



**MEETING**

**BOARD:** Full Governing Body  
**SCHOOL:** Meadlands Primary School  
**DATE:** 6<sup>th</sup> March 2025  
**TIME:** 6:00 pm – 7:45 pm  
**VENUE:** Meadlands Primary School

**ATTENDEES:**

Lisa Fairmaner (LF)	Co-opted Governor – Co-Chair
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
Joanne Wreford (JW)	Acting Headteacher
Laura Tadman–Barson (LTB)	Staff Governor

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

**APOLOGIES:**

Sarah Taunton (ST)	Headteacher (Maternity Leave)
Penny Frost (PF)	LA Governor
Alida Hawthorne (AH)	Parent Governor

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

**MEETING FOLDER:** [March 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> LF 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> 3 Items: <ul style="list-style-type: none"> <li>• Update on HT arrangements</li> <li>• Update on nursery provision</li> <li>• RE Award</li> </ul>																		
4	<b>Minutes:</b>																		
4.1	The Minutes of the last Full Governing Body meeting held on 22 <sup>nd</sup> January 2025 were <b>approved</b> as a true and accurate record.																		
4.2	The Confidential Minutes of the last Full Governing Body meeting held on 22 <sup>nd</sup> January 2025 were <b>approved</b> as a true and accurate record.																		
5	<b>Actions arising from the Minutes of the FGB Meeting held on 22<sup>nd</sup> January 2025.</b>																		
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6	<b>Correspondence and Chair's actions</b>																		
6.1	There is no correspondence of stance to report.																		
	<b>All documents were taken as read</b>																		

10.	<b>Finance – AH</b>
10.1	The governors <b>agreed</b> to sign off the SFVS checklist
10.2	AH praised Jolene for all her hard work preparing the budget.
10.3	AH highlighted the following discussed at the finance meeting: <ul style="list-style-type: none"> <li>• Per pupil funding decreasing</li> <li>• The previously full nursery is now down to 12 children, equivalent to 9 full-time. With these figures, the nursery will lose school money.</li> <li>• Jolene has calculated the SEN funding accurately for what they know will be getting</li> <li>• Two TA contracts will not be renewed as attached to SEN funding (pupils leaving the school).</li> <li>• Further pay increases are expected for teachers and support staff.</li> </ul>
10.4	JW commented that she is determined to reduce the budget further. This budget is the worst-case scenario. <ul style="list-style-type: none"> <li>• Staff costs are the most significant expenditure</li> <li>• Nursery is loss-making</li> <li>• SLT will need to look at staffing structures.</li> </ul>
10.5	JW advised the FGB that offer letters for nursery are due to be sent out this time of year.
10.6	JW had met with The Russell and St Richards schools, and they were both struggling with nursery numbers.
10.7	JW expressed concerns that there is insufficient time to address the Nursery situation this year.
10.8	The FGB discussed the Nursery options: closing the nursery, merging it, or keeping it as it currently is.
10.9	JW confirmed there are three staff members in the nursery. One member could move into the reception class.
10.10	JW confirmed that another member of staff's contract ends in the summer.
10.11	Q. Is renting the space out to a private nursery viable? A. JW Yes, but Ham has many private nurseries, with another new one opening up around the corner.
10.12	Q. Do we take children from 2 years old? A. JW No as we would need additional staff as ratios would increase.
10.13	Q. What would your ideal solution be? A. JW To merge our provision with The Russell, but there is not enough time to do this this year.
10.14	Q. Would The Russell shut their nursery? A. JW No, that is not an option.
10.15	<b>Action: Contact an associate who runs multi-lingual nurseries to see if there is any interest – KO</b>

