



**MEETING**

**BOARD:** Full Governing Body  
**SCHOOL:** Meadlands Primary School  
**DATE:** 22<sup>nd</sup> January 2025  
**TIME:** 6:00 pm – 8:15 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 - Online
Kasia Oberc (KO)	Co-opted Governor - Online
Penny Frost (PF)	LA Governor - Online
Alida Hawthorne (AH)	Parent Governor
Chloe Walkom (CW)	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)
Komal Parekh (KP)	Co-opted Governor
Kevin Echevarria (KE)	Co-opted Governor

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

**MEETING FOLDER:** [January 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 and advised LF was on her way, but in traffic.																																		
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> 2 Items: <ul style="list-style-type: none"> <li>• Update on HT arrangements</li> <li>• Update on nursery maternity leave cover</li> </ul>																																		
4	<b>Minutes:</b> The Minutes of the last Full Governing Body meeting held on 20 <sup>th</sup> November were <b>approved</b> as a true and accurate record.																																		
5	<b>Actions arising from the Minutes of the FGB Meeting held on 20 November 2024.</b>																																		
5.1	<table border="1"> <thead> <tr> <th>Item</th> <th>Action</th> <th>Actionee</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>7.12</td> <td>Add Autumn SIP report onto Governor Hub</td> <td>JW</td> <td>Closed</td> </tr> <tr> <td>10.11</td> <td>Analyse parent feedback data on CPOMS</td> <td>JW</td> <td>Closed</td> </tr> <tr> <td>10.12</td> <td>Discuss capturing parents voice at the school gates - JW, KP and AH.</td> <td>JW, KP, AH</td> <td>See below</td> </tr> <tr> <td>10.17</td> <td>Share the resources from the Parent Kind Smart Phone webinar with JW</td> <td>CP</td> <td>Closed</td> </tr> <tr> <td>10.23</td> <td>Confirm how often governors need to complete safeguarding training</td> <td>Clerk</td> <td>Closed. Guidance - Safeguarding training yearly.</td> </tr> <tr> <td>10.34</td> <td>Upload the Wellbeing visit report on Governor Hub</td> <td>KP</td> <td>Ongoing</td> </tr> <tr> <td>11.16</td> <td>Discuss with EWO, the absentee wording for the policy.</td> <td>LTB</td> <td>Closed. New EWO, different stance.</td> </tr> </tbody> </table>			Item	Action	Actionee	Status	7.12	Add Autumn SIP report onto Governor Hub	JW	Closed	10.11	Analyse parent feedback data on CPOMS	JW	Closed	10.12	Discuss capturing parents voice at the school gates - JW, KP and AH.	JW, KP, AH	See below	10.17	Share the resources from the Parent Kind Smart Phone webinar with JW	CP	Closed	10.23	Confirm how often governors need to complete safeguarding training	Clerk	Closed. Guidance - Safeguarding training yearly.	10.34	Upload the Wellbeing visit report on Governor Hub	KP	Ongoing	11.16	Discuss with EWO, the absentee wording for the policy.	LTB	Closed. New EWO, different stance.
Item	Action	Actionee	Status																																
7.12	Add Autumn SIP report onto Governor Hub	JW	Closed																																
10.11	Analyse parent feedback data on CPOMS	JW	Closed																																
10.12	Discuss capturing parents voice at the school gates - JW, KP and AH.	JW, KP, AH	See below																																
10.17	Share the resources from the Parent Kind Smart Phone webinar with JW	CP	Closed																																
10.23	Confirm how often governors need to complete safeguarding training	Clerk	Closed. Guidance - Safeguarding training yearly.																																
10.34	Upload the Wellbeing visit report on Governor Hub	KP	Ongoing																																
11.16	Discuss with EWO, the absentee wording for the policy.	LTB	Closed. New EWO, different stance.																																
5.2	10.12 discussion around the best way to capture parents'/carers' voices.																																		
5.3	The governors <b>agreed</b> to conduct a parent survey at parents' evening. Paper copies and Chrome books would be available for completion.																																		
5.4	<b>Action: Design a parent survey to use at parents' evening – CW</b>																																		
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>																																			

