Meridian Primary School
Minutes of the Full Governing Body Meeting
held on Wednesday 15th July 2026 at 5.00pm

Present:	Richard Mulderij (RM) – Co-Chair, Ruth Noble (RN) - Co-Chair, Becky Snelling (BS) – Headteacher, Jenny Gilbert (JG), Ioan Milosevic (IM), Vicki Scott (VS), Jenny Weston (JW) and Cei Whitehouse (CW)
Visitors:	Samantha Chamberlain (SC) – Deputy Headteacher – joined virtually at 5.05pm Julie Horne (JH)
Clerk:	Amie Lill

Item	Discussion	Action by
1.0	**Welcome and apologies**	
1.1	**Welcome, apologies and introductions**	
1.1.1	The Co-Chair RM welcomed everyone to the meeting. RM led the meeting as Chair.	
1.1.2	No apologies were received.	
1.2	**Quoracy**	
1.2.1	The meeting was quorate.	
1.3	**Election of Community Governor – Julie Horne**	
1.3.1	The Chair and the HT met JH earlier in the summer term and outlined the role and responsibilities of a governor.	
1.3.2	All governors introduced themselves to JH and described their respective roles. JH introduced themselves and summarised their experience and backgrounds.	
1.3.3	*JH left the meeting.*	
1.3.4	The governors voted unanimously to appoint JH as a community (co-opted) governor.	
	ACTION FGB1507-1: Chair and HT to organise induction for JH – agree date. Clerk to update website and GIAS.	**HT / CHAIR / CLERK**
2.0	**Declarations of Interest**	
2.1	**Declarations of interest for items on the agenda**	
2.1.1	There were no declarations of any pecuniary or other interest regarding items on the agenda.	

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2.2.1	There were no declarations of confidential items regarding items on the agenda.	
3.0	**Approval of Minutes and any matters arising**	
3.1	**Minutes of the meeting held on 6th May 2026**	
3.1.1	The minutes were distributed prior to the meeting to allow governors time to review. These were approved as an accurate record.	
3.2	**Matters arising**	
3.2.1	**FGB0605-01: Chair and HT to organise checks (DBS) and induction for JG – agree date. Clerk to update website and GIAS.** Complete. DBS for JH also completed.	
3.2.2	**FGB0605-02: HT to arrange updated Critical Incident `grab packs` for the Co-Chairs.** Outstanding. One grab pack is currently available; a second is required for the second Co-Chair. Updated grab packs will be prepared in September to reflect the new school staff.	
3.2.3	**FGB0605-03: IM and JW to complete ethical behaviour training module.** Action closed as it is the governors' last meeting.	
3.2.4	**FGB0605-04: All governors to complete Stakeholder Engagement in the Governance Role training.** Complete.	
3.2.5	**FGB0605-05: Clerk to check with the governance team regarding need for an FGB Vice Chair in a co-Chair structure.** Complete. The Clerk confirmed that a Vice Chair is required. The appointment will be addressed at the September business meeting.	
3.2.6	**FGB0605-06: HT to put the Attendance policy on the website and update the policy tracker.** Complete.	
3.2.7	**FGB0605-07: Clerk to update the FGB meeting schedule on GovernorHub and inform the governance team of removal of the June meeting.** Complete.	
3.2.8	**FGB0605-08: Chair to include HTPM training as part of JG's induction.** Complete. Training ongoing.	
4.0	**Any other urgent business**	
4.1	None.	
	KEY FOCUS	
5.0	**Curriculum & Standards**	
5.1	**Pupil attainment and progress data** - SATs and end of year including PP	
5.1.1	The HT advised that the Department for Education (DfE) had delayed the release of Key Stage 2 SATs data, which is now expected on 16 July 2026.	