10.16	The Nursery was put to the vote to close this September 2025.
10.17	The governors unanimously <b>agreed</b> to keep the Nursery open for the next academic year, 2025/2026.
10.18	The governors unanimously <b>agreed</b> to consider alternative options/closing the nursery from September 2026.
10.19	Q. Which members of staff are in the Nursery? A. JW Jenny, Karen and a long-term supply teacher.
10.20	Q. Could we move to wraparound care for the afternoon sessions? A. JW It is an option.
10.21	<b>Action: Discuss with The Russell their afternoon wraparound provision - JW</b>
10.22	The final adjustments to the budget will be made in the next few weeks.
10.23	The budget will be discussed at an additional finance meeting on Monday 31 <sup>st</sup> March at 8 am.
10.24	The governors <b>agreed</b> to approve the budget via Governor Hub as the next FGB meeting is not until May.
15.	<b>Clerk Updates</b>
15.1	All compliance is up to date
13	<b>Governor Recruitment</b>
13.1	<b>Chairman Recruitment</b> LF/AH are stepping down as Co-Chairs this summer 2025. Nominations are open. Please email: <a href="mailto:clare.collings@judicium.com">clare.collings@judicium.com</a>
13.2	<b>Local Authority Governor Recruitment</b> AH advised that PF is coming to the end of her term as Local Authority Governor. The best practice is to be governor for 2/3 terms. PF has confirmed she would like to continue as an LA Governor while she is a Borough Councillor.
13.3	PF will become the next Mayor of Richmond.
13.4	AH advised that she will continue as a governor after July but not as the chair.
13.5	<b>Governor Recruitment</b> AH explained that additional governor recruitment is required and that other governors could step up to lead this process with support from AH/LF.
13.6	Q. Where do you go to find new governors? A. LF Some appear on TES for non-teaching. I have put the word out on the neighbourhood forum. You could also put something up at the cricket club.
13.7	AH/LF have discussed placing a governor's advert in the Ham and Petersham magazine, which is delivered to each door.
13.8	Q. Is there a website that matches governors with schools? A. Clerk advised <a href="http://governorsforschools.org.uk">governorsforschools.org.uk</a>
13.9	<b>CW and KO volunteered to lead on the governor recruitment.</b>

11.	<b>Policy Ratification</b> There were no policies for this meeting
12.	<b>Link Governor Visit Reports</b>
12.1	Action: Upload Safeguarding report/Parent survey to GovernorHub – CW
12.2	<a href="#">Feb SG Report</a>
12.3	CW updated that she and KP completed a Safeguarding visit on February 10 <sup>th</sup> 2025. CW recently completed safeguarding training. One topic discussed was numbers related to safeguarding. Safeguarding numbers should be brought straight to the FGB. CPD and all resources in place Filtering and monitoring updates happen at safeguarding meetings. This system is working and is effective. Since September, there have been two incidents of looking up inappropriate words. Trends in numbers at school at the moment are school avoidance and anxiety. 0 safeguarding referrals 7 referrals to CAMHS since September
12.4	<a href="#">Parent Survey</a>
12.5	Parents Survey – very good feedback. Good response online. Paper surveys have been typed in. 56 surveys were received. Safeguarding came across well, and parents strongly agreed that it was managed well.
12.6	Some quotes from parents: “Everything fine; I feel confident with the school.” “Not sure about NS Sport, very pleased with the school safeguarding arrangements, it’s always open.” “Very organised, thank you for your hard work”
12.7	Q. What is NS Sport? A. LTB NS is the company that runs the after-school provision. It might be a parent who had a safeguarding issue with them.
12.8	JW raised concerns about not many link visits have happened. A curriculum visit is required.
12.9	Action: Book a Curriculum link governor visit - CP
7	<b>Headteachers Report – PowerPoint circulated on GovernorHub</b>
7.1	JW shared the screen and highlighted the following:
7.2	<b>1. Headship National Professional Qualification (NPQH) update Overview</b>
7.3	JW started this course in September 2024.
7.4	The 18-month course will help you gain confidence and develop skills in: <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> <li>• Behaviour</li> <li>• Professional Development</li> <li>• Governance and Accountability</li> </ul>

- Implementing School Improvements

7.5

This course will:

- Take 18 months to complete (currently 6 months into the course)
- Involve around 1-2 hours of study each week
- Be a mix of self-study and group sessions
- Have a written assessment

7.6

JW has completed module 1

Sophie McGeoch is JW's mentor and has been very good at supporting JW.

