

# MINUTES OF MEETING

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**School:** Priory Junior School  
**Meeting title:** Summer term meeting of the full governing body  
**Date and time:** 11<sup>th</sup> June 2025 at 5.30pm  
**Location:** At the School

## Membership

'A' denotes absence

Mrs. C. Chadwick  
Mrs. E. Coleman-Smith (vice chair)  
Mr. J. Cross (Head Teacher)  
Mr. S. Smith  
Miss C. Russell  
Mrs. J. Tilling  
Mrs. A. Baldry  
Mrs. Jo Reynolds (chair)  
Ms. Rachael Saunders

**In attendance** Ms. Gill Newton (clerk to the governors)

## GB/22/25 Apologies for absence

**Action**

There were no apologies for absence.

## GB/23/25 Declarations of interest

There were no declarations of interest, either direct or indirect, for items of business on the agenda.

The Head Teacher highlighted that governors in attendance who were also members of staff had an interest in the budget report that was being presented to the Governing Body for sign-off, as the report included recommendations to make staffing reductions.

The Governing Body noted that the governors who were employed at the school had also been present during the budget discussions at the Extraordinary FGB Budget Meeting on 23<sup>rd</sup> April, as agreed by the Governing Body and recorded at that meeting.

## GB/24/25 Review of membership and terms of office ending in the next 12 months

The clerk highlighted the following vacancies on the governing body:

- 1 co-opted governor
- 1 local authority governor
- 1 parent governor

## Action

The Head Teacher noted that he would be highlighting the Parent Governor vacancy at the introduction evening for the parents of September's Year 3 intake and would be encouraging new parents to apply in elections to be held at the start of the new school year.

**Action:** the Head Teacher agreed to promote the parent governor vacancy and arrange an election in the early part of the Autumn term.

**Head  
Teacher**

The clerk asked if there had been any further contact from the local authority employee who had expressed an interest in being a local authority governor at the school.

The Head Teacher confirmed that he had not been contacted.

The clerk brought to the attention of governors that there were no terms of office due to end in the next 12 months.

Sam Smith noted that he was approaching 10 years of service as a governor.

The clerk advised that the threshold for long-service awards was now 10 years.

**Action:** clerk to advise Governor Services that Mr Smith would complete 10 years' service within the next 12 months (in March 2026).

**Clerk**

Ann Baldry and Carol Chadwick were noted as both having served as governors for over 10 years and had received long service awards.

Mrs Chadwick would reach her twenty years' service milestone within the next year.

The Chair and Head Teacher thanked these and the other governors for their dedication and ongoing commitment to supporting the school.

**GB/25/25**

### **Approval of minutes of spring term meeting and any additional special governing body meetings**

The minutes of the spring term FGB meeting held on 6<sup>th</sup> March having been previously circulated were confirmed and would be signed by the chair at the end of the meeting.

The minutes of the extraordinary budget meeting held on 23<sup>rd</sup> April 2025, having been previously circulated were confirmed and would be signed by the chair at the end of the meeting.

The Head Teacher noted that he would provide an update on the budget update under the Financial Reporting agenda item (GB/27/25), based on updated financial information provided by the School Business Manager, who was not able to attend the meeting. This included a staffing change for governors to note.

#### *Review of actions*

#### *Spring FGB meeting*

**A governor challenged** that one of the actions was for the Head Teacher to send governors a link to the National College resources.

The Head Teacher thought that the School Business Manager had sent a link but he resent it during the meeting, in case anyone had not received it.

**A governor confirmed** that she had received the link via email.

**Action**

The clerk noted that some governors had not yet completed their declarations of interest and KCSiE confirmations on Governor Hub and she had sent a link which they could follow.

One governor completed her confirmations during the meeting.

Other governors were reminded that they could visit the school to complete this action if they had any problems accessing the internet at home.

**Action:** Governors with outstanding declarations and confirmations of KCSiE completions were asked to update these as soon as possible as part of Governing Body compliance.

**Governors**

Skills audit: the training coordinator highlighted that the action for governors to complete and return their skills audits had not be followed up by all governors.

**Action:** any governors who had not yet completed their audits were asked to complete and return these to the training coordinator as soon as possible after the Summer FGB meeting.

**Governors**

The governor responsible for updating the school's website noted that some governors needed to send profile photos for the governing body section of the site.

**Action:** Governors to send profile photos if they have not already done so, so that the website could be updated.

**Governors**

**GB/26/25 Receipt of minutes and approval of policies from committees and working parties**

*Review of actions*

The Chair confirmed that there were no committees or working parties to report back from.

**GB/27/25 Financial reporting**

*Schools Financial Value Standard (SFVS) 2024/2025 (deadline 31.3.2025)*

Not applicable; this had already been completed during the Spring term.