5.1.2	The HT expressed frustration that the school had not yet received the Year 6 outcomes. This delay will also shorten the period available for schools to challenge the data, with the deadline remaining at the end of September. Consequently, national comparison data is not expected to be available until the middle or end of the autumn term.	
5.1.3	The governing board noted that the Year 6 SATs data would be presented and discussed at the September meeting.	
5.1.4	The HT referred governors to the submitted data report and explained that national comparison data is only available for Early Years Foundation Stage (EYFS) Good Level of Development (GLD), the Phonics Screening Check, the Multiplication Tables Check (MTC), and Year 6 SATs, and is not provided for other year groups.	
5.1.5	The HT stated that, while national expectations remain around 60%, the school's ambition is to achieve outcomes above this level. ***Q: A governor asked what GDS and EXS stand for?*** *A: The HD clarified the following assessment terminology for the new governors:* • *EXS – Expected Standard* • *GDS – Greater Depth Standard* • *WT – Working Towards*	
5.1.6	The HT explained that changes in teaching staff, including long-term staff absence and the use of supply teachers, had impacted assessment during the year. Significant work has been undertaken to strengthen the assessment processes, including extensive moderation, to ensure teacher assessments are accurate and secure. It was noted that assessments in the previous year may have been slightly inflated.	
5.1.7	<u>Phonics</u> The HT reported positive outcomes from the phonic screening check with 81% achieved, above the national level of 80%.	
5.1.8	<u>Multiplication Tables Check</u> The HT reported positive outcomes from the MTC, with the proportion of pupils achieving full marks increasing significantly from the previous year.	
5.1.9	This improvement reflects the targeted focus identified within the School Development Plan (SDP).	
5.1.10	<u>Writing</u> The HT identified writing as the key priority for improvement across all year groups, alongside improving outcomes for disadvantaged pupils. Writing is a priority within the current SDP, and disadvantaged pupils will become a standalone priority within next year's SDP.	
5.1.11	<u>Good Level of Development (GLD)</u> Governors were pleased to note that EYFS outcomes were above national expectations. The HT commented that these results reflected the positive practice observed during the School Improvement Advisor's visits and provide a strong foundation for pupils' future learning.	

	Q: A governor asked if Pupil Premium pupils making good progress year on year? The governor recognised that the small cohort size means individual pupils have a significant impact on the data. *A: The HT confirmed that Pupil Premium pupils are making progress; however, the school is ambitious for them to make even greater progress. Improving outcomes for disadvantaged pupils remains a key priority for both the school and the wider national agenda.*	
5.2	**Curriculum update, teaching and learning**	
5.2.1	The HT gave a verbal update and provided a verbal update and referred governors to the report available on Governor Hub.	
5.2.2	The Link Governor for Teaching and Learning also gave a verbal update following a recent meeting with the HT. Governors heard that work to finalise the PE and Science curriculum is nearing completion. The RIG team is satisfied with the progress made and has now signed off this work.	
5.2.3	The HT advised that the Maths Adviser continues to work with the school to strengthen the transition between EYFS and Year 1. EYFS has now been fully incorporated into the curriculum mapping, with current work focusing on further deepening and enhancing the curriculum.	
5.2.4	The Link governor noted the wide range of enrichment opportunities available to pupils, both within and beyond the classroom. These include initiatives such as the Eco Council and the Buddy System, which was reported to be particularly successful.	
5.2.5	The HT explained that both formative and summative assessment approaches are now embedded across the school. This has been supported through the school's continuing professional development (CPD) programme, with staff leading assessment-focused sessions during termly staff meetings.	
5.2.6	The Link governor noted that safeguarding continues to be fully integrated within the Personal, Social, Health and Economic (PSHE) curriculum.	
5.2.7	Looking ahead, the HT advised that the School Improvement Plan (SIP) for the coming year will include a focus on assessment for learning, ensuring assessment information is used effectively within the curriculum to inform pupils' next steps and support progress.	
5.2.8	The Chair commented positively on the visual presentation of the School Improvement Plan displayed on the staff noticeboard, noting that it provides a clear and accessible overview for all staff.	
5.3	**Review compliance with min. expectation on length of school week**	
5.3.1	The HT advised governors that the DfE expects schools to provide a minimum school week of 32.5 hours. It was noted that this is an expectation rather than a statutory requirement.	
5.3.2	Governors were informed that the school's current operating hours of 8:45 a.m. to 3:30 p.m. exceed the DfE's minimum expectation. The HT also	