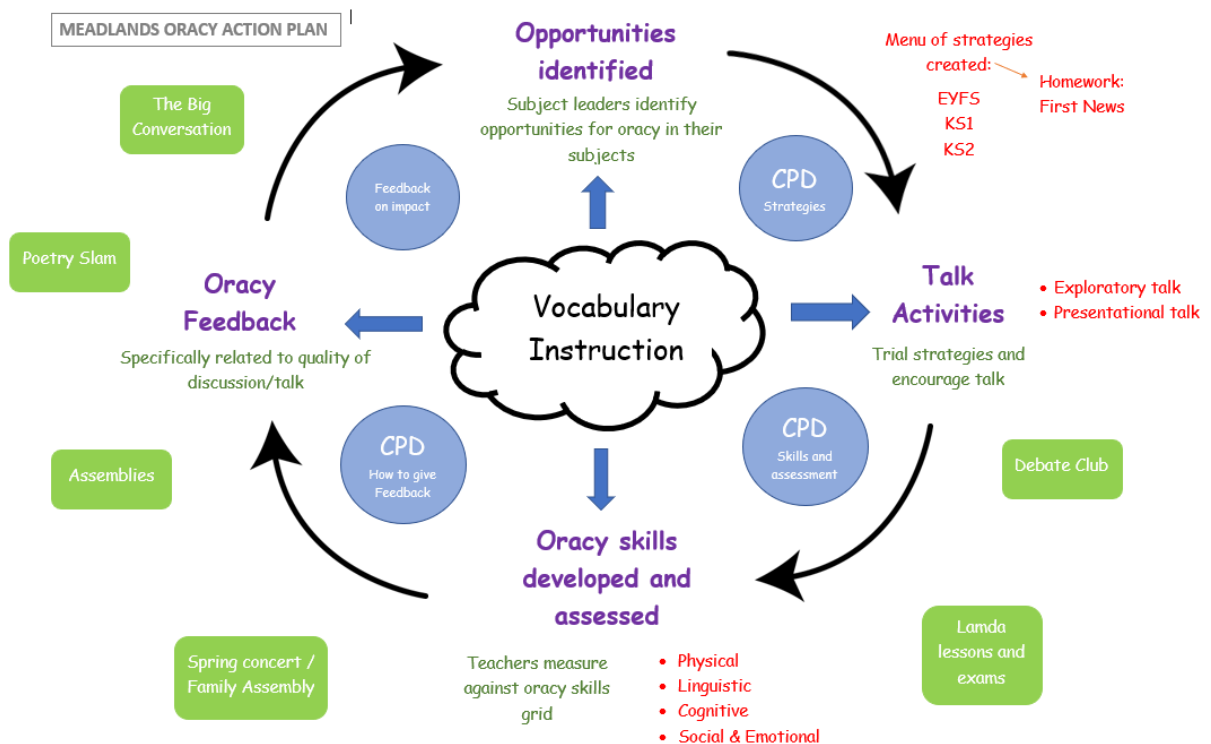
7.7

**Module 1 Components:**

- Culture
- Implementation – Oracy Project
- Behaviour
- Personal Development – New Framework

7.8

**Oracy Project Update:**



7.9

JW explained exploratory talk (slides 7/8)

7.10

JW discussed with staff the difference between exploratory talk and presentational talk and the opportunities within the school for both to happen (side 9). Exploratory talk involves exploring ideas together, while presentational talk is rehearsed and tailored to the audience. Exploratory talk has not been rehearsed.

7.11

To keep in mind when facilitating.

- Who is talking? Too much teacher talk? Same children all the time?
- Who are they talking to?
- Do pupils have extended opportunities to participate in classroom talk?
- What is the purpose of the talk?

