<p>Minutes, of previous FGB meeting (20th April 2026) & Matters arising and review of open actions. The minutes, including confidential minutes from 20th April 2026 were accepted as an accurate record. The open actions were discussed and reviewed.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Action</th> <th>Owner</th> <th>Time scale</th> </tr> </thead> <tbody> <tr> <td colspan="4">16th March 2026</td> </tr> <tr> <td>9.2.2</td> <td>All Governors to complete responses to Self-evaluation form by 23.03.2026; Head to complete the action plan.– Completed</td> <td>All</td> <td>23.03.26</td> </tr> <tr> <td colspan="4">20th April 2026</td> </tr> <tr> <td>3.0</td> <td>Clerk to complete onboarding paperwork for the new Parent Governors (FU & KT).– Completed</td> <td>Clerk</td> <td>FGB07 – 18.05.26</td> </tr> <tr> <td>5.1</td> <td>All to consider, review and discuss the governing body Constitution at FGB07.– Completed.</td> <td>All</td> <td>FGB07 – 18.05.26</td> </tr> <tr> <td>7.1</td> <td>DHT (HP) to provide new Governors with links to Smart log and relevant online training.– Completed</td> <td>DHT (HP)</td> <td>FGB07 – 18.05.26</td> </tr> <tr> <td>9.0</td> <td>The Head (ES) will bring a detailed attendance analysis to the next meeting (FGB07).– Completed.</td> <td>Head (ES)</td> <td>FGB07 – 18.05.26</td> </tr> <tr> <td>11.0</td> <td>Head (ES) to undertake a full analysis for FGB08 on Class Dojo as a communication and engagement tool.– Ongoing – FGB08</td> <td>Head (ES)</td> <td>FGB08 – 29.06.26</td> </tr> </tbody> </table>			No.	Action	Owner	Time scale	16th March 2026				9.2.2	All Governors to complete responses to Self-evaluation form by 23.03.2026; Head to complete the action plan.– Completed	All	23.03.26	20th April 2026				3.0	Clerk to complete onboarding paperwork for the new Parent Governors (FU & KT).– Completed	Clerk	FGB07 – 18.05.26	5.1	All to consider, review and discuss the governing body Constitution at FGB07.– Completed.	All	FGB07 – 18.05.26	7.1	DHT (HP) to provide new Governors with links to Smart log and relevant online training.– Completed	DHT (HP)	FGB07 – 18.05.26	9.0	The Head (ES) will bring a detailed attendance analysis to the next meeting (FGB07).– Completed.	Head (ES)	FGB07 – 18.05.26	11.0	Head (ES) to undertake a full analysis for FGB08 on Class Dojo as a communication and engagement tool.– Ongoing – FGB08	Head (ES)	FGB08 – 29.06.26	
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4.1	<p>Resignations/ Vacancies of the Governing body and recruitment The Chair (TP) confirmed that no resignations had been received to date. The Governing Body currently has one (1) Co-opted Governor vacancy, which continues to be advertised via Governors for Schools and Governor Services. It was noted that the Chair (TP) LA Governor, and Co-opted Governor (SN) intend to resign at the end of the Summer Term, and Governor Services have been informed of the forthcoming LA Governor vacancy from Autumn Term 2026–27.</p>																																							
4.1.1	<p>Staff Governor Elections (term end June 2026) The Staff Governor’s term of office ends in June 2026 and as confirmed by the Clerk, a formal staff election must be held; reappointment without an election is not permitted, even if the current Governor wishes to continue. Action02 - The Headteacher will arrange the election ahead of FGB08 and will also explore whether there is interest from staff in the Co-opted Governor role.</p>			Head																																				
4.2	<p>Governor Training/Briefings The Clerk shared the GovernorHub training report in advance of the meeting. Governors were reminded to review their individual training records.</p>																																							