*Approval of school budget (if not already agreed in actions from committees)*

The Head informed governors that the SBM had sent out the approved budget from the Extraordinary FGB meeting in April and this was part of the pack that had been circulated for review and approval before the Summer FGB meeting.

He noted that there had been some changes since the April meeting, including confirmation of the teachers' pay award.

The pay increase had been confirmed as 4%, 3% of which would now be funded by the government, rather than the 2% which had been modelled in the original budget. This would result in a saving of approximately £13,000.

He noted that there was still some uncertainty regarding funding of the pay increases for support staff. Indications from the Trust were that some external funding might be available for support staff increases and if confirmed, there could be extra savings on the original budget figures.

**Staffing update**  
**Confidential item**

The Head highlighted that governors should be aware of the latest summary of general ledger costs, which had been included in the original budget scenario 6 and which had been updated in May 2025 and shared before the meeting.

Governors were advised that the budget had been reviewed, taking into account that we were 20% through the financial year and income and expenditure had been profiled to reflect the year to date picture.

Most expenditure items were noted as being on track for this point in the year, with the exception of supply teacher insurance premiums which were 144% over budget. This was due to the fact that it had been more cost effective to use supply staffing for a fixed period of maternity leave, prior to pupil numbers reducing in the next year, rather than recruiting a fixed term member of staff.

Other variances included some additional one-off costs for administration software and IT systems which needed to be in place before joining the White Hills Trust. Income was noted as being at 68% of budget for the year to date, rather than the expected 20%, so this was healthier than projected in the budget.

The Head Teacher advised that he had forwarded Appendix 2 of the budget discussed at the April FGB to the County Council's HR and Finance teams. This was noted as being a formal document which needed to be signed off by governors to begin the agreed staff reduction process (presented as budget scenario 6).

The Head Teacher informed governors that he needed to get this document signed off at the Summer FGB meeting, with governors agreement, so that the process of consulting on and implementing the staffing reductions could start.

The following changes which impacted on the original proposals were highlighted for governors and included:

- The agreed teacher reduction would take effect after the school had joined the Trust so the Trust's HR processes would be followed, rather than County Council's.
- Fixed term contracts needed to end including the resignation reported below.
- One teacher would return to their contract hours, following a temporary adjustment
- Another full time contract was due to end in April 2026, so this would run to its end and would not be included in the staffing reduction.

**A governor queried** whether the school would still have the pupil who was being supported by the teacher on a fixed term contract when the funding for this role ended.

The Head Teacher confirmed that the child would still be at the school, but funding was not available for an extra teacher. He would review teaching resources again if the funding situation changed.

**A governor challenged** that the dates in the Appendix 1 document were incorrect, as these should be 2025/26 not 2025/25 as recorded on page one of the document.

The Head Teacher corrected this error during the meeting.

**A governor queried** the use of the term surplus when there was a £112k shortfall. The Head Teacher clarified that the "surplus" referred to was actually the carried forward figure, which would reduce by £112k in the following year.

**A governor challenged** that if this was the case, could the report be changed so the wording referred to a carry forward rather than a surplus amount. The Head Teacher agreed to amend 2a of report to reflect this clarification.

The Head Teacher explained that the staffing paper he was presenting showed the proposed staffing structures, reductions and key dates, such as, proposed dates for meeting with unions.

The timeframe for the staffing changes would be determined by the date on which the document was approved and signed by the Governing Body. If governors were happy to sign at the end of the meeting, he could start the process the next day.

**A governor queried** whether the approved reduction in a teacher role was clearly shown in the report they were being asked to sign.

The Head Teacher informed governors that this was not included in the document as it would be implemented at a later stage as part of a separate process, which was detailed in the updated version of appendix 2. The second phase would take into account any future resignations or reductions in staff members' hours.

**A governor queried** what the timescale for the staffing reductions would be.

The reductions were confirmed as being based on timescales agreed in the paper presented to governors at the Extraordinary FGB Meeting in April; i.e. the required resignation date for teachers would be 31<sup>st</sup> December 2025 and their contract end date would be 30<sup>th</sup> April 2026.

The Head Teacher advised that he was not proposing any change to the decision agreed at the Extraordinary FGB meeting on 23<sup>rd</sup> April 2025.

**A governor queried** whether all staff were aware of the discussion on staffing reductions.

The Head Teacher noted that he had already had a general budget discussion with staff, but he had not yet shared the detailed staffing budget and impact on staff roles with them, as the reductions agreed by Governors on 23<sup>rd</sup> April had been sent to County Council's HR and Finance teams to review.

As the local authority review had been completed he wanted to ensure that governors had formally signed off the proposal at the Summer FGB meeting before sharing the details with staff.