	<ul style="list-style-type: none"> <li>• Is everyone listening? How do we know?</li> <li>• Are children sat in a way to facilitate talk?</li> <li>• Are they turn-taking?</li> <li>• Are all talk tasks worth it? (Too long? Off topic? Are all questions worth asking??)</li> <li>• How are all voices being valued?</li> <li>• What and how do we probe?</li> </ul>
7.12	<b>Oracy at Meadlands</b> (slide 13)
7.13	<b>1. High expectations for oracy</b> Do not accept undeveloped answers Use of precise and key vocabulary Meaningful talk (no de-railing)
7.14	<b>2. Value every voice</b> Listen meaningfully to each child Lollipop sticks/ cold calling (in its place) Recognition for participation
7.15	<b>3. Explicit oracy teaching opportunities</b> Agree, build, challenge Thinking time Discussion guidelines
7.16	<b>Assessing oracy.</b> JW presented slides 15-18 Cambridge Oracy. Broken it down into four stages: Physical, Linguistic, Cognitive, Social and Emotional. This is then broken down into EYFS: Are you speaking loud enough, joining words together, taking turns? KS1 skills are more developed, and KS2 skills are meaningful language with more structure.
7.17	Oracy feedback is the next session
7.18	JW explained that EYFS is so very important. This is where we need to do the hard work, and we want those children to have the gift of vocabulary and language acquisition. We are currently seeing many children starting nursery with very poor language skills.
7.19	The next Oracy update will be at the July FGB meeting.
7.20	----- <b>Professional Development at Meadlands (PD)</b>
7.21	JW updated the plans (slides 21 and 22)
7.22	Objectives – Develop teaching, build knowledge, motivate teachers or embed current practice.
7.23	Everything set out ensuring hits at least one of the objectives.
7.24	Happens at – Inset days and at staff meetings all the time. Bespoke program if a subject leader.
7.25	Performance management – feedback in staff meetings
7.26	Governors fed back that this is very helpful for us governors.
7.27	JW advised the governors that she has a central training spreadsheet. When the link governor visits occur, the governors can look at the training log.

7.28 JW has put requests out to teaching staff about what training they require, or revisit previous training.

7.29 LTB added that AFC have great advisors whom we could buy their time

7.30 **Curriculum Maps**

7.31 SLT has been working on updating the Curriculum Maps. Slide 24 Old Style:

**Year 5 Curriculum Overview**

7.32

Meadowbank Primary School Curriculum Overview for Year 5									
English			Maths				Science		
Priority objectives			Priority objectives				Topics covered		
<b>National Curriculum (Statutory)</b> Reading and comprehension: <ul style="list-style-type: none"> <li>Learn and perform poems and plays</li> <li>Inference (characters) and justify with evidence from the text</li> <li>Figurative language</li> </ul>			<ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>Interpret negative numbers in context</li> <li>Add and subtract whole numbers with more than 4 digits using a formal written method</li> <li>Mentally add and subtract increasingly large numbers (e.g. 11,482 - 2,300)</li> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>Solve problems involving multiplication and division using a knowledge of factors and multiples, squares and cubes</li> <li>Compare and order fractions whose denominators are all multiples of the same number</li> <li>Solve problems which require knowing % and decimal equivalents of 1/2, 1/4, 3/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25</li> <li>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number (for example, <math>7 \frac{1}{2} = 4 \frac{1}{2} = 6 \frac{1}{2} = 3 \frac{1}{2}</math>)</li> <li>Solve problems by converting between different units of metric measure (km and m, cm and m, g and kg, l and ml and units of time)</li> <li>Measure and calculate perimeter of shapes with straight sides in m and cm</li> <li>Calculate area of rectangles/squares using <math>cm^2</math> and <math>m^2</math> Draw given angles and measure them in degrees</li> <li>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> <li>Solve comparison, sum and difference problems using information presented in a line graph, tables and timetables</li> </ul>				Living things and their habitats (Half term topic)  17 Global Goals Conservation (Half term topic)  Properties and changes of materials (Half term topic)  Forces (Half term topic)  Earth and Space (Half term topic)  Animals, including humans (Half term topic)		
<b>Other</b> visit the theatre to see a live performance									
<b>Other aspects (Statutory)</b>									
<b>Word</b> <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes (for example, -atic -ise -ise)</li> <li>Verb prefixes (for example, dis-, mis-, over- and re-)</li> </ul>									
<b>Sentence</b> <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)</li> </ul>									
<b>Text</b> <ul style="list-style-type: none"> <li>Devices to build coherence within a paragraph (for example, then, after that, etc., first)</li> <li>Using ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before)</li> </ul>									
<b>Punctuation</b> <ul style="list-style-type: none"> <li>Exclamation, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>									

