



**MEETING**

**BOARD:** Full Governing Body  
**SCHOOL:** Meadlands Primary School  
**DATE:** 21<sup>st</sup> May 2025  
**TIME:** 6:00 pm – 7:50 pm  
**VENUE:** Meadlands Primary School

**ATTENDEES:** Anabelle Hughes (AH) Co-opted Governor – Co-Chair  
Christina Powell (CP) Parent Governor – Vice Chair  
Kasia Oberc (KO) Co-opted Governor  
Chloe Walkom (CW) Co-opted Governor  
Komal Parekh (KP) Co-opted Governor  
Kevin Echevarria (KE) Co-opted Governor  
Alida Hawthorne (AH) Parent Governor - Online  
Joanne Wreford (JW) Co-Headteacher  
Laura Tadman-Barson (LTB) Staff Governor

**IN ATTENDANCE:** Clare Collings (Clerk) Governance Professional - online

**APOLOGIES:** Sarah Taunton (ST) Co-Headteacher (Extended Leave)  
Lisa Fairmaner (LF) Co-opted Governor – Co-Chair  
Penny Frost (PF) LA Governor

**QUORUM:** 50% of the number of governors in post

**MEETING FOLDER:** [May 2025](#)

The use of the term Governor for this purpose refers to, but is not limited to; Governors, Trustees, Directors and Members.  
Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked \* are those in which a majority of Governors may have an interest because of some shared attribute. When considering these items, Governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties as governors and to act in the public interest.

Item																								
1	<b>Welcome and Introductions:</b> AH welcomed everyone to the meeting.																							
2	<b>Procedural items:</b>																							
2.1	<b>Apologies for absence</b> - Apologies for absence as recorded above were accepted by the Governors.																							
2.2	<b>Confirmation of Quorum</b> - The meeting was confirmed as quorate.																							
2.3	<b>Declarations of interest for this meeting</b> No additional declarations of interest																							
2.4	<b>Confidentiality Statement</b> - All matters discussed during the meeting are confidential until the minutes have been approved. Any items recorded in the confidential Part II minutes remain confidential after the Part II minutes have been approved.																							
3	<b>Any other business:</b> No items																							
4	<b>Minutes:</b>																							
4.1	One amendment to the minutes of the Full Governing Board meeting held on 6 <sup>th</sup> March																							
4.2	<b>Action: Move the Nursery item into confidential minutes - clerk</b>																							
4.3	The Minutes of the last Full Governing Body meeting held on 6 <sup>th</sup> March 2025 were <b>approved</b> as a true and accurate record.																							
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5	<b>Actions arising from the Minutes of the FGB Meeting held on 6<sup>th</sup> March 2025.</b>																							
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6	<b>Correspondence and Chair's actions</b>																							
6.1	AH advised that a stage 1 formal complaint is currently underway. Nothing needs to be discussed in case it progresses to a Stage 2 complaint.																							
	<b>All documents circulated on GovernorHub and were taken as read. Agenda items were addressed out of sequence.</b>																							