He noted that he would be meeting to inform staff about the proposed change and consultation process on Friday 13<sup>th</sup> June 2025.

**A governor asked** for clarification about the savings agreed and further savings that might be needed.

The Head Teacher confirmed that although savings would be made from the staffing reductions agreed the school still had to find further savings of £270k within the next three years. He noted that, during this period, income and expenditure items could vary from the 3-year financial plan projections, so governors would be given regular budget monitoring updates to review and consider areas for efficiencies.

**A governor summarised** that the FGB budget decision was based on the financial plan for the next three years with a view to finding other savings and had been agreed as the best of the worst case scenarios considered.

It was

**resolved**

**Action**  
**Governors**

that the budget was agreed, taking into account the changes discussed, and the document would be signed by governors after the Summer 2025 FGB meeting.

*Governors consistent financial reporting out-turn statement including the intended use of balances (BO2) return*

Details of this statement would be circulated to governors after the meeting and discussed at an Autumn term FGB meeting.

**Head  
Teacher**

*Approval of services for schools/review of contracts (if not already approved in spring term)*

This item had been discussed and agreed at the Spring FGB meeting.

## **GB/28/25 Summary of headteacher's report and governors' questions and challenge**

The Head Teacher advised governors that from the next academic year he would be presenting three separate reports rather than one long report, which should make it easier for governors to review and challenge the data.

He noted that it had been a very positive term so far, with the atmosphere in school feeling more positive. There had been some great trips and children had enjoyed working on a production at the Nottingham Playhouse. The outdoor area had been opened up enabling children to take part in activities, such as, climbing.

SATs were noted as being a real success and recent monitoring had not identified any negative surprises, so planned improvements would continue.

### *Safeguarding*

There were still concerns regarding the Single Central Record (SCR), some children's mental health and a child who was missing from education (i.e. off roll and off site).

He added that there was no longer anyone on a child in need plan.

The only recent MASH referral had been made in the week of the meeting.

### *Attendance*

Attendance had started to improve but was still not at the expected national level. There were 39 pupils with attendance levels below 90%.

### **Confidential**

Attendance would still be on the SIP (school improvement plan) for next year.

As recommended at a recent review, the Head and Deputy Head has signed up for the Attend courses provided via the local authority.

**A governor noted** that Ofsted had reported that it was positive for the leadership team to have Attend training.

The Head Teacher noted that he and the Deputy Head would be working with the office staff to support their work on sending out letters and maintaining authorised and unauthorised absence records.

A MHAF (mental health assessment form) report would be completed at the request of a support worker.

### *Complaints*

Governors were advised that two complaints had been made since the last FGB meeting but both had been withdrawn.

There had been one police incident but this related to an incident that took place out of school.

There had been four handling incidents to keep children safe.

A RIDDOR incident had been reported following a child sustaining a leg injury while taking part in supervised climbing activities. The child was now back in school.

**A governor queried** what the parents' reaction had been to the accident. Governors were advised that there had been no direct contact from the parents following the incident and there had been no concerns about the level of supervision in place and it was deemed to be a freak accident, but the Head felt that it was better to report the incident for transparency.

**A governor queried** the meaning of RIDDOR.

This was confirmed as being an incident relating to a pupil or staff member during a school activity on or off the premises.

The clerk noted that she would include the full definition of RIDDOR in the minutes for information.

RIDDOR was defined as Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.

#### *Pupil voice*

A report had been produced on this following a Trust review, with pupils being positive about the RHSE curriculum and assemblies. Behaviour generally was reported by children as okay, although some highlighted experiencing mental health issues, along with concerns about SATS and the state of the school toilets.

#### *Monitoring*

Governors were informed that a Trust visit had been due to take place on the day of the meeting but this had been cancelled.

The Head Teacher noted that other recent monitoring outcomes had been as expected, with no new issues reported and mainly highlighting the need for consistency and partnership with children to aspire to and attain their potential.

The Head Teacher informed governors that he still had ongoing concerns about the accuracy of some data so work to improve this would continue, with support from the Trust.

#### *Pupil Premium and SEND*

These children were still consistently performing worse and not progressing as well as their peers.

The Head and SENCO had met with the local authority to discuss this and the actions from this work would be added to the next year's SIP.

The Head Teacher highlighted that there had been some environmental changes to classrooms and summarised that there were lots of positives to report this term, including:

- embedding the writing curriculum
- helpful monitoring and support from the Trust.

He reported that there was a largely calm atmosphere in school, except perhaps the year 6s after they had completed their SATs.

**A governor queried** whether it was usual for year 6s behaviour to change after their SATs were over.

Governors were advised that some exuberance was expected but levels had been higher than usual this year, which reflected the profile of the current year group and was not a significant concern.