Art and Design	PSHE	Computing	Design and Technology	Spanish	Geography	History	Music	PE	RE
<b>2D art:</b> Pattern as inspiration local study, Richmond Hill inspired by Turner	Mrs Chapman, our Mental Health Lead will deliver PSHE lessons bi-monthly. We follow the Christopher Winter Project for RSH.	Jul 1 Online Safety &  Jan 1 Data logging  Sep 1 Google Sheets  Jun 1 Wordless  Scratch	• Make it 10 design a moving 1 background role  <b>Food Technology</b> • Make a curry Tiffin box	• Weather • Telling the time • Sports and past times • Foods • What do you look like?	• 'Top of a Lifetime' Planning and presenting the trip of a life time - using all the highlights of the Americas (including the climate)  • Comparing localities and field work 'Go with the Flow, the differences between the Thames and Yangtze' presentation on the differences between the Thames and the Yangtze	• A non-European society study of Ancient Culture: The Kingdom of Benin  • The Tudors  • Business Enterprise/History of Technology	Music will be taught by Tara Mayony. Children will learn the ukulele.	The children have 2 x 1hr PE lessons each week. On Thursday afternoons, Year 5 will be taught by Grey Court teachers alongside Year 6.	We follow the Richmond Agreed Syllabus for Religious Education  Christianity Significant Christians Hinduism Buddhism Sikhism

**New Curriculum Maps**

7.33 Each year group has the whole curriculum map for the year broken down into subjects. It also has the logos for Global Sustainable Global Goals. We have pinpointed where they are in each year group.

Highlighted in blue are the cross-curricular links, increasing as you go up the years to year 6.

7.34 The new curriculum maps are on the website and outside each year's classroom. They are clearer for parents/carers.

7.35 LTB explained that all the staff worked collaboratively and had a staff meeting to work on the maps to produce the final versions.


7.36 Q. When the new maps were plotted, did any gaps arise?  
 A. LTB Yes, in Nursery, Reception, and Year 1, it was something that we noticed. There was some overlap or when some life skills were not taught in the year below.