10.	<b>Finance – KE</b>
10.1	KE highlighted the following from the finance steering group minutes:
10.2	The first year of the budget is now positive. <ul style="list-style-type: none"> <li>• Nursery numbers have picked up, currently 23 in the nursery.</li> <li>• Reception numbers for September 2025 intake are low with 19 confirmed to start, though there have been other enquiries. Low intakes are an issue for all schools in the area.</li> <li>• Two children who were expected to leave will be staying (though alongside a TA)</li> <li>• Currently budgeting a 3.5% pay increase for both teaching and support staff. Current offer is 3.2% (support) and 2.8% (teaching) so there may be some headroom.</li> </ul>
10.3	FSG recommends this budget to FGB for sign-off and submission to AFC.
10.4	Q. How many of the 19 reception starters have siblings? A. LTB Two are new to the school, and the others have siblings in the school.
10.5	JW added that there are falling roll numbers across the borough. Two local schools have the following reception intake: <ul style="list-style-type: none"> <li>• The Russell – 16 pupils</li> <li>• St Richards – 12 pupils</li> </ul>
10.6	AFC have created a working party as many schools are worried about numbers, to put forward a strategy for schools to be able to cope financially.
10.7	JW commented that the NEU union is putting its feet down on the 2.8% pay increase and they are voting on strike action.
10.8	Q. In my children's school, they have issues with numbers, and they have split-year classes. Is this worth thinking about? A. JW We do not want to do this; other schools have had to do this. Meadlands is a long way from this, but it could be the way forward for the borough.
10.9	LTB confirmed that many Meadlands years have waiting lists.
10.10	Q. Moving forward you have budgeted an increasing deficit. Is that because of numbers? A. AH Yes, we cannot spend more than our income.
10.10	The governors all <b>agreed</b> to sign off the budget. Jolene to send off to AFC.
9	<b>Safeguarding</b>
9.1	Update on HT presentation covered in HT report.
9.2	JW confirmed the safeguarding audit link is ready to be completed.
8.	<b>Governance Update</b>
8.1	<b>Reappoint PF to the board as LA Governor</b> Based on the skills required and recommendations of the board at Meadlands Primary School, Achieving for Children Governor Support, working on behalf of the London Borough of Richmond upon Thames Local Authority, formally nominates Penny Frost for a further term of office in the position of LA governor. The term of office is for four years ending on 20 <sup>th</sup> May 2029.
8.2	The board formally ratified Penny Frost to the position of LA governor

<p>8.3</p> <p>8.4</p> <p>8.5</p> <p>8.6</p> <p>8.7</p> <p>8.8</p> <p>8.9</p> <p>8.10</p>	<p><b>Co-opt Vice Chair CP to the Governing Board</b>  AH proposed Co-opting CP to the governing Board, as currently a parent governor to ensure consistency over the next couple of years of transition as AH and LF are both stepping down.</p> <p>The board voted and agreed for CP to be co-opted to the governing board.</p> <p><b>Action: Update CP and PF records with terms of office - clerk</b></p> <p><b>Update on Governor recruitment and transition arrangements</b></p> <ul style="list-style-type: none"> <li>Recruiting of governors proceeding well</li> <li>LF has decided to step down as Chair and a governor in July 2025</li> <li>AH will be stepping down as Chair and a governor in July 2025. If nominated would be happy to be an associate member.</li> <li>CW will be stepping down as a governor in July 2025. If nominated would be happy to be an associate member to support transition.</li> </ul> <p><b>Action: Invite new governors to observe the July meeting. At the end of the meeting, vote to approve new members. Add to agenda – Clerk.</b></p> <p><b>CP Updated:</b></p> <ul style="list-style-type: none"> <li>7 parents have applied for parent governor positions from a mix of key stages and years.</li> <li>Prepared the recruitment questions for interviewing</li> <li>Interviews booked for Tuesday 23<sup>rd</sup>/ Wednesday 24<sup>th</sup> June in the evening.</li> <li>Email to be sent inviting to book 30-minute interview slots.</li> </ul> <p>Q. How many parent governor positions do you have currently?  A. CP 4 positions, including the position of Chair of Governors. 1 person has expressed specific interest in the position of chair.</p> <p>Q. Is the safeguarding governor role a position that requires two governors?  A. AH, yes, two link governors, but also a whole governing board responsibility added to each FGB agenda.</p>
<p>7</p> <p>7.1</p> <p>7.2</p> <p>7.3</p>	<p><b>Headteachers Report</b></p> <p><b>Staffing - JW highlighted:</b></p> <ul style="list-style-type: none"> <li>3 staff on long term absence still</li> <li>1 staff member is hoping for a phased return after half term but that will look like three mornings a week. The staff member will also need further operations.</li> <li>2 other staff members no idea when returning to Meadlands so in a very stretched staffing position.</li> <li>No teacher resignations as yet, but the deadline is 31<sup>st</sup> May 2025.</li> </ul> <p><b>Assessment Data - JW shared the screen and highlighted the following:</b></p> <ul style="list-style-type: none"> <li>Persistent absentee (PA) is beginning to effect data as children are now falling behind.</li> <li>Year 3 have had two new starters both of whom are working significantly lower than year 3 expectations which brings the figures down lower.</li> </ul> <p><b>Reading</b></p>