**A governor queried** whether work had started on the end of year production. It was confirmed that it had and lots of effort was being put in by staff and pupils, should help channel some of the children's energy.

**A governor queried** whether green items in the Head Teacher report represented an update.

The Head Teacher confirmed that this was correct and recommendations for SLT and future SIP monitoring had also been highlighted in the report.

#### *Data*

Maths was noted as being strong across school and outcomes for pupils were also generally good, particularly for those demonstrating greater depth, but performance was still not quite at national level.

This did not include vulnerable groups.

#### *Writing*

This was noted as remaining the biggest challenge.

The Head advised that he needed to agree with all staff what the expected standards should be and what these looked like in practice, as well as needing to agree how much evidence was needed for pupils to demonstrate their ability in a particular area, so that this was applied consistently.

The key was to focus on building pupils' stamina and independence. Teachers were working hard to support improved outcomes, but pupils needed to take more initiative in this.

Overall there had been notable progress since the Autumn term and the Head Teacher hoped that the assessment system would reflect more improvements next year as it become more established.

8<sup>th</sup> July was noted as the date for SATs results, which might be lower than last year due to the current cohort.

The Head Teacher confirmed that all core subject areas were assessed in a standard way, based on NFER (National Federation for Educational Research) tests, which included testing of greater depth, which not all pupils would be able to meet.

Children were noted to find arithmetic more difficult than reasoning.

#### *Wellbeing*

Governors were informed that two staff surveys had recently been carried out; one from the Head Teacher and one from the Trust.

Overall staff had reported they were happy, with 95% agreeing or strongly agreeing that they were proud to work at the school. The biggest concern they expressed was with communication in school and this was also a concern reported in the recent parents' survey

**A governor queried** whether staff were concerned that about too much communication.

The Head Teacher explained that the concerns seemed to have been with inconsistency in communication or how quickly staff were notified about changes that were taking place.

He noted that some day to day changes were dynamic and in response to immediate issues, so could not be communicated in advance, but he

acknowledged that communication about some changes could perhaps have been clearer, for example, how staff absences were being managed.

**A governor challenged** that TAs and teachers were not informed about all communications that have been sent to parents so they can't answer questions when parents raise them. It would help if staff could see letters or other messages sent to parents so they could answer their questions.

**A governor queried** whether all governors should also see what communications are going out to parents.

The Head Teacher noted that parent communications had not been shared with staff and governors and he would look into how this could be introduced in future.

The Head Teacher advised governors that staff had also expressed concerns about pupil behaviour management and having discussed this with staff, the issue was not just about inconsistent leadership but also inconsistent practice between staff. He would be discussing and addressing this with the staff as a team and as part of their continuing professional development (CPD).

Some of the areas that staff had reported feeling better about included support from leaders and opportunities for some CPD.

The Head Teacher had quoted some of the positive comments in his report on the survey, along with the concerns raised.

#### *Parents' survey*

The Head Teacher gave governors a summary of these survey results.

**A governor queried** how many parent surveys had been returned. There had been 110 responses.

**A governor queried** the staff comment about what they considered to be unfairness in the treatment of some staff and asked how the Head would address this as the responses were anonymous.

The Head Teacher was aware which staff member had raised this and had tried to address the issues, so he did not think the survey response was entirely fair and was not sure what more he would need to do to ensure that the staff member consider his actions fairer.

He assured governors that staff members could highlight what further learning and development or growth opportunities they wanted during their professional development reviews, such as, training for and taking on subject leadership.

**A governor queried** whether the Head Teacher had daily catch-ups with his team.

He noted that this was not in place and may be hard to build into working practice, but he did produce a staff bulletin each Friday for the next week.

He noted that if he had missed out any issues in his bulletin staff would feed this back so he could correct it.

**A governor challenged** regarding a comment in the staff survey that a member of staff did not feel safe at school, noting that this was a worrying comment.

The Head Teacher confirmed that this comment was from the most recent survey but none of the staff had been to him to raise any concerns, so he would try and establish the cause of the concern.

He added that the Trust's staff survey had been carried out just before the May half term so was quite recent and he needed to review this in more detail.

**A governor queried** whether there was an issue in terms of staff not being able to achieve a good work-life balance.

The Head Teacher noted that he had been hoping to present the directed time calculator which would help to allocate and monitor teachers' time, but this was still with the unions for feedback.

The aim would be for teachers to have two weeks non-directed time per year. Will bring this up in future when approved and circulate to governors.

### *Behaviour*

#### **Confidential**

**A governor queried** whether there had been any feedback in the recent parent surveys regarding drop-off and pick-up issues, as this still seemed to be too dangerous.

**Another governor noted** that it was often difficult for childminders with double buggies to use the pavements outside the school.

**A governor queried** whether teachers could not let the children on site when their parents had dropped them off and walked away.