	confirmed that the school remains compliant even when the registration period is excluded from the calculation.	
5.3.3	The HT noted that pupils in the EYFS also finish at 3:25 p.m., with this arrangement helping to stagger the end of the school day.	
5.4	**PP / SEND Update**	
5.4.1	The HT advised governors that disadvantaged pupils will become a standalone priority within the SIP next year, reflecting the DfE's focus on improving outcomes for this group. The HT confirmed that Pupil Premium funding is used directly to provide targeted support, interventions, and enhanced provision for disadvantaged pupils.	
5.4.2	The SEND Link Governor provided feedback following a recent meeting with the SENCO. Governors heard that pupils are identified through teacher concerns, with immediate support put in place where required. Pupils may also join the school with an existing diagnosis or following parental communication regarding a potential special educational need.	
5.4.3	The SENCO outlined the graduated approach to provision with the link governor. Where universal support is not sufficient, a higher level of targeted intervention is implemented. Governors noted that the school's current development work is focused on strengthening reading provision across the school.	
5.4.4	The effectiveness of SEND interventions is monitored through a range of quality assurance activities, including book scrutinies and pupil voice interviews. The SENCO highlighted that Year 2 currently has a particularly high level of need and will require additional support.	
5.4.5	Governors noted that end-of-year Assess, Do, Plan, Review (ADPR) meetings are taking place to ensure effective transition and the transfer of information to pupils' new class teachers for the next academic year.	
5.4.6	The SEND Link Governor stated the SENCO is also reviewing classroom display boards to ensure they better support pupils with SEND and contribute to an inclusive and effective learning environment.	
5.4.7	The HT explained that teachers assess pupils' understanding of the PSHE curriculum, including safeguarding themes, to ensure pupils know how to keep themselves safe and can demonstrate this understanding.	
5.4.8	The HT noted that the school continues to access support from the Mental Health Support Team (MHST) alongside Emotional Literacy Support Assistant (ELSA) provision to promote pupils' wellbeing.	
	ACTION FGB1507-2: The SEND Link Governor (IM) will share his written monitoring report with JG as part of the governor handover process.	**IM**
5.4.9	JG reported that, during her recent visit to the school, she had gained a valuable understanding of how the school operates. She commented on the importance of developing pupils' organisational skills so that they are able to access the curriculum effectively, alongside the curriculum content itself.	

5.4.10	The HT confirmed that SEND will remain a key priority within next year's SIP. Significant development work has taken place during the current year, with the focus now shifting to embedding these improvements consistently across the school.	
5.5	**Pupil Well being**	
5.5.1	The HT provided an update on the school's approach to pupil wellbeing, emphasising the importance of ensuring that pupils are happy, feel a sense of belonging, and are ready to learn.	
5.5.2	Governors heard that the school's values underpin this approach and are now well embedded across the school community. Teachers consistently reinforce these values through their everyday interactions and language with pupils, helping to foster a positive and inclusive culture.	
5.5.3	The HT explained that the school has adopted a CTT (Cambridgeshire Therapeutic Thinking) approach to behaviour this year, placing positive relationships at the centre of behaviour support and promoting pupils' emotional wellbeing.	
5.5.4	The HT advised that pupil voice continues to play an important role in school improvement, with feedback gathered through both formal and informal opportunities. As an example, Year 6 pupils had successfully used persuasive writing to influence changes to lunchtime arrangements, resulting in pupils being able to eat packed lunches outside.	
5.5.5	Governors noted the wide range of leadership opportunities available to pupils, including ambassador and role model roles, which encourage responsibility and active contribution to the wider school community.	
5.5.6	The HT reported that a Chill Zone had been established during the year to provide a calm, supervised space for pupils who find social situations at lunchtime challenging. The area is managed by teaching assistants and offers additional support during less structured times of the school day.	
5.5.7	The HT also highlighted the positive impact of the school's ELSA provision. Staff regularly check in with pupils, recognising that some children require more targeted emotional support than others. ***Q: A governor asked what is the role of a Junior Travel Ambassador?*** *A: The HT explained that Junior Travel Ambassadors promote initiatives such as Walk to School Week, Be Bright, Be Seen, and other road safety campaigns. They help encourage safe and active travel, remind parents about considerate parking near the school, and lead assemblies to promote these initiatives. The HT noted that pupils are highly engaged in and enthusiastic about the role.*	
6.0	**Review of academic year**	
6.1	**SIP – review whole document**	
6.1.1	The HT summarised the SIP document shared with al governors begore the meeting.	