7	<b>Headteachers Report</b>
7.1	JW shared the screen and highlighted the following Autumn data: <ul style="list-style-type: none"> <li>• Assessment data – good picture, on target to reach targets</li> <li>• Reading – Refresher training took place on the Inset day in September.</li> </ul>
7.2	<b>Reading Autumn Term comments:</b> <ul style="list-style-type: none"> <li>✓ INSET refresher training</li> <li>✓ EYFS INSET session on new reading scheme</li> <li>✓ Reading was focus on the teacher observations in Autumn 2.</li> <li>✓ High quality literature</li> <li>✓ Teacher reading aloud modelling excellent prosody and encouraging comprehension and engagement</li> <li>✓ Reading books also used as a focus in English lessons for a stimulus to writing</li> <li>✓ High quality questioning / discussion / opportunities for talk</li> <li>✓ A range of question styles answered and practised</li> <li>✓ Vocabulary discussed</li> <li>✓ In KS1, small group work demonstrated targeted support where appropriate (Y2)</li> <li>✓ In KS1, phonics focus (Y1)</li> <li>✓ Homework – Years 3-6 – based on News First articles</li> </ul>
7.3	<b>Next steps:</b> <ul style="list-style-type: none"> <li>✓ Interventions for all children falling slightly behind targets</li> <li>✓ Small group interventions in Years R, 1 and 2</li> <li>✓ Booster groups / Reading clubs in Years 3,4,5,6.</li> <li>✓ Revision Guides – Year 6</li> <li>✓ Vocabulary discussed to be displayed and retrieved</li> <li>✓ Discussion developed by using the <b>A</b>gree, <b>B</b>uild, <b>C</b>hallenge model.</li> </ul>
7.4	Q. What is the difference between booster groups and reading clubs? A. JW They are similar. The reading club is for children who love reading. Booster intervention groups are more targeted, as some children do not read at home.
7.5	Q. Are the reading and booster clubs voluntary? A. JW No, they go on during the school day, so they are not voluntary. The ones before school were voluntary.
7.6	Q. Do these take place in the mornings? A. JW No they take place in the afternoons when assemblies are taking place.
7.7	LTB added the year 6 club starts at 3 pm and carries on after school until 4 pm.
7.8	Q. are the timings of the boosters varied so that children do not miss the same lesson each week? A. JW We are varying them. Some children miss the music assembly, but it is only for a short period of time.
7.9	<b>Writing Autumn Term comments:</b> <ul style="list-style-type: none"> <li>✓ Staff meeting held on including learned vocabulary in independent writing</li> <li>✓ Moderation – cross key stage - carried out – Dec 2024</li> <li>✓ Staff meeting on root words ( re-cap and refresher)</li> <li>✓ JW – outreach work - Lead moderator for AfC this year</li> <li>✓ JW – outreach work with Y6 teacher from The Russell</li> <li>✓ JW 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>

7.10	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>✓ SPAG intervention in Year 5</li> <li>✓ Handwriting intervention in Year 4</li> <li>✓ Whole school focus on vocabulary</li> <li>✓ Continue star writer assemblies</li> <li>✓ Specialised intervention in Year 6</li> <li>✓ Year 6 Revision Guides (GPS)</li> </ul>
7.11	<p>Q. How many schools do you moderate with and is it different for each subject?</p> <p>A. JW It is mainly for the writing as the rest is done by tests. We moderate with two other schools termly, The Russell and St Richards Schools. We also do a big moderation with six different schools, all taking turns in hosting. We also attend 2 x AFC cluster meetings for year 6.</p>
7.12	<p>Q. Looking at the 2023/2024 figures, Year 4 in 2023, Yr 5 in 2024 there has been a big increase on improvement what has happened to move those children on so quickly?</p> <p>A. JW. I believe it is the embedding of the mastery approach. Teachers became more experienced in the 2nd year, teachers completed a lot of CPD on English, and teacher confidence grew from the project. This was evidenced in the before and after surveys the teachers completed.</p> <p>Movement with children coming and going.</p> <p>It's sometimes hard to make good judgements to ensure that we capture everything. The Year 4 teacher might have erred on the side of caution.</p>
7.13	<p>PF commented that teacher confidence is very important, well done.</p>
7.14	<p><b>Maths Autumn Term comments:</b></p> <ul style="list-style-type: none"> <li>✓ Focus on arithmetic in Year 6</li> <li>✓ Focus on Times tables in Years 3,4,5,</li> <li>✓ Extra lesson time in Y6 to consolidate</li> <li>✓ Planning and Book Look carried out</li> <li>✓ White Rose small steps of progression – all classes on track</li> </ul>
7.15	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>✓ Year 6 – booster group for EXS (Mr H)</li> <li>✓ Year 6 Booster Group for GDS (Mrs W)</li> <li>✓ Year 6 reasoning focus</li> <li>✓ Year 6 Easter revision homework</li> <li>✓ Year 6 – revision guides</li> <li>✓ Boosters for Years 2,3,4,5</li> <li>✓ Times tables focus for Year 4 ahead of test</li> <li>✓ Times tables books purchased for interventions</li> <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> </ul>
7.16	<p>No questions or challenge on Maths.</p>
7.17	<p><b>LTB highlighted the following in Early Years:</b></p> <ul style="list-style-type: none"> <li>• Nursery figures staggered this year.</li> <li>• Different children daily, some morning sessions, some afternoon sessions, only two in for five days a week.</li> </ul>
7.18	<p>Q. How many of those children have English as a 2<sup>nd</sup> language?</p> <p>A. LTB Eight children with English as an additional language. In nursery, currently, when we code the EAL learners, they are on the lowest code. The numbers are high.</p>