Governors were informed that children in years 5 and 6 tended to make their own way to school rather than being accompanied by parents and they could enter the school unsupervised.

For children in years 3 and 4, parents, childminders, etc., waited until pupils were collected by their teacher.

**A governor** challenged that the school could not say it was not responsible if parents leave children.

The Head Teacher suggested that the gates could be opened earlier if parents supervised until their children were allowed on site. He noted that he had changed the school start times so that they differ from All Hallows, in case this helped with traffic and access issues and added that some year five and sixes tend to be at school from 8.30.

**A governor challenged** that staff used to supervise the playground before school and asked if this duty could be reintroduced.

The Head Teacher noted this suggestion and felt that this could be considered but he was aware of the potential impact on teachers' directed hours.

**A governor queried** whether there had been any changes since the discussion about access to school at the Autumn FGB meeting, where concerns had been raised.

The Head Teacher advised that only 2% of parents completing the survey had expressed concerns and there had not been any direct complaints or concerns raised about this. He added that no matter what measures were put in place, there would still be some issues but overall the current arrangements seemed to be working and acceptable to parents.

**A governor noted** that whatever arrangements were put in place some children would still argue or misbehave outside the gate.

**A governor noted** the need to be careful with time for teachers and they should be able to focus on getting ready for school at the start of the day.

Another governor noted that should be ready by 8.45 and this did not necessarily mean teachers could not help with the supervision of children on the school premises immediately before the school day started.

The Head Teacher noted that he was happy to suggest to staff that they could help with supervising before school.

Another governor noted that some parents left their children outside the gate. Governors/HT added that even if parents were technically responsible for their children before the official school start time, the school would still be concerned

about children being at risk and potentially being injured on or near the school premises.

**A governor queried** whether it was safer for children to wait at the side gate before school started.

Another governor noted that there used to be a system of years 5 and 6 entering through one gate and years 3 and 4 through another gate.

The Head Teacher highlighted that as teachers also have 10 minutes at the end of the day and lunchtime if they were asked to spend time supervising children's access to the school in the morning this could add up to 35 minutes extra each day.

**A governor challenged** that if only two parents had stated that they were not happy with the current arrangements for dropping off and picking up, this suggested that the new approach was working.

The Head Teacher added that the road would always be busy but as it was a dead end and there were lots of parked cars there should be a lower risk of an accident.

**A governor challenged** that as staff had been using the new approach for a year it might be useful to ask staff what they think about it.

The Head Teacher noted that he could check staff opinions on this but he was aware that he could get differing views and that 100% consensus on any system may not be possible.

**A governor noted** that the number of behaviour issues seemed to have risen in most areas.

The Head Teacher advised that some of the trends were to do with how incidents were reported and staff being more vigilant about this, such as, giving more detail to help with the management of pupils' behaviour.

Also, the gap between the Spring and Summer FGB meetings had been longer than usual, which could have impacted on the figures.

**A governor queried** whether the subcategories SLT used for reporting were more effective in terms of monitoring and managing behaviour.

The Head Teacher noted that the data recorded was helpful but indicated that the number of concerning behaviour incidents was still higher than he would like to see.

He added that there had been more MDS (multi-disciplinary service) reporting, which was done on support staff's behalf by other staff with additional training and system access.

**A governor queried** whether the current reporting system was going to stay the same for the year ahead so governors could compare like with like.

The Head confirmed that reporting would stay the same and the safeguarding recording had been informed by social worker guidance on best practice.

Governors were informed that there were complexities relating to safeguarding records, with entries relating to an individual pupil or incident possibly being added to by more than one staff member. System access varied depending on staff roles, so not all staff could see what their colleagues had previously recorded.

**A governor queried** whether these issues related to CPOMS (child protection online management system).

The Head confirmed that this was correct and advised that he would review how recording was working and any possible improvements. He noted that if an incident involved three children this would still result in three reports being created.

If an incident related to a child who was not in a teacher's year group this teacher could not add an action on the system, so there were problems with access but not everyone should see the same level of detail regarding a specific safeguarding issue. He also noted that in future, the Trust's systems would be important.

**A governor queried** whether it would help if files were password protected. The Head Teacher explained that this would create the need to store and share passwords if access was needed by more than one person. Access restrictions were noted as quite hard to manage and privacy settings were needed for viewing and reporting on each safeguarding category, so he would continue to review the most efficient way of using the secure recording systems.

**A governor challenged** that the most relevant thing was the detail recorded about any incidents of dysregulation for each pupil which was more helpful for gaining an understanding of the individual pupil than for purely reporting data.

The Head Teacher highlighted that his main message regarding behaviour in school was that it was not where he would like it to be but the school was feeling calmer and more purposeful than previously, which was positive.