<p>4.3</p>	<p>New Parent Governors were advised to complete the required New to Governance Induction - Maintained Schools and Safeguarding - a Governors role training. Governors were also signposted to the Cambridgeshire School Governance Team page on GovernorHub for further training opportunities.</p> <p>Training attended:</p> <ul style="list-style-type: none"> • JR attended the Safer Recruitment in Schools on 7 May 2026 and Managing Allegations and Concerns on 30 April 2026. <p>Training Booked:</p> <ul style="list-style-type: none"> • JR has booked Annual Governance Conference 2026 on 18 June 2026 • RM has booked Safeguarding - A Governor's Role on 8 July 2026 <p>Governor Monitoring Governors were reminded that all monitoring visits, including reports, should be logged on GovernorHub.</p> <p><u>SATS Visit 2026 – JR</u> The Vice-Chair (JR) reported that the SATs visit was well organised, with pupils engaged and behaving well. Procedures were followed effectively, and the school maintained a calm and purposeful environment. Thanks were noted to staff and pupils, particularly Year 6.</p> <p><u>SEND – Link Governor transition/shadowing.</u> It was noted that SEND Link Governor (SN) will be stepping down as SEND Link Governor at the end of the academic year. Governor (FU) will shadow the SENDCo during the second half of the summer term and take on the role from September; SN will coordinate this transition.</p> <p>An OPAL monitoring visit was completed during the spring term, and a report will be uploaded to GovernorHub.</p>	
<p>4.4</p>	<p>Outstanding Governor monitoring visits include a Maths visit, and a learning/behaviour walk by Governor TP, and a writing visit by Governors JR and FD.</p> <p>Governing Body Constitution – consider, review, and discuss. Governors reviewed the current constitution, which sets out the size, categories, and composition of the governing body. The board had recently (July 2025) reduced its size by two places due to falling roll and considered whether to reduce further or focus on filling existing vacancies. Governors discussed increasing Staff Governor representation to two to broaden representation beyond the Leadership Team. The option of appointing a staff member as a Co-opted Governor was also considered, noting restrictions on panel membership. A previous Deputy Headteacher had held such a role. The Headteacher will highlight this opportunity during the staff governor election. It was noted that from September 2026 there will be vacancies for one Local Authority Governor and two Co-opted Governors.</p>	

	<p>Decision: Governors agreed not to reduce the constitution further and to prioritise filling all vacancies. Vacancies are advertised via Governors for Schools and the Local Authority, and will also be promoted locally, including through newsletters.</p> <p>A governor asked what is the timeline for filling the current Governor vacancies?</p> <p>As soon as possible, governors agreed that prompt recruitment would reduce workload for existing members. Governors were encouraged to promote the vacancies within their networks.</p>	
<p>5. 5.1</p>	<p>Finance and Resources Update Budget Update</p> <p>The SFM (PDU) shared the approved budget master document on GovernorHub in advance, outlining the revised budget 2026/27.</p> <p>Key points noted:</p> <ul style="list-style-type: none"> • The budget has been revised to reflect staff pay scale increases effective from April. • Some staff are on incremental pay scales that rise annually until the top of their band is reached; this had not previously been anticipated and will be factored into future planning. • The in-year surplus has reduced from £14,000 to £10,333, and the school remains in a positive financial position. • Governors noted that all required documentation for submission to the Local Authority by 22 May has been prepared. • Additional income included refugee funding £5,000 and a £7,000 PTA contribution, supporting activities such as Year 6 swimming transport, Young Voices, Reception book bags, and classroom technology. <p>Governors confirmed that submission should proceed.</p> <p>Decision: Governors approved the revised School Budget Plan for 2026/27 ensuring transparency, accountability, and appropriate financial oversight.</p> <p>The Head (ES) thanked the SFM (PDU) for her work on her first budget cycle, noting strong progress in balancing the in-year position.</p>	
<p>6. 6.1</p>	<p>Safeguarding Safeguarding update/report</p> <ul style="list-style-type: none"> • The Safeguarding Link Governor (JR) combined a safeguarding review with her SATs visit last week. • The Single Central Record was checked; outstanding actions were identified but are in progress. • Discussions with office staff confirmed they are appropriately trained and clear on safeguarding reporting procedures. • JR will complete a written report. • JR and the Headteacher (ES) will meet in Summer 2 to undertake a full safeguarding audit. 	
<p>7.0 7.1 7.2 7.3</p>	<p>Policies for review</p> <p>All policies under review were circulated in advance and considered in turn.</p> <p>Flexi Schooling Policy</p> <p>Separated Parents Policy</p> <p>Other policies</p>	

	<p>Complaints Policy Intimate Care Policy Managing serial and unreasonable complaints Policy</p> <p>Governors discussed the Flexi Schooling Policy and noted the importance of having clear guidance, given limited Local Authority direction. The Headteacher confirmed that flexi schooling is requested by parents and agreed at the Headteacher’s discretion, typically to support emotional or educational needs. This differs from a reduced timetable, which is a formal agreement between the school and parents. Current examples were shared to illustrate how flexi schooling is used in practice.</p> <p><i>A governor asked what is flexi schooling and how does it differ from a reduced timetable?</i></p> <p>Flexi schooling is parent-requested and agreed at the Headteacher’s discretion, often for emotional or educational reasons. A reduced timetable is a formal agreement between the school and parents.</p> <p><i>A governor asked if parents cannot appeal a flexi schooling decision, can they complain?</i></p> <p>Yes, complaints can be made in line with the school’s complaints policy, but there is no formal right of appeal.</p> <p>Decision – Governors ratified all policies, subject to amendments noted</p>	
<p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p>	<p>Head Teacher’s verbal Report.</p> <p>The Headteacher delivered a verbal report, covering, staff wellbeing, Health & safety, premises, staffing considerations, and planning 2026/27 and attendance.</p> <p>Staff Wellbeing</p> <ul style="list-style-type: none"> • 1:1 meeting’s with teaching staff are near completion; remaining meetings scheduled. Feedback has been positive and will form part of the appraisal process and support planning. • Support staff check-ins have been completed. • Staff survey temporarily paused due to a challenging period. <p>Health and Safety* and Premises</p> <ul style="list-style-type: none"> • A recent national issue regarding a potential recall of play sand due to asbestos risk was noted. • As a precaution, all sandpits have been closed and use of sand suspended. • The Local Authority and unions have been informed; further guidance is awaited. • The issue has been formally logged within health and safety records. <p>Staffing considerations & planning 2026/27</p> <ul style="list-style-type: none"> • Maternity leave confirmed for one member of staff. • A Year 6 teacher has been absent due to sickness and has since resigned. • Recruitment is underway, with interviews scheduled; up to three appointments may be made to cover current and anticipated vacancies. 	