- Reception GLD target 83%
- Data drops as they stand at Christmas. The data is already different, as the 29 children at the data drop are already different from the 30 children we currently have on role. There has been lots of movement, and being full, the baseline is not the same.
- Good progress from baselines
- Effective new reception team
- LTB is the ECT mentor
- ECT goes out to see other schools
- Interventions set up in reception classes
- Early interventions in nursesey to address SEN.

7.19 **Next Steps**

- Speaking is a concern
- Nursery teacher going onto maternity leave, ensure smooth handover
- Engage reception parents to read at home
- Supporting nursery parents to make links to specialists

7.20 Q. In some year groups you have parents who come in to help volunteer with reading. Is this happening in reception?

A. LTB No not currently as more targeted at the moment. Later in the year will be good.

7.21 **Action: Update the PowerPoint presentation on GovernorHub with Early Years slides - LTB**

7.22 LF arrived at 6:40 pm

7.23 **Attendance Data**

7.24 Attendance in school at the end of the Autumn term:  
94.8% (2023 figure was 95.01%)

7.25 Current rolling attendance:  
94.9%  
95.35% without Nursery

7.26 **Contextual Rolling Data:**

7.27 EHCP: 86.43% - one pupil on authorised reduced timetable.  
K code: 92.14%  
PPG: 92.97%  
EAL: 96.03%

7.28 Q Do many children fall into more than one category?

A. LTB Yes many children fall into PPG/K code and many who are PPG/EAL.

7.29

Class	Attendance	Number of persistent absentees	Number on roll
Nursery	91.2%	5	16

Reception	94.4%	7	30
Year One	92.6%	8	30
Year Two	96%	2	30
Year Three	96.4%	3	27
Year Four	95.6%	3	31
Year Five	96.2%	2	30
Year Six	94.3%	6	31

- 7.30 Persistent Absentee is any child who falls below 90%.
- 7.31 Nursery has poor attendance. Back in September was the only day of full attendance.
- 7.32 Year 1 – Eight persistent absentees. Five took term time holiday, and their absence is improving. One is on a reduced timetable, and one is on the safeguarding list.
- 7.33 **Persistent Absentees**  
 Total: 36 (23 of which are statutory), 3 of whom have now left  
 Of the remaining 33:  
 28 are between 80 – 90%  
 2 reduced timetables (one finished before Christmas)  
 1 ERSA+ = 49%
- 7.34 Q. Year 6 absences are high, with six children? It is such an important year that they are in.  
 A. JW Compared to last year, this cohort has improved its attendance. Last year, there were 9 or 10 children. Four children in that class have taken term-time holidays. Only one child has unexplained absence.
- 7.35 LTB highlighted that one child is ERSA+ (emotion-related school avoidance). This is when a child's attendance drops below 60%. We have contacted all services and are working closely with the parents on a reintegration plan.
- 7.36 Q. Do you have a responsibility to provide work for the child if they are not coming in school?  
 A. LTB At the moment we are providing homework and spellings. We are taking advice on this and can change our plan if needed.
- 7.37 **Boiler Room Update**
- 7.38 Q. What would happen if the boiler goes completely?  
 A. JW It is being replaced. The temporary one is there currently and working.