7.37 JW added that a few books were removed where they were repeated.

7.38 Slide 25 New Style:

Reception – Curriculum Map

*cross-curricular links*



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	 I Am Super	 Let's Celebrate	 We are Eco Warriors	 The Space Above	 The Animal Kingdom	 Fantasy and Fairytale
<b>Writing</b>	Exploring mark making Name writing Letter formation practice  <i>Great Big Book of Families</i> <i>Puffin Peter</i> <i>Supertato</i> <i>Supervorm</i> <i>Colour Monster</i> <i>Super Daisy</i> <i>Room on the Broom</i>	Initial sounds Cvc words List writing labelling  <i>Binny's Diwali</i> <i>Bonfire Night Poems</i> <i>We are Going to a Birthday Party</i> <i>The Scarecrow's Wedding</i> <i>How the Grinch Stole Christmas</i> <i>Have you filled a bucket today?</i>	Caption writing Sentence building Creating posters  <i>Tidy</i> <i>The Lorax</i> <i>Somebody Swallowed Stanley</i> <i>The Tale of the Whale</i> <i>Look After your Planet</i> <i>Bee and Me</i>	Simple instructions Fact book creations Informal letter writing  <i>The Way Back Home</i> <i>Beegu</i> <i>How to Catch a Star</i> <i>Aliens love underpants</i> <i>7 Ways to catch the moon</i> <i>We're Going on an Egg Hunt</i>	Recipe writing Letter writing Narrative writing  <i>Giraffe's Can't Dance</i> <i>What the Ladybird Heard</i> <i>The Very Hungry Caterpillar</i> <i>Lost and Found</i> <i>Bright Stanley</i> <i>The Gruffalo</i>	Character descriptions Story recounts Performance poetry  <i>Goldilocks</i> <i>Dogs Don't do Ballet</i> <i>Aladdin</i> <i>Cinderella</i> <i>Jack and the Beanstalk</i> <i>Beauty and The Beast</i>
<b>Reading and Phonics</b>	RWI	RWI	RWI	RWI	RWI	RWI
<b>Maths</b>	Getting to know you Match, sort and compare Measures and patterns	It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time	Length, height and time Building 9 and 10 Exploring 3D shapes	To 20 and beyond! How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
<b>History (Understanding the World)</b>	Our life stories so far	Christmas traditions over the years	Significant individuals who have supported climate action	Historic modes of transports Exploration of space travel	Exploring the change in animals over time	Recounting and observing changes from over the year Understanding transitions into a new year group and upcoming changes
<b>Geography (Understanding the World)</b>	Where we live, differences in our homes	Linking celebrations to different parts of the world Exploring foods that are eaten during times of celebrations in different cultures	Understanding the global impact of climate change and how we can do our part		Exploring animals and their habitats from around the world	
<b>Science (Understanding the World)</b>	Signs of Autumn Exploring the new world around us (school)		Exploring changing seasons Planting seeds and exploring plant growth	Understanding the features of the planets in our solar system	Exploring animals' habitats	Understanding the importance of keeping healthy and developing our self-care skills (Sports and Healthy Living Week)
<b>R.E. (People and Communities)</b>	Understanding what makes us unique Celebrating Harvest	Christianity & Nativity Diwali Places of worship (meet the vicar)	Lunar New Year Valentine's day	How Christians celebrate Easter Shrove Tuesday How Muslims celebrate Ramadan		Eid Understanding inequalities and kindness (Equalities Week)
<b>Art (Expressive arts and design)</b>	<i>Children have daily free flow access to art equipment including paint, playdough, pencils, craft, junk modelling, lego construction, role play and performance poetry. The continuous provision each day is enhanced with provocations linked to the text of the week.</i>					
<b>D&amp;T (Expressive arts and design)</b>	<i>Children also have weekly LAMDA lessons</i>					
<b>PSHE (Personal, social and emotional development)</b>	Mindfulness – The Present Here and Now  <i>SMSC</i>	Mindfulness – The Present Focusing	Mindfulness – The Present Choosing Connection	Mindfulness – The Present Human Body Human Mind	Mindfulness – The Present Noticing change	RSE Equalities Week <i>(Global Goals – reduced inequalities)</i> 
<b>P.E. (Physical development)</b>	Introduction to PE Fundamental skills	Dance Ball skills	Gymnastics Fundamental skills	Games Dance	Games Gymnastics	Athletics Ball skills
<b>Music (Expressive arts and design)</b>	'Getting to Know You' Singing	'Getting to Know You' Singing	'Our Magical Voices' Singing and untuned percussion	'Our Magical Voices' Singing and untuned percussion	'Music and Movement' Singing and untuned percussion	'Music and Movement' Singing and untuned percussion

7.39 The New Curriculum maps are:

- ✓ Laid out per half-term
- ✓ Cross-curricular links included
- ✓ Global Goals (environment education) links included
- ✓ Easier to understand, compare, see progressions across year groups
- ✓ Up to date – relevant
- ✓ No duplication of books
- ✓ On class pages of the website
- ✓ Outside each classroom

7.40 Q. Would you consider including a mention in the newsletter or parent mail so parents are aware of the new curriculum maps?