6.1.2	The HT reflected that, while significant progress has been made, the school's next priority is to ensure greater consistency across all areas. It was acknowledged that staffing changes during the year have had some impact on maintaining momentum.	
6.1.3	<u>Reading</u> The HT advised that reading is not expected to remain a standalone priority within next year's SIP. The implementation of the Little Wandle phonics programme has been successfully embedded, with the focus now shifting to monitoring and sustaining the improvements made.	
6.1.4	The HT noted that the school library has undergone a comprehensive audit to ensure pupils have access to a diverse range of high-quality texts.	
6.1.5	The HT also confirmed that Key Stage 2 staff will continue to receive training in Little Wandle to ensure consistency across the school.	
6.1.6	<u>Mathematics</u> The HT reported strong progress in mathematics, highlighting the significant improvement in the MTC as evidence of the impact of the school's work.	
6.1.7	Although the school continues to strive for further improvement, mathematics is not anticipated to remain a standalone SIP priority next year, with the emphasis instead on sustaining current standards. Elements of mathematics will continue to be monitored through other SIP priorities, including the focus on disadvantaged pupils.	
6.1.8	Governors heard that the LA has recognised the school's strong mathematics practice and classroom environments, sharing examples of the school's work with other schools as examples of good practice.	
6.1.9	The HT also noted that colleagues from other schools have visited to observe the school's teaching and learning in reading and handwriting within the EYFS.	
6.1.10	<u>SEND</u> The HT confirmed that SEND will remain a key priority within next year's SIP, reflecting the ongoing work required to embed recent improvements.	
6.1.11	The HT noted that Assess, Do, Plan, Review (ADPR) meetings are now held each term with parents, providing greater transparency regarding pupils' support and progress.	
6.1.12	The HT reported that the school had received no SEND-related complaints during the year and attributed this to the improved communication and partnership with parents.	
6.1.13	<u>Behaviour</u> The HT reported that the school's new behaviour policy and CTT approach have had a positive impact. The focus next year will be on sustaining these improvements and ensuring consistency, particularly during lunchtime where different members of staff supervise pupils.	
6.1.14	Governors heard that staff training has been provided throughout the year, with senior leaders continuing to monitor practice and deliver additional	

	training where required. The HT reported a significant reduction in serious behaviour incidents. ***Q: The Chair asked if that future behaviour reports would benefit from distinguishing between the number of incidents and the number of individual pupils involved?*** *A: The HT agreed that this would provide additional context but noted that the overall trend clearly demonstrates a reduction in incidents.*	
6.1.15	The HT advised governors that the draft SIP may be amended once the Year 6 SATs outcomes and associated data become available. ***Q: A governor asked if the use of reasonable force is recorded, and does this relate to staff or pupils?*** *A: The HT explained that any occasion where a member of staff needs to physically intervene to move a child away from danger or prevent harm is recorded on the school's safeguarding system.* ***Q: A governor noted the report recorded nine physical intervention incidents. Were these spread across several pupils?*** *A: The HT confirmed that the incidents related to just two pupils across the school, representing a relatively low number overall.* ***Q: A governor asked if incidents be recorded under more than one category, for example racist bullying?*** *A: The HT confirmed that they can. A single incident may be recorded against multiple categories where appropriate. For example, a safeguarding concern relating to domestic abuse may also be recorded within emotional wellbeing records where relevant.* ***Q: A governor noted serious unacceptable behaviour incidents reduced from 127 to 3 over the course of the year. What contributed to this significant improvement?*** *Response: The HT explained that the reduction was largely attributable to one pupil receiving targeted support, alongside the positive impact of the school's CTT approach, greater consistency in behaviour expectations, and the pupil's increased maturity. Although the pupil remains at the school, the number of recorded incidents has reduced significantly and represents a real success story.*	
6.1.16	Governors welcomed the significant reduction in serious behaviour incidents and recognised the positive impact of the school's work in this area.	
6.2	**Attendance review of staff, governors, pupils for academic year**	
6.2.1	The Attendance Link Governor provided a verbal update following a recent attendance monitoring visit with the school's Attendance lead, the Deputy Headteacher.	
6.2.2	Governors heard an overview of the school's attendance monitoring systems and the processes used to track attendance and provide early intervention where concerns arise. Attendance continues to show a very positive picture, with sustained improvement over recent years. Whole-school attendance remains above both national and regional averages.	