<p>8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p>	<p><b>Safeguarding</b></p> <p><b>Current statistics:</b>  <b>CP Plan</b>  2 children (1 in Nursery and 1 in Reception)  <b>CIN plan</b>  0 (2 families recently stepped down from social services)  <b>Monitoring</b>  20 children  <b>Referrals – Autumn Term</b>  SG – 0  OT – Health worker - 1  EAIP – 1  CAMHS – 6  LADO – 1</p> <p>Q. What is the LADO referral, is there a background to this?  A. JW. I cannot say much about this. It is all in hand. The risk assessments have been carried out, and the LADO advice has been followed. Everything is under control.</p> <p>Q. Are the twenty children being monitored with their parents' knowledge, or is it in-house with the school?  A. JW it is mostly the parents who have come to us, and we are working together.</p> <p>Q. CP plans - is that two children from one family?  A. JW It is two children and two families.</p> <p>Q. CAMHS referrals - 6 have been referred, or are they on the long waitlist?  A. LTB The referrals have gone past stage 1 and is now in the system.</p>
<p>9</p> <p>9.1</p> <p>9.2</p> <p>9.3</p> <p>9.4</p> <p>9.5</p>	<p><b>Finance Update</b>  AH informed the governors that the financial situation is not as good as it has been in previous years.</p> <p>2024/25 Budget Monitoring – Q3</p> <p>The Q3 monitoring will be submitted to AfC, At the end of Q3, currently projecting a positive variance of £1,300 – just within budget. Position likely better due to timings of meal grants, and high PE spending this year (Approx £10k within budget). But this will likely be spent on IT network upgrades.</p> <p>Staffing – underspend on teaching staff due to maternity leave. This is propping up the rest of the budget. The support staff pay award has been paid, including arrears. Overall £64,000 under on staff. Note that the Government has given a grant for the full pay award.</p> <p>High spend on cleaning – and typically an area we spend more than other schools according to school benchmarking. There have been a few cleaning contractors in the school over the past few years, and it appears to be the cost in this area. JW will look again, but looks like will need to budget for the increased amount.</p> <p>AH advised the governors that, hopefully, the school will come within the budget this year, but it is tight. Potential spends coming up:</p> <ul style="list-style-type: none"> <li>• Boiler replacement - £6,000 from the Capital budget.</li> <li>• IT network upgrade work – quote £16,000 inc VAT</li> <li>• Chrome books are no longer supported by window updates from the autumn term.</li> </ul>

9.6	Jolene and the SLT putting together the draft budget for the governors to sign off at the next FGB meeting.
9.7	<b>Action: Add the draft budget to the March FGB agenda – clerk</b>
9.8	CP updated the governing board that the PTA money looks quite healthy at the moment and could help with certain items. Q. Is long-term staff sickness affecting the budget? A. JW We have not replaced long-term staff sickness. We have been managing internally.
9.9	AH added that for next years budget, to make the budget balance the SLT might have to look at staffing structures if enough savings cannot be made through expenditure. We do not wish to speculate until JW and the SLT team have completed this piece of work.
9.10	Q. Staff sickness, a massive jump in the numbers. Why is this? A. JW A lot of our support staff have had days off, mainly for dependency leave. Teachers have not been off; it has been support staff mainly. A policy is in place now with only 5 days of bereavement pay, then unpaid. There are many different stories, just unfortunate exceptional circumstances. There are genuine reasons behind every case. The staff are so committed to this school.
9.11	Q. We have TAs for particular roles, so I am wondering about the support affecting the class. A. JW. If necessary, we have had supply staff in. Most of the time, the days have not overlapped. Staff who do not work full-time have offered to come in and help on their days off.
10	<b>Policy Ratification</b> There are no policies for ratification.
11	<b>Governing Link Visits</b> There are no visits to report
12.	<b>Any Other Urgent Business (AOB):</b> <ul style="list-style-type: none"> <li>• Update on HT arrangements</li> <li>• Update on nursery maternity leave cover</li> </ul>
13.	<b>Clerk Updates</b> No updates
14	<b>To identify Items for Confidential PART II Minutes</b> 3 items <ul style="list-style-type: none"> <li>• Update on HT arrangements</li> <li>• Update on nursery maternity leave cover</li> <li>• Nursery Provision</li> </ul>
15	<b>Meeting Dates for the School Year</b>
15.1	The date of the next meeting is Thursday 6 <sup>th</sup> March 2025, at 6 pm
15.2	<b>Future Meeting dates:</b> Wednesday 21st May 2025 Thursday 10th July 2025
	<b>The Chair closed the meeting at 8.15 pm.</b>

**Actions arising from the Minutes of the FGB Meeting held on 22<sup>nd</sup> January 2025.**

<b>Item</b>	<b>Action</b>	<b>Actionee</b>	<b>Status</b>
5.4	Design a parent survey to use at parents' evening.	CW	
7.21	Update the PowerPoint presentation on GovernorHub with Early Years slides	LTB	
9.7	Add the draft budget to the March FGB agenda	Clerk	

**Outstanding Actions:**

<b>Action</b>	<b>Actionee</b>	<b>Status</b>
Upload the Wellbeing Governor Visit Report onto GovernorHub	KP	