<p>8.4</p>	<ul style="list-style-type: none"> • EHCP numbers are increasing (seven current and three pending), which may require additional TA support. • A new pupil with high needs and associated funding has joined. • One TA has resigned and one will be retiring; internal redeployment has provided interim cover. • A HLTA will retire – will all changes taking effect at the end of August 2026. • Recruitment after 31 May may limit candidates to early career teachers; current planning remains within budget. <p>Attendance</p> <ul style="list-style-type: none"> • Attendance data and a table of pupils with below 90% attendance were shared in advance via GovernorHub for further review at the next meeting. • Attendance remains 0.5% below previous levels, with an increase in persistent absence. • The Headteacher retains overall responsibility, supported by identified attendance champions and the Local Authority. • Measures include attendance agreements, formal communication, and regular monitoring. • A further meeting with the Local Authority is scheduled; governors were assured attendance remains a priority. <p><i>A governor asked has the cost of replacing the play sand been considered if a recall is confirmed?</i></p> <p>All sand has been withdrawn as a precaution and stakeholders informed. Replacement is subject to Local Authority guidance; estimated cost is approximately £2,500, with potential to recover costs from suppliers.</p> <p><i>A governor asked what are the financial and health and safety implications of replacement?</i></p> <p>The approach taken is precautionary pending confirmation of risk. Costs will depend on outcome of testing/recall, and insurance or supplier claims may be pursued if necessary.</p>	
<p>9.1</p> <p>9.2</p>	<p>Strategic Direction</p> <p>SEF and SDP Progress/Update and action plan</p> <ul style="list-style-type: none"> • The SDP has been updated (May 2026) Pendragon School Improvement Plan 2025 -2026 SDP updated may 2026.docx - GovernorHub and shared on GovernorHub. • It includes a RAG rated success criteria and targets for the current half term. • In June, outstanding targets will be reviewed and a new SDP plan for 2026-27 will be developed, followed by aligned governor actions. Updates from the Family Support Worker and SENDCo were received as part of SDP monitoring. <p>SEF</p> <p>The Self-Evaluation Form (SEF) will be discussed at FGB08 following the Headteacher’s meeting with the LA School Improvement Adviser.</p> <p>Ofsted Standards*</p> <p>No updates were reported.</p>	

<p>9.2.1</p>	<p>HT to present data and AI version of Self Evaluation Plan The Self-Evaluation Plan was closed due to insufficient data available.</p>	
<p>12.0 12.1</p>	<p>Data Pupil Data The DHT (HP) presented Spring 2 Reading, Writing and Maths data, which was uploaded to GovernorHub just before the meeting. Governors noted the delay due to timing pressures around assessments.</p> <ul style="list-style-type: none"> • The data, taken from INSIGHT, provides a whole-school overview of attainment and progress across pupil groups, including gender, Pupil Premium, EAL, SEND and prior attainment. • Outcomes are categorised as below (red), working towards (orange), expected (green), greater depth (blue), or no data. • Across the school, the focus remains on pupils working towards expectations (orange), with the aim of moving these pupils to expected (green). <p><u>Writing</u></p> <ul style="list-style-type: none"> • There has been improvement, with pupils below expected reducing from 37% (Autumn 2) to 25% (Spring 2), demonstrating progress in closing gaps. • Expected attainment remains stable at 51%, while greater depth has reduced (9% to 3%), reflecting typical mid-year progress patterns. <p><u>Maths</u></p> <ul style="list-style-type: none"> • In maths, there has been strong progress, with pupils below expected decreasing from 22% to 13%, reflecting the impact of targeted teaching and interventions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • In reading, progress has been more limited and remains an area for further focus. <p><u>Disadvantaged Pupils</u></p> <ul style="list-style-type: none"> • Gaps remain but are closing. • Improvements are noted across reading, writing and maths, with increases in pupils moving from below to working towards expectations. • Combined attainment remains lower for disadvantaged pupils (23% at/above expected) compared to non-disadvantaged pupils (49%). <p><u>SEND Pupils</u></p> <ul style="list-style-type: none"> • SEND data reflects a similar pattern, with lower overall attainment due to the complexity of needs. • Writing remains the most challenging area. • Combined attainment shows 10% of SEND pupils at/above expected, compared to 55% for non-SEND pupils. • The DHT highlighted that interventions, targeted support, and specialist input (including SENDCo and Family Support Worker involvement) are in place. • Staff training, pupil premium strategy, and evidence-based approaches (EEF) are being used to address identified gaps. • Intervention planning for next year will be led by SLT, linked to Year 6 outcomes. 	