7.4	<ul style="list-style-type: none"> <li>✓ Booster groups and interventions across Years 3,4,5,6</li> <li>✓ Discussion developed (Oracy) using Agree, Build Challenge</li> <li>✓ Changes to year groups has had effect (especially in Y3 with 2 new joiners)</li> <li>✓ PA effects progress</li> <li>✓ Books changed in Year 2 to avoid overlap and to match learning better</li> <li>✓ Strong phonics outcomes in Year 1 – excellent progress against baselines.</li> <li>✓ CPD: Tim Rasinski – Reading fluency</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>✓ Summer reading challenge for the holidays – assembly booked</li> <li>✓ Mystery reader back in EYFS</li> </ul>
7.5	<p><b>Writing</b></p> <p>JW is pleased with the improvement in writing across the school.</p> <ul style="list-style-type: none"> <li>✓ Moderation – cross school- carried out – May 2025</li> <li>✓ Staff meeting on root words ( re-cap and refresher)</li> <li>✓ JW – outreach work - Lead moderator for AfC this year</li> </ul>
7.6	<p>JW commented on the moderation, valuable experience, to bring back to Meadlands.</p> <ul style="list-style-type: none"> <li>✓ JW – further outreach work with the Y6 teacher from The Russell</li> <li>✓ JW is working closely with Mr Hepburn</li> <li>✓ Star writer assemblies</li> <li>✓ Writers to Mrs W for stickers/praise</li> <li>✓ Pupil Progress meetings discussed individuals and barriers to writing (lack of reading, vocabulary, attention deficit)</li> </ul>
7.7	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>✓ SPAG intervention in Year 5 to continue</li> <li>✓ Handwriting intervention in Year 4</li> <li>✓ Whole school focus on vocabulary</li> <li>✓ Continue star writer assemblies</li> <li>✓ Handwriting focus in Year 1 – timetabled in for each Year 1, not just this cohort.</li> </ul>
7.8	<p>Q. Was it discussed that handwriting focus could be a school-wide approach each morning?  A. JW Good idea. In year 3, it happens every day, but in years 4-6, there is a rotation of subjects in the early morning. Fine motor skills are an issue?</p>
7.9	<p>Q. Is there a specific writing scheme to follow in year 1?  A. JW Meadlands follow the Nelson handwriting scheme, but Mrs Clark is researching other schemes to see if there something better out there.</p>
7.10	<p><b>Maths</b></p> <p>JW commented that Maths is a strong picture. Maths focus of summer term observations. Year 3 data drops a bit as it is a huge jump from KS1 – KS2.</p>
7.11	<p>AH advised JW to revise the year 3 targets to reflect the children currently in the year.</p> <ul style="list-style-type: none"> <li>✓ Focus on Times tables in Years 3,4,5,</li> <li>✓ Extra lesson time in Y6 to consolidate</li> <li>✓ Boosters groups for Y6 (Mrs Wreford and Mr Hepburn)</li> <li>✓ White Rose small steps of progression – all classes on track</li> <li>✓ Pre-teach boosters in Years 3,4,5</li> <li>✓ Year 4 timetables focus – targets are good – progress excellent</li> <li>✓ INSET – Christina Wood (from AFC) 2 hour session on manipulatives and cognitive overload.</li> </ul>
7.12	<p><b>Next steps:</b></p>