A. JW Yes, I will circulate this week in the newsletter.

7.41 KO left the meeting at 7.20 pm.

7.42 **Children's Personal Development at Meadlands**

7.43 JW created a mind map, which she gave to Nadia to create a design (slides 34 and 35).

7.44 LTB/JW initially worked on it and then worked with other staff to add to it over the weeks.

7.45 The mind map is on the website.

7.46 OPAL (Outdoor Play and Learning) is something that JW would like to bring to Meadlands.

9	<p><b>Safeguarding JW</b></p> <p>9.1 <b>Current statistics:</b>  CP Plan - 2 children (1 in Nursery and 1 in Reception)  CIN plan - 0  Monitoring - 18 children (Includes numbers above)  Referrals  SG – 0  OT – Health worker - 1  EAIP – 1  CAMHS – 6  LADO – 1</p> <p>9.2 KO rejoined the meeting online at 7.28 pm</p>
8	<p><b>Attachment Aware Update – LTB</b></p> <p>8.1 <b>Bronze Award Updates</b></p> <ul style="list-style-type: none"> <li>• No more behaviour cards</li> <li>• Intuitive behaviour management in classes</li> <li>• Emotion coaching embedded throughout school and reinforced with new staff</li> </ul> <p>8.2 <b>Silver Award Updates</b></p> <ul style="list-style-type: none"> <li>• ST Started the silver award /LTB took over when ST went on maternity leave.</li> <li>• Updated and changed it to make it more purposeful</li> <li>• LTB moved the project towards persistent absentees because of her link between attendance and safeguarding.</li> <li>• These children are off for at least once a week.</li> <li>• Cross-referenced all children in this bracket across the SEND, Safeguarding, or Pupil premium registers. LTB took this to list staff who said which children could need additional staff support.</li> <li>• Paired children with staff.</li> <li>• LTB wrote to each of the children's parents/carers. There were mixed responses, with some concerns and very useful communications.</li> </ul> <p>8.3 Q. How did you manage the endings of the children who did have connections last year?  A. LTB A big gap was left between July and September.</p> <p>8.4 LTB presented the Silver Award project to Joanna Weston, the Virtual Schools Assistant Head attached to Meadlands. She was impressed and signed it off.</p> <ul style="list-style-type: none"> <li>• Plaque has been displayed on the wall.</li> </ul> <p>8.5 <b>Gold Award</b></p> <ul style="list-style-type: none"> <li>• Now, moving on to the gold ward, which will be based around the Retreat.</li> <li>• Staffing implications have meant a reduction of the Retreat to 3 days per week.</li> <li>• CPOMS behaviour incidents continuing to reduce. No suspensions this term.</li> <li>• Two presentations to borough schools about the award</li> </ul>
12. 12.1	<p><b>Any Other Urgent Business (AOB):</b></p> <p>1. Update on HT arrangements – Confidential minutes</p>

12.2	2. Nursey Provision – Covered under Finance item 10
12.3	3. RE Award – AH advised the governing board about the RE Award scheme recently adapted for Richmond. PF thoughts before the meeting were, “it is an opportunity to audit the good practice, promote excellent delivery, and maybe team up with the RE Leaders at St Richards too”
12.4	JW has included it in the action plan for the RE lead.
12.5	JW and LTB left the meeting at 19.37
14	<b>To identify Items for Confidential PART II Minutes</b> 1 item – Headteacher Arrangements Update
15	<b>Meeting Dates for the School Year</b>
15.1	The date of the next meeting is Wednesday, 21st May 2025, at 6 pm.
15.2	<b>Future Meeting dates:</b> Thursday 10th July 2025
	<b>The Chair closed the meeting at 7.45 pm.</b>

#### **Actions arising from the Minutes of the FGB Meeting held on 6<sup>th</sup> March 2025.**

<b>Item</b>	<b>Action</b>	<b>Actionee</b>	<b>Status</b>
10.15	Contact an associate who runs multi-lingual nurseries to see if there is any interest	KO	
10.21	Discuss with The Russell their afternoon wraparound provision	JW	
12.1	Upload Safeguarding report/Parent survey to GovernorHub	CW	Completed
12.9	Book a Curriculum link governor visit	CP	

#### **Outstanding Actions:**

<b>Action</b>	<b>Actionee</b>	<b>Status</b>
Update the PowerPoint presentation on GovernorHub with Early Years slides	LTB	