<p>12.2</p>	<p><i>A governor asked what constitutes the SEND and disadvantaged groups?</i> SEND includes pupils with diagnosed needs or requiring adaptations. Disadvantaged groups include pupils eligible for pupil premium, those from low-income families, young carers, and some pupils with additional needs.</p> <p><i>A governor asked if Spelling Shed will be rolled out for home use?</i> Currently used in school; a home rollout is planned at the right time to avoid overloading parents.</p> <p><i>A governor asked what distinguishes the groups and approaches used to narrow gaps?</i> Apps are tools to support learning. Wider provision includes SENDCo-led support, targeted interventions, therapy, staff training, and the Pupil Premium strategy, all aimed at closing attainment gaps.</p> <p><i>A governor asked is it the teacher’s responsibility to address gaps?</i> High-quality teaching and tailored interventions are key. Phase Leads identify gaps and coordinate interventions, with Senior Leadership provide oversight. Approaches are informed by EEF research, balancing impact, and cost.</p> <p>Governors noted that intervention planning for the next academic year will involve the Headteacher, DHT, AHT, and SENDCo, linking to SATs preparation.</p> <p>It was highlighted that interventions range from 1:1 support for pupils with significant needs to group interventions across the cohorts, with evidence of improved confidence and targeted progress for some pupils, although progress may be limited where needs are more complex.</p> <p>GDPR Report Action Plan Governors confirmed the GDPR Report Action Plan will remain a standing agenda item for ongoing monitoring. No updates were reported at this meeting. The Headteacher advised that work on the action plan is ongoing following a recent meeting and that a further update will be presented at the next FGB meeting, with annual review thereafter. Governors noted the contribution of the AHT in supporting progress. Action03: Headteacher to present update on the GDPR Report action Plan at FGB08</p>	<p>Head</p>
<p>13. 13.1</p> <p>13.2</p>	<p>Dates of future meetings* Decision – FGB08 - Governors agreed to change the date of the next FGB meeting FGB08 from Monday 29th June 5.30pm at the school to a new date of Monday 15th June 5.30pm at the school.</p> <p>Additional Working party group Decision Governors agreed to hold the additional Working party group on Monday 15th June 4.30pm – 5.30pm to cover planning for next year.</p>	

	<p>Agree agenda items for working party sessions Items identified for further discussion at the working group include Governor Link Roles (including OPAL Link Governor role) Panel memberships.</p> <p>Approve/discuss meeting dates for new academic year Decision – Deferred to FGB08</p>	
14.	<p>Consider impact of meeting* Reflect on effectiveness and impact of governance from this meeting. Key areas of impact included:</p> <ul style="list-style-type: none"> • Governors ratified a revised positive budget, supporting financial sustainability. • Governors reviewed and approved a number of policies, ensuring compliance and effective practice. • Governors considered a health and safety update, including action taken regarding play sand. • Increased awareness of staffing structure and planning for 2026/27 through the Headteacher’s report. • Strengthened understanding of SEND and family support provision, with clearer insight from data on closing attainment gaps. • Reviewed and discussed the governing body constitution. 	
15.	<p>Any other business None</p>	

The meeting closed at 8.05pm.

Action Log

No.	Action	Owner	Time scale
20th April 2026			
11.0	Head (ES) to undertake a full analysis for FGB08 on Class Dojo as a communication and engagement tool.	Head (ES)	FGB08 – 15.06.26
18th May 2026			
11.0	Family Support Worker to share the Stirling wellbeing questionnaire with Governors	FSW (KS)	FGB08 – 15.06.26
4.1.1	Head (ES) will arrange the election ahead of FGB08 and will also explore whether there is interest from staff in the Co-opted Governor role.	Head (ES)	FGB08 – 15.06.26
12.2	Head (ES) to present update on the GDPR Report action Plan at FGB08	Head (ES)	FGB08 – 15.06.26

Future Agenda items

FGB08 15th June 2026

- PE/Sports Premium impact report`