	<ul style="list-style-type: none"> <li>✓ Year 1 – number sense intervention</li> <li>✓ Year 1 – extra maths lesson (stretch lesson for GDS and consolidation lesson for others)</li> <li>✓ Focus on presentation</li> <li>✓ Manipulatives to be used in all classes</li> <li>✓ Summer lessons observations to be maths.</li> </ul>
7.13	<p>Q. Are you SEND numbers those with EHCPs?  A. JW No, these cover those with SEND support and EHCPs.</p>
7.14	<b>EYFS – LTB highlighted:</b>
7.15	Nursery numbers have gone up to 21, 18 at time of presentation, up from 14 children in the Autumn term.
7.16	The children who have joined us are not at the expected level, so bring the data down. Some children have only been with us for a few weeks.
7.17	<p>Q. How much are you working with parents of nursery children, as a lot of learning is at home, it is a collaborative approach with parents supporting around speech and reading?  A. LTB Our focus is on reception children and will filter into nursery parents.</p>
7.18	JW commented that a lot of children who join us are not school-ready.
7.19	<b>Reception</b> – 83% GLD target, on track to meet the target
	<ul style="list-style-type: none"> <li>✓ Good progress in maths and writing for Reception</li> <li>✓ The nursery team handover has been seamless since LP maternity leave</li> <li>✓ Regular mentoring between LTB and Reception ECT</li> <li>✓ Locality network and cluster meetings for both Nursery and Reception</li> <li>✓ Focused and evidence-based interventions in both classes</li> <li>✓ Moderation and quality assurance visits</li> </ul>
7.20	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>✓ Specific next steps and intervention packs for key Reception parents</li> <li>✓ Year 1 teacher and Reception teacher on joint ‘Smooth transitions’ course</li> <li>✓ Engaging more Reception parents in reading at home</li> <li>✓ Working with EYFS parents around links between screen time and speech delay</li> <li>✓ Transitions to external Reception classes/Nursery classes for September</li> <li>✓ Transition visits with EYFS team and local nurseries</li> </ul>
7.21	The average screen time for a 4-year-old is 3 hours a day, which can delay speech development.
7.22	<p>Q. Regarding the workshops educating parents around “screen time”, how do you explain the use of interactive whiteboards?  A. LTB During the whole day in school, a reception child has four ten-minute interactive carpet sessions a day. Two of those are stories, and two of those are interactive learning. There would be a maximum of 20-minute interactive learning sessions on the whiteboard a day. KE commented that some parents might suggest schools use screens when asking parents to stop using screens.</p>
7.23	JW advised that the school uses the screens as an aid and that there is interaction. It is a different environment with discussing and not just an absorbing activity.

7.24	Discussion on phones/iPads/Screens affecting children, supporting and educating parents.
7.25	<p>Q. Pinch point with screens and talking to parents is that quite a lot of children who need reinforcement, falling behind, having difficulties in whatever subject, is that the extra resources they might do at home are screen based. This becomes difficult if advising not to go on a screen, but when given resources to help they are on screens. This may come across as hypercritical.</p> <p>A. JW The evidence that showed detrimental impact, is about excessive time, and unvetted access to social media. Technology is good for many things. It is about how many hours and the type of content the children are accessing.</p>
7.26	<p>Q. Are there enough books in the reception area? Should there be more books available in the classroom?</p> <p>A. LTB There is a book corner with the topic based books. In the corridor is the overflow of books and there are books in the role play area and in the Nursery area.</p>
7.27	<p>Q. Working with other nurseries with what they are doing. Have you thought about visiting the private nurseries and seeing what they are doing?</p> <p>A. LTB As they do not use AFC it is something we could reach out to, to make some links.</p>
7.28	<p><b>Attendance</b></p> <p>LTB advised that attendance takes up 90% of her time. The figures are up and it does not reflect the time LTB spends on attendance. It is the small minority causing all the work.</p>
7.29	<b>Autumn term attendance:</b> 94.8% (2023 figure was 95.01%)
7.30	<b>Spring term attendance:</b> 95.7% (2024 figure was 95.37)
7.31	<p><b>Current rolling attendance:</b></p> <p>95.17% without Nursery</p> <p>95.14% with Nursery</p>
7.32	<p><b>Key attendance figures:</b></p> <p>ERSA attendance: 72.24 (4 children)</p> <p>ERSA+ attendance: 25.42% (1 child)</p> <p>Reduced timetable attendance: 66.43% (2 children, one transitioning off, one long term medical needs)</p>
7.33	<p><b>Persistent Absentees:</b></p> <p>Every class has persistent absentees. Persistent absentees are classed as having below 90% attendance.</p> <p>Total: 33 (26 of which are statutory)</p> <p>25 are between 80 – 90% attendance.</p>
7.34	<p>ERSA+ on reintegration plan, EISS involvement</p> <p>Q. Are there any themes with persistent absentees?</p> <p>A. LTB Unschooling is going around on TikTok. Parents say traditional education is not for my child. Lots of discussions with parents about homeschooling.</p>
7.35	LTB commented when one child talks about not coming to school it starts to become contagious.