6.2.3	The Deputy Headteacher reported that whole-school attendance currently stands at 96.95%.	
6.2.4	The HT noted that, even during periods when attendance falls slightly, the school's attendance remains above national expectations. Governors recognised the significant contribution of the Deputy Headteacher in securing these positive outcomes.	
6.2.5	The HT also reported on participation in a LA mock Ofsted exercise, which included a detailed review of attendance practice. The exercise was described as intensive but highly valuable. Governors heard that the school's attendance contracts and Notice to Improve processes were reviewed, demonstrating that pupils identified for support are making improvements, although some have not yet reached the school's expected attendance levels. Overall, the LA's feedback was very positive.	
6.2.6	The HT acknowledged the ongoing challenge of working with a small number of families who do not prioritise school attendance and may keep children at home for minor illnesses or other non-essential reasons. The school continues to balance a robust approach to attendance expectations with maintaining positive relationships with parents.	
6.2.7	<u>Staff Attendance</u> The HT reported that staff attendance has improved significantly during the year. Governors heard that the school's attendance policy has been strengthened and applied consistently and fairly. Increased staffing stability has also contributed positively to improved attendance.	
6.2.8	The following staff absence figures were noted: Staff Group / 2024/25 / 2025/26 Teachers / 98 days / 81 days Teaching Assistants / 154 days / 82 days Support Staff / 725 days / 215 days ***Q: A governor asked about the number of staff represented by these figures?*** *A: The HT explained that the support staff category is the largest staffing group and includes colleagues working smaller contracted hours, such as lunchtime supervisors.*	
6.2.9	The HT advised that there had been a small number of long-term sickness absences during the year but confirmed that this was not a significant concern. Overall, staff attendance has improved considerably compared with the previous year.	
6.3	**Behaviour review of incidents, exclusions for academic year**	
6.3.1	The HT presented the annual Safeguarding and Behaviour Trend Data.	
6.3.2	Governors noted that behaviour data included within the SIP shows a continued reduction in recorded behaviour incidents, decreasing from 148 incidents in the previous academic year to 85 incidents this year.	
6.3.3	The HT advised that training for Midday Supervisors (MDS) is ongoing to	

	ensure a consistent approach to behaviour management during lunchtime and to support the continued embedding of the school's CTT approach.	
6.3.4	The HT also explained that she regularly spends time on the playground throughout the school week to observe behaviour, support staff, and maintain a visible leadership presence. This enables leaders to monitor behaviour first-hand, provide immediate support where required, and identify any further training or improvements needed.	
6.3.5	Governors welcomed the continued reduction in behaviour incidents and noted the importance of maintaining consistency through ongoing staff training and leadership visibility.	
6.4	**Financial position for end of academic year**	
6.4.1	The HT referred governors to the most recent finance document (Budget vs Actuals July 2026) circulated ahead of the meeting.	
6.4.2	The HT reported that the school remains on track against the budget agreed in April. It was noted that some adjustments will be required in September, as the original budget was based on predicted staffing levels. Following successful recruitment, the budget will be updated to reflect actual staffing costs.	
6.4.3	The HT also advised that the budget will need to be reviewed in light of changes to sports funding, which is no longer expected to continue at the previously anticipated level.	
6.4.4	The HT updated governors that the LA has confirmed that the school will receive a one-off payment of £20,800, which will be included in the July 2026 funding statement, as an acknowledgement of the delays in Education, Health and Care Plan (EHCP) assessment periods	
6.4.5	A general discussion took place regarding Education, Health and Care Plans (EHCPs) and Special Educational Needs (SEN) funding, including delays within the current system and the impact these delays can have on schools.	
6.4.6	The HT provided context for newer governors to support their understanding of the funding processes and challenges.	
	STANDING ITEMS	
7.0	**Governing Body Matters**	
7.1	**Primary Offer / Clerking Support**	
7.1.1	The HT noted that the school has signed up to the same offer as the previous year, with the exception of the June meeting. The Clerk confirmed this arrangement.	
7.2	**FGB Meeting dates for 26/27 academic year**	
7.2.1	The HT proposed that the September FGB meeting be used primarily as a governor administration meeting.	

7.2.2	It was suggested that the September agenda focus on key statutory and strategic items, including SATs outcomes, the SIP, and safeguarding, with a lighter agenda to allow governors and staff to prepare effectively for the year ahead.	
7.3	**Review Governor development plan review**	
7.3.1	The Co-Chair, RN advised governors that the Governor Development Plan review is currently in progress and will be carried forward into the next academic year.	
7.4	**Governor training plan review** - Skills audit outcome	
7.4.1	Co-Chair, RN confirmed that she will request governors complete a skills audit over the summer period. The outcomes will help inform the recruitment process for governor vacancies in September and identify any skills gaps within the governing board. **ACTION FGB1707-3: Clerk to circulate the skills audit link to all governors, wi5h a deadline of the end of the month, for RN to analyse the results over the summer.**	**CLERK / RN**
7.5	**Long term strategy plan review**	
7.5.1	The long-term strategy plan review was noted and will be reviewed in the next academic year.	
7.6	**Annual Governance Statement**	
7.6.1 7.6.2	The Chair confirmed that the Annual Governance Statement had been uploaded to Governor Hub for governors to review and asked if there were any comments or questions. No questions or comments were raised.	
8.0	**Strategic Development**	
8.1	**SIP areas: review Curriculum and Maths**	
8.1.1 8.1.2	Governors reviewed the SIP strategic areas, including Curriculum and Mathematics. These areas had been discussed earlier in the meeting, and governors confirmed there were no further comments or actions required.	
9.0	**Reports and Updates**	
9.1	**Headteacher's Report (verbal)**	
9.1.1 9.1.2	The HT provided a general update, noting that many areas had already been covered within previous agenda items. <u>Pupils</u>	