Several governors agreed that they had noticed an overall improvement when they had visited the school.

#### *Uniform policy*

This policy had been shared on Governor Hub and the Head Teacher had already made some changes following comments and suggestions from governors, most of which had been accepted.

He explained that the school was allowed to specify certain elements of the uniform while respecting faith and cultural dress, such as, asking parents to ensure their children were wearing a turban or hijab in school colours.

**A governor challenged** regarding the policy insisting on pupils tucking in their shirts and asked what the point of this was and whether it could be enforced. The Head Teacher agreed to remove this as it would not be possible for teachers to enforce it.

**A governor queried** regarding the policy stipulations regarding hair accessories and suggested that it would be more practical to replace this with a more general requirement for them to be small and/or discreet, rather than of a particular colour. The Head Teacher noted that the policy would be amended to include this suggestion.

The Head Teacher advised governors that they could provide further feedback on the uniform policy after the meeting but he emphasised that the policy needed to be agreed and published before the school holidays so parents could plan which uniform to buy for the Autumn term.

**A governor challenged** that the key phrase to remember in relation to uniform policies was "reasonable adjustment", citing the example that, depending on the child and their circumstance, it may be more important to offer some flexibility about their clothing and appearance if it meant they attended more regularly and engaged more with school. Uniform compliance could be addressed when other issues had been resolved (for example, if allowing a child to wear grey joggers meant the child would attend, allowing this on an exceptional basis may be worthwhile in the long run).

The Head Teacher highlighted that there needed to be a conversation between parents and the school about getting absent pupils into school.

It was **resolved**

That

Governors would raise any further queries or comments with the Head Teacher by Friday 13<sup>th</sup> June, so that he could finalise and issue the updated uniform policy to parents.

**GB/29/25 Update on appraisal process and wellbeing for headteacher and staff**

Staff wellbeing was noted as having been covered in the agenda item above on the Head Teacher's report.

**Confidential**

In terms of his appraisal there had been no update as yet but he was due to meet the new CEO in the week following the Summer FGB to discuss setting his appraisal targets and reviewing the SIP.

**A governor queried** who had been appointed as the Trust's new CEO. The new CEO of WHT was confirmed as Claire Shaw, who was currently at the Affinity Learning Partnership, based in the Coventry/Staffordshire area.

**GB/30/25 Information from the Corporate Director**

*Governor actions*

These were noted as having been shared on Governor Hub earlier in the Summer term and included details of the County Council's (NCC's) Educational Improvement Service (EIS), changes to Ofsted and Building Relational Schools (dealing with Attachment and Trauma).

Governors were informed that two members of staff were booked on NCC's Attachment and Trauma in June. This supported the school's policies and nurturing approach.

The Head Teacher and another staff member would complete this training in the next school year.

**GB/31/25 General Data Protection Regulations – report from the DPO/Information Governance Link Governor**

(See article Spring 2 for information and actions for DPO/Information Governance)

The Head Teacher confirmed that a GDPR update would be shared with governors on Governor Hub and advised that there had been no breaches or ICO (information commissioner's office) reports.

Governors were reminded that they needed to ensure that they were using their school email accounts for FGB correspondence as these would ensure data security, rather than insecure personal email accounts.

A governor confirmed that they had found it straightforward to access their new account.

**A governor queried** whether FGB notifications could continue to be sent to governors' personal emails or did governors have to use their official school email accounts to access correspondence regarding the Governing Body and school.

It was confirmed that governors would no longer be able to use their personal email accounts and would have to correspond via the secure school email account to ensure data security.

**Action:** governors to check that they could access their school email accounts and contact the School Business Manager (SBM) or visit the school on a Wednesday when the Trust's IT support officer was available on site and should be able to assist with access problems.

**GB/32/25 Receive report from the Designated CLA (Children who are Looked After) teacher (presented at least once per year)**

Governors were advised that the LAC report had been shared on Governor Hub. The Deputy Head's LAC update had been included within the Head Teacher's report, which included updated data and a reference to the potential renewal of the CASY (counselling and support for young people) contract. Details of this contract would be presented to governors for approval at a future FGB meeting.

**A governor queried** whether any other providers had been considered. The Head Teacher confirmed that the school was required to go out to tender for contracts like these but noted that the system had been a real success, with pupils mentioning how it helps them and teachers noting that it helps with the ELSA provision (Emotional Literacy Support Assistant).

He added that the anti-racism programme was a helpful means of supporting vulnerable children, such as those who were Pupil Premium or Looked After (LAC) by the local authority.