7.36	LTB explained that case of one of the ERSA children.
7.37	The governors Spoke in detail about ERSA, impact this has on everyone involved, and the staff hours inputted into each case. Questions raised about support from AFC and EISS and exploring the trends behind ERSA.
7.38	Q. Is this situation unique to Meadlands? A. LTB No this is at all schools.
7.39	Q. Are you feeding all back to AFC? We might have to come to a decision on a case as it is having a detrimental impact on the class. Need to ensure if making decisions you are supported and have clear guidelines. A. LTB Yes we are trying to find out from EISS information about timelines.
7.40	JW commented that they are asking questions and not get answers. Last safeguarding meeting had decided needed to go on a ERSA course.
7.41	LTB advised that any child that is off for 10 days, the school have to complete a 5 page form to AFC.
7.42	JW advised that every meeting with, come away with a new list of tasks to complete.
7.43	Q. How can the governors support you? Can we raise our concerns to EISS? A. JW Yes you can.
7.44	<b>Current Strategies:</b> <ul style="list-style-type: none"> <li>✓ EISS involvement in ERSA+ and ERSA case</li> <li>✓ Home visits to support with morning routines</li> <li>✓ Meetings with parents</li> <li>✓ Involvement from Mrs Chapman</li> <li>✓ Attendance built into safeguarding meeting</li> <li>✓ LTB and HF meet weekly for attendance overview</li> <li>✓ Attendance part of weekly children of concern section</li> <li>✓ Use of reduced timetables</li> </ul>
7.45	<b>Safeguarding</b> JW advised the safeguarding situation has changed since last meeting. The figures circulated on GH are incorrect as the numbers have changed in the last two days.
7.46	<b>Current statistics:</b>
7.47	<b>CP Plan (4 children, 3 families)</b> Nursery – 2 Reception 1 Year 4 – 1
7.48	<b>CIN plan</b> 0 (2 families recently stepped down from social services)
7.49	<b>Monitoring</b> 14 children
7.50	<b>Safeguarding Referrals – Spring Term</b> EAIP – 1

	<p>CAMHS – 1  LADO – 1  EWO – 2 children  SPA referral – 2 children  Early Help – 1 child</p>
7.51	<b>Inclusion</b>
7.52	Mind Map shared
7.53	JW/LTB idea is to bring together 5 categories, brain storm and bring together everything do in one place.
7.54	It will be an audit and review all at the same time.
7.56	Inclusion will be part of the new Ofsted framework. It is something Meadlands do well.
11.	<b>Link Governor Visits</b>
11.1	CP - SATS Link Governor Visit Report 13 <sup>th</sup> May 2025 was noted
11.2	Q. How did the SATS week go? A. JW All good, we got through it!
12.	<b>Governor Recruitment</b>
12.1	Covered under item 8
13	<b>Any Other Urgent Business (AOB):</b> No items
14.	<b>Clerk updates</b> Compliance on GH up to date.
15	<b>To identify Items for Confidential PART II Minutes</b> No items
16	<b>Meeting Dates for the School Year</b>
16.1	The date of the next meeting is Thursday 10 <sup>th</sup> July 2025, at 6 pm.
16.2	<b>Future Meeting dates:</b> 2025/2026 dates TBC
	<b>The Chair closed the meeting at 7.50 pm.</b>

**Actions arising from the Minutes of the FGB Meeting held on 21<sup>st</sup> May 2025.**

<b>Item</b>	<b>Action</b>	<b>Actionee</b>	<b>Status</b>
4.2	Move the Nursery item into confidential minutes	Clerk	
8.5	Update CP and PF records with terms of office on GH.	Clerk	Completed
8.7	Invite new governors to observe the July meeting. At the end of the meeting, vote to approve new members. Add to the July FGB agenda	Clerk	

**Outstanding Actions:**

<b>Action</b>	<b>Actionee</b>	<b>Status</b>
Book a curriculum link governor visit for the summer term.	CP	