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	The HT noted that 31 pupils will be leaving at the end of the academic year, with 27 pupils joining EYFS in September. The HT described this as a very positive and encouraging position.	
9.1.3	The HT advised that the budget had originally been based on an intake of 19 pupils, so the increased pupil numbers are expected to have a positive financial impact. Governors noted that the school will not experience the deficit carried forward from the previous year.	
9.1.4	<u>Staffing</u> The HT confirmed that the school is fully staffed for the next academic year. Governors heard that the team is very positive and includes a good balance of experienced teachers and Early Career Teachers (ECTs).	
9.1.5	The HT advised that staff will continue to receive training linked to the school's vision and values, supporting a consistent approach across the school.	
9.1.6	The HT also acknowledged JW's departure as both a governor and member of staff, thanking her for her contribution and support to the school.	
9.1.7	<u>Suspensions</u> The HT reported that there have been two suspensions since the previous FGB, one related to a racist incident. ***Q: A governor asked if the suspensions related to the same child or different children?*** *A: The HT confirmed that the suspensions related to two separate pupils, both of whom are repeat offenders.* ***Q: A governor asked if the suspensions have an impact on attendance figures?*** *A: The HT confirmed that suspensions do have an impact on attendance data.* ***Q: A governor asked how long are suspensions usually for?*** *A: The HT explained that the length of a suspension depends on the individual circumstances, the pupil, and the seriousness of the incident. Suspensions may range from half a day to one or two days.* ***Q: A governor asked if the transitions back into school are successful following a suspension?*** *A: The HT explained that pupils are given an opportunity to reset following a suspension and are supported through additional strategies where required. The pupils involved have risk management plans in place. Usually, behaviour settles following the intervention; however, where this does not happen, further support measures, including reduced timetables, may be considered.*	
9.2	**Chair's Report (verbal)**	
9.2.1	The Chair provided a verbal update to governors.	
9.2.2	The Chair reported on recent RIG and FIG meetings and advised that a statement from the LA would be shared with the Clerk for inclusion in the records.	

9.2.3	Governors discussed the LA's planned reduction in finance support and noted that this would make for an interesting period as the school moves forward.	
9.2.4	The Chair confirmed that both Co-Chairs are happy to continue in their roles for the next academic year.	
9.2.5	Governors expressed their appreciation and were pleased that both Co-Chairs are willing to remain in post.	
9.3	Clerk's Update	
9.3.1	The Clerk provided an update to governors, highlighting key areas including a new model Complaints Policy, the importance of Cyber security governor training and governor responsibilities linked to the new Benedict's Law.	
10.0	**Safeguarding**	
10.1	**Annual Safeguarding report**	
10.1.1	The Safeguarding Link Governor (VS) confirmed that she had reviewed the Annual Safeguarding Report with the HT.	
10.1.2	Governors noted that the report had been reviewed against key safeguarding priorities, including the focus on disadvantaged pupils. The HT will share further information regarding the disadvantaged pupil focus with VS and governors.	
10.1.3	Site Security and Premises - VS reported that, during her site visit, a damaged tree was being removed. The area had been appropriately marked off to ensure safety.	
10.1.4	It was noted that several safeguarding matters had already been covered elsewhere within the meeting.	
10.1.5	The HT confirmed that actions identified through safeguarding reviews are being addressed. This includes ensuring that the role of Deputy Designated Safeguarding Lead (DSL) is clearly reflected within job descriptions, which has now been updated.	
10.1.6	The HT confirmed that the Prevent Lead training is now up to date, and this has been reflected within the Annual Safeguarding Report.	
10.1.7	The remaining outstanding premises matter relates to doors that do not currently have vision panels. Quotes are expected later this month, with delays attributed to contractor availability.	
10.1.8	Fire Safety and Emergency Procedures – The HT discussed the recent unplanned fire drill. Overall, the drill was successful; however, it was noted that some staff at the children's club were not consistently signing pupils in correctly.	
10.1.9	Building Works and Contractors - Governors discussed safeguarding considerations linked to ongoing building works. The HT confirmed that the site manager has provided the required assurance documentation and	