Governors were informed that the school had been investing in the OPAL (outdoor play and learning) scheme which would be introduced from September. The Head Teacher and several governors noted that they had heard positive reports from other schools who were already using OPAL, such as Willow Farm (in Gedling) and Abbey Gates (in Ravenshead). The Head felt that OPAL activities should be valuable in terms of supporting with more positive lunchtime behaviour and he expected there to be a reduction in incidents as children took part in the programme. He noted that Phoenix School would also be starting OPAL from September 2025.

**GB/33/25 Communication**

*From Chair*

The Chair noted that she would be proposing changes to the meeting structure of the Governing Body under item GB/35/25 below.

*From Headteacher*

The Head Teacher noted that he had covered any communications under the agenda item on his Summer term report.

*From Clerk - Governor Newsletter and actions for governing boards*

The Clerk highlighted the key updates and action points for governors from the 2nd Summer Term Governor Newsletter which had been shared on the school's Governor Hub noticeboard.

Key updates included:

- Preparation for starting school (local Family Hub Networks)/leaflet for parents/Notts Help Yourself website and resources.
- Retention of documents requirements (minutes to be held at school for 6 years after the meeting date then archived, as detailed on [www.gov.uk](http://www.gov.uk))
- National updates on PE, Sports premium and the SEND inclusion programme, teacher recruitment, new estate management competency framework.
- Notts Association of Governors (NAGS) information.
- Learning and development resources.

*Actions for Governors:*

- Early years funding provision: for any queries contact the Early Years Team on [eypp@nottscc.go.uk](mailto:eypp@nottscc.go.uk)
- Improving school attendance (key data recording using the DfE Monitor Your School Attendance service). Governors to note that a Governor Hub article provided key questions for governors.
- Making the most of the Governor Services Advice and guidance (subscription)
- School climate action plan (this was required for all schools by 2025) as directed by the DfE.
- Termly governor briefing
- Young people and vaping (resource pack for schools)

**A governor queried** what was needed for the climate action plan.

The clerk noted that governors could refer to DfE guidance on this.

The following summary was included for information after the meeting.

“The sustainability and climate change strategy for education states: “By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan”. This includes early years settings, schools, multi-academy trusts, colleges, and universities.” DfE.

The Head Teacher noted that the Trust would support the school to develop this plan.

**A governor queried** whether there were any concerns with vaping at the school.

The Head Teacher noted that he was aware of one or two children who had used vapes and it was an issue within primary and secondary schools.

**GB/34/25 Approval of in-service training days (5) 2025-2026**

This was noted as having been signed off at the Spring FGB meeting and the Head Teacher had shared these on Governor Hub.

**A governor queried** whether the inset days were the same as those of Phoenix school.

The Head Teacher confirmed that these had been aligned, including the Trust day.

**GB/35/25 Review of planning document: delegation and organisation of committees**

*Agree committee structure and membership of committees and committee Chairs, as per the scheme of delegation*

The Chair advised governors that she and the Head Teacher had met to review the current Governing Body structure and scheme of delegation. She noted that some governor roles had been assigned and the remaining unallocated roles would be confirmed by the end of the Summer term. There were no committees in the current structure but she was concerned that having only one Full Governing Body meeting per term meant that the meetings tended to be too long and consistently exceeded the recommended two hours.

The Chair suggested that the FGB met twice each term with a split agenda so that items on the annual plan could be covered more efficiently. There would be no committees and although governors would have to give up three extra evenings, the meetings would be shorter and more focused.

**A governor noted** that there was a template Excel spreadsheet on the NCC website which gave a suggested approach to managing agendas to make them more concise.

The Head Teacher agreed this was helpful and noted that the Trust would also have a format to follow.

**A governor noted** that it made sense to move back to two meetings per term, which could be more concise, rather than having one long meeting.

It was **resolved**

That

Governing Body meetings would take place twice each term with effect from the Autumn term 2025.

*Approval of scheme of delegation 2025-2026*

**Action:** the Head Teacher to update the Scheme of Delegation to show the changed frequency of meetings from September 2025.

**Head  
Teacher**

*Note annual planner 2025-2026 to support agenda setting*

This was discussed in the agenda item above on the review of the planning document.

*Policy checklist 2025-2026 statutory policies for schools*

An update on this item would be provided at the first or second Autumn term FGB meeting, following a review by the Head and Deputy Head Teacher.

**Head  
Teacher**

*Review of and appointment to link governor roles*

It was **resolved**

That

the Head Teacher would share the latest list of link governor roles for governors review and volunteer for the roles which they best suited their skills and experience.

**Head  
Teacher/  
Governors**

**GB/36/25**

**Pupil Attendance**

The Head Teacher noted that he had covered the latest data and proposed actions in the agenda item on his report but the key thing for governors to note

was that the most vulnerable pupils were the ones most likely to be persistently absent and lower attendees overall. Data snapshots backed up this trend.

### Confidential

Governors were advised that children with more complex needs were more likely to refuse to attend or stay within school and linked to this, these children were more difficult for parents and teachers to help, hence the need to follow the Attend Framework to help attendance and ensure outcomes for pupil were improved.

The Head and Deputy Head were noted as booked in to complete the Attend training.

#### GB/37/25 **Report from training co-ordinator of impact of training undertaken and review of governor training requirements (including safeguarding)**

The training coordinator was not aware of any training governors had undertaken but asked if they had another for her to record.

**A governor noted** that as well as informing the training coordinator of any training they had completed this could also be logged on their Governor Hub profiles.

The staff governor noted that she had completed diabetes training, which would be useful from a pupil welfare point of view.

The training coordinator confirmed that she had attended training in Mental Health awareness and promoting reading for pleasure.

It was **resolved**  
That

Governor training requirements would be reviewed when all their skills audits had been completed and their link roles assigned.

Governors

#### GB/38/25 **Review of governor monitoring visit reports**

##### *Key actions for governing body*

The Chair noted that she had undertaken several visits to the school and had meetings with the Head Teacher but had not produced a monitoring report.

In future governors could complete the school monitoring form (created by the Head Teacher) which was available for recording their visits or other monitoring activities. This pro-forma could be found in the documents folder on Governor Hub.

**A governor queried** whether copies of the monitoring forms could be made available in school so governors could complete them.

The Head Teacher confirmed that he could ensure that they were available at school.

The Chair noted that this would help monitor and report on governor impact.

The Head Teacher noted that he would work with governors to ensure that they were clear about their monitoring role and suggested visits that they should undertake each year to ensure they had a good understanding of what was happening in school. This would include, for example, an annual Health and

Safety visit, safeguarding audit and finance monitoring and other termly visits for each link governor role.

He added that the White Hills Trust would also have forms which governors could use to carry out their monitoring and these would be shared as the academisation process progressed.

**A governor noted** that some areas, such as writing, needed improvement and next term governors can use the data in the Head Teacher's report to inform their link governing monitoring visits.

The Head Teacher agreed and noted that he would inform link governors of the quality assurance and SIP actions which linked to their responsibilities.

**The chair noted**, in summary, that it had been a year of change for the school and that the next year would be focused on embedding positive changes and new policies.

**GB/39/25 Confirmation that the school website is compliant with the statutory requirements**

The governor responsible for the school website reported that she assumed it was up to date but would check with WHT checklist to ensure that it was compliant, following recent updates by office staff, such as the school calendar.

She noted that the governor section needed updating to ensure roles and photos were up to date, as noted in agenda item GB/25/25 above.

**A governor queried** whether schools were obliged to have a website.

The Head Teacher that this was required for transparency so that parents could compare data about schools, including Ofsted ratings, their values and what they offered pupils and families.

**GB/40/25 Evidence of governing body impact on school improvement and review of how the governing body has held the school's leaders to account**

- Discussion of monitoring roles, responsibilities and reporting
- Challenges regarding the Head Teacher's report and updated policies
- The Chair's meetings with the Head Teacher to challenge and support.

The Head Teacher informed governors that he would welcome more feedback from them and challenge regarding whether what he included in his termly reports was reflected in what they saw in practice when undertaking their monitoring roles.

**A governor noted** that, she had attended and assisted on a recent trip and observed pupils interacting positively with each other and with staff members.

Other governors noted that they had helped with oversight of the recent SATs and they noted that this kind of input gave governors a chance to see children's behaviour and teaching staff practice in action.

The clerk advised that if governors had not had time to write a report of their monitoring work verbal reports could be given and recorded in the FGB meeting minutes.

**GB/41/25 Confirmation of dates for 2025-2026 to be agreed at the meeting in conjunction with the clerk**

The governing body

**agreed**

Autumn term 1 2025 Tuesday 14<sup>th</sup> October 2025 at 5.30pm (to include Head Teacher pay recommendations)

Autumn term 2 2025 Tuesday 25<sup>th</sup> November 2025 at 5.30pm

Spring term 1 2026 – Wednesday 28<sup>th</sup> January 2026 at 5.30pm

Spring term 2 2026 Wednesday 18<sup>th</sup> March 2026 at 5.30pm

Summer term 1 2026 – Wednesday 3<sup>rd</sup> June 2026 at 5.30pm

Summer term 2 2026 – Wednesday 15<sup>th</sup> July 2026 at 5.30pm

**GB/42/25 Determination of confidentiality of business**

It was

**resolved**

That, apart from references to staff updates, Head Teacher wellbeing and individually identifiable pupils, all papers and reports would be made available as necessary.

**The meeting closed at 19.51pm.**

Signed .....

*J Reynolds*

(chair)

Date .....

*14/10/25*