	certificates.	
10.1.10	The HT advised that there have been no safeguarding concerns relating to contractors working on site to date. ***Q: A governor asked if there is there a record of how staff are made aware of safeguarding information, as referenced in item 29 of the Annual Safeguarding Report?*** *A: The HT confirmed that staff receive safeguarding information through the LA safeguarding training materials and PowerPoint resources. Staff sign to confirm that they have completed and understood the required training.* ***Q: A governor noted regarding items 54–59 of the report relating to pupils and students, has there been any change since the report was submitted?*** *A: The HT advised that the information has changed since the report was submitted. There are currently no child protection concerns; however, a referral has since been made.*	
10.1.11	The HT explained that staff use relevant guidance documents, including the threshold document and the Child Sexual Abuse Assessment Tool, to support decision-making regarding whether a safeguarding referral is required. ***Q: A governors asked where a decision is made not to proceed with a referral, is this recorded?*** *A: The HT confirmed that decisions and the rationale behind them are recorded on the My Concern safeguarding system.*	
10.2	**Safeguarding Wheel – *Focus item: Mental Health and Well Being: Health/Medical and First Aid***	
10.2.1	<u>Mental Health and Wellbeing</u> Governors noted that pupil mental health and wellbeing had been covered within previous agenda items, and there were no further updates to add.	
10.2.2	The HT provided an update regarding staff wellbeing. The school continues to review workload and reduce unnecessary reporting requirements to ensure staff time is used effectively. Staff attending activities such as residential camps are supported through time off in lieu arrangements where appropriate, and staff are not expected to exceed their directed hours.	
10.2.3	The HT noted the positive and supportive culture within the staff team, with colleagues regularly supporting one another, including covering breaks and assisting with administrative tasks.	
10.2.4	The HT reminded governors that staff have access to the Employee Assistance Programme (EAP) and that this support is regularly promoted.	
10.2.5	<u>Health, Medical and First Aid</u> The HT explained that medical procedures and expectations are communicated clearly to staff and form part of the staff induction process.	
10.2.6	The HT noted that the school maintains medical incident books for recording accidents and incidents. The school has also introduced new wristbands for pupils who have sustained head bumps, alongside the use of stickers to	

	support communication and monitoring. The HT advised that procedures continue to be reviewed and refined to improve practice.	
10.2.7	The HT explained that, due to EYFS pupils being able to eat at different points throughout the day, the school must ensure that a member of staff with paediatric first aid training is available at all times. Staffing arrangements have been adjusted to ensure this requirement is met. ***Q: A governor asked how this work during breaktime?*** *A: The HT explained that EYFS pupils do not have snacks outside during breaktime. Snacks are provided while pupils are seated together on the carpet within the classroom, ensuring appropriate supervision and first aid cover.*	
10.2.8	<u>Administration of Medication</u> The HT clarified the school's approach to administering medication. The school does not routinely administer medication unless it is required four times a day. The HT acknowledged that this can sometimes result in challenge from families but confirmed that the policy is applied consistently.	
10.2.9	The school has subscribed to an external service that supports schools with medication requirements, including the provision of equipment such as auto-injectors, relevant staff training, and replacement supplies. This supports the school's compliance with the requirements of Benedict's Law, which comes into force in September 2026.	
10.29	Governors discussed the importance of ensuring appropriate arrangements are in place for lettings and community use of the school site, including awareness of emergency procedures and access to defibrillators and auto-injector pens.	
10.3	**Governor safeguarding impact report**	
10.3.1	The Chair confirmed that the governing board has a designated Safeguarding Governor in place, with VS currently fulfilling this role.	
10.3.2	Governors noted that the impact of the Safeguarding Governor role will be reviewed in September. **ACTION FGB1507-4: Chair to prepare a Safeguarding Governor Impact Report for the September meeting.**	**CHAIR**
11.0	**Policies for approval / ratification**	
11.1	**SEND Policy**	
11.1.1	The policy was distributed prior to the meeting to allow governors time to review.	
11.1.2	The HT advised that the policy had undergone a significant review and update during the previous year. No substantive changes have been made this year; the review has focused on updating dates and ensuring the named SEND Governor information is current.	
11.1.3	The governors voted unanimously to **<u>adopt the policy</u>**.	

	ACTION FGB1507-5: HT to put the SEND policy on the website and update the policy tracker.	**HEADTEACHER**
11.2	**SEND Information Report**	
11.2.1	The policy was distributed prior to the meeting to allow governors time to review.	
11.2.2	The HT noted that the policy provides detailed information on the procedures and processes followed by the school, including the practical arrangements and operational detail of how the requirements are implemented.	
11.2.3	The governors voted unanimously to **adopt the SEND Information Report**. **ACTION FGB1507-6: HT to put the SEND Information Report on the website and update the policy tracker.**	**HEADTEACHER**
11.3	**Data Protection Policy**	
11.3.1	The HT confirmed that the Data Protection Policy was reviewed in March 2026 and remains current. The policy tracker will be updated to reflect the correct review date.	
11.4	**Charging and Remissions policy**	
11.4.1	The policy was distributed prior to the meeting to allow governors time to review.	
11.4.2	The HT advised that the policy had undergone a significant overhaul during the previous year. No substantive changes have been made this year, with the review focusing only on updating the date. ***Q: A governor raised a query regarding the document metadata, noting that when the policy is downloaded and converted to PDF, the underlying metadata displays another primary school name.*** *A: The HT confirmed that this would be resolved (by copying the policy content into a new blank document before saving and publishing the updated version).*	
11.4.3	The governors voted unanimously to **adopt the Charging and Remissions policy.** **ACTION FGB1507-7: HT to put the Charging and Remissions policy on the website and update the policy tracker.**	**HEADTEACHER**
11.4.4	**Complaints Policy** The HT noted that the Complaints Policy was due to be reviewed at the previous meeting; however, this was delayed while awaiting the updated LA model policy.	
11.4.5	The updated LA policy is due to be received in the Autumn and the Complaints Policy will be brought to governors for review and approval at an Autumn term FGB.	

Signed:
Date:

12.0	**Review and impact of meeting**	
12.1	Impact of meeting	
12.1.1	1. Attendance: Governors reviewed attendance data and noted that the SIA had commended the school on its strong attendance performance and the level of support provided to families. 2. Governance: Governors elected a new governor and expressed their thanks and appreciation to governors who are leaving their roles. 3. School Improvement: Governors noted the significant improvements made across a range of areas and recognised the positive impact of the school's ongoing work.	
13.0	**Any other business**	
	Q: A governor asked if there was a way for schools to highlight that delays to SATs data may impact school priorities and the direction of the SIP for the autumn term? *A: The HT advised that there is no formal mechanism to do this, other than raising the matter through Headteacher groups and LA forums.*	
13.1.1	RN reminded governors to review the roles and responsibilities information available on GovernorHub. Governors were encouraged to consider any areas they may wish to support or take responsibility for during the summer period.	
13.1.2	VS commented that there is a strong level of training, guidance, and support available for governor roles.	
13.1.3	Governors discussed the end-of-term statement for the school newsletter. **ACTION FGB1507-8: The Co-Chairs will draft and send the statement to the HT by Friday midday.**	**CO-CHAIRS**
13.1.4	The HT thanked governors for the staff treats provided and for the personalised, thoughtful cards. The HT commented that these gestures were greatly appreciated by staff and had meant a lot.	
13.1.5	RN thanked JW and IM for their time, commitment, and contribution to the governing board. Gifts were presented to both governors in recognition of their service.	
13.1	**Items for next agenda**	
13.1.1	**Pupil attainment and progress data** - SATs and end of year including PP	
13.0	**Date of next meeting**	
13.1	Wednesday 23rd September 2026 at 7.00pm in person at school	
	The meeting closed at 6.48pm	

Signed:
Date:

Action No.	Action	Owner	Open
FGB1507-01	Chair and HT to organise induction for JH – agree date. Clerk to update website and GIAS.	Chair / Headteacher / Clerk	Open
FGB1507-02	The SEND Link Governor (IM) will share his written monitoring report with JG as part of the governor handover process.	IM	Open
FGB1507-03	Clerk to circulate the skills audit link to all governors, with a deadline of the end of the month, for RN to analyse the results over the summer.	Clerk	Closed
FGB1507-04	Chair to prepare a Safeguarding Governor Impact Report for the September meeting.	Chair	Open
FGB1507-05	HT to put the SEND policy on the website and update the policy tracker.	Headteacher	Open
FGB1507-06	HT to put the SEND Information Report on the website and update the policy tracker.	Headteacher	Open
FGB1507-07	HT to put the Charging and Remissions policy on the website and update the policy tracker.	Headteacher	Open
FGB1507-08	The Co-Chairs will draft and send the statement to the HT by Friday midday.	Chair	Open

Signed:
Date: