



The Discovery School
Minutes of the Full Governing Body Meeting
Monday 13th July 2026 18:30 – meeting held at The Discovery School

PRESENT

Miss Tina Gobell (TG) - Head Teacher
Mrs Annabel Cornall (AC) – Chair & Co-opted Governor (CoG)
Mrs Louise Connelly (LC) – Vice Chair and Co-opted Governor
Mr Mike Godwin (MG) – Parent Governor
Mr Conor Tobin (CT) – Parent Governor
Mrs Leanne Edwards (LE) – Parent Governor
Mrs Kay Sugihara (KS) – Co-opted Governor
Mr Louis Westlake (LW) – Co-opted Governor

In attendance – Mrs Jenny Oakes – Deputy Head Teacher (DHT).
Mrs Angela Alexander (SBM)

Apologies – Kelly Dey

Governance Professional - Mrs Angela Alexander (GP).

AGENDA NUMBER	ITEM FOR DISCUSSION
1.	<u>1.1 Welcome and apologies for absence</u> The Chair welcomed all Governors to the meeting. The meeting was confirmed as quorate. <u>1.2 Apologies for absence</u> Apologies for absence were received from Kelly Dey. Louise Connelly advised she would be late.
2.	<u>Declaration of Business Interests</u> There were no additional declarations made. The Register of Business Interests was confirmed as up to date with no business or pecuniary interests declared against any item on the agenda.
3.	<u>Consideration of AOUB items</u> There had been no AOUB items raised for consideration.

4.

Minutes of the previous meeting 18th May 2026

The minutes of the previous meeting, which had been circulated in advance, were reviewed and agreed as an accurate record of the meeting.

The Chair will sign the minutes.

Review of Outstanding Actions

Governors received updates on the actions arising from the previous meeting:

- The **Science Week Monitoring Visit Report** had been shared and uploaded to SharePoint. The Governance Professional reminded governors that support was available should any members experience difficulties accessing SharePoint or locating documents.
- The **Pupil Premium Report** had been circulated and uploaded to SharePoint.
- The **Governor Day** had taken place as planned and the action was confirmed as complete.
- The Governance Professional reported that a request had been made for **Modern Governor login** details to be re-issued. No bounced emails had been reported. Governors were encouraged to check their inboxes and make use of the training resources available through the platform. It was noted that the subscription had been underutilised in recent years and feedback from governors on its usefulness would help inform future subscription decisions.
- During the review of actions, it was noted that the **Early Years Monitoring Visit Report** had not yet been circulated. The Chair of Governors and Governance Professional agreed to locate the report and ensure it was shared with governors.

Action: Chair of Governors and Governance Professional to locate and circulate the Early Years Monitoring Visit Report.

Membership

The Governance Professional confirmed that the Constitution, GovernorHub and Get Information About Schools (GIAS) records had been updated. A further discussion regarding membership and governor skills would take place later in the meeting.

Chair's Update

The Governance Professional advised that **Keeping Children Safe in Education (KCSIE)** update training would be scheduled at the start of the new academic year. Governors were informed that the recently published updates included significant changes relating to filtering and monitoring and governor responsibilities. It was agreed that these updates would be incorporated into the first governing board meeting of the academic year.

A governor asked what the likelihood was of an Ofsted inspection before the KCSIE update session. Leaders advised that, whilst an inspection could never be ruled out,

	planning assumptions remained based on an expected inspection window later in the academic year. Governors noted that initial consideration had been given to the implications of the Employment Rights Act 2025. A briefing had been reviewed by senior leaders and governors were advised that further discussion and training would be arranged as appropriate. Governors noted the updates provided and agreed that all actions, with the exception of the circulation of the Early Years Monitoring Visit Report and the planned training arrangements, could be closed.
5.	<u>Finance Monitoring update</u> The SBM advised governors that Kent County Council's year-end closedown processes had been delayed following the migration to a new Oracle finance system. As a result, the school had only recently received the Oracle documentation required to verify the financial information submitted as part of the year-end return. This had delayed completion of the school's financial monitoring and year-end review processes. Governors were informed that a number of forthcoming funding changes were likely to have an impact on the school's medium-term financial planning. The SBM reported that it had been announced that PE grant funding was ending. Governors noted that schools had previously been advised to forecast this funding over the next three years; however, the funding was now due to cease in December, creating a substantial pressure on future budgets. Governors also noted the recent announcement regarding additional funding through the Schools Budget Share for 2026/27 to contribute towards pay award costs. Initial indications suggested the school may receive approximately £30,000, although it was not yet known what proportion of the pay award costs this would cover. It was confirmed that the funding represented a contribution towards the costs for both teacher and support staff pay rises. Governors learned that schools were expected to find the balance through perceived headroom in school budgets and through 'maximising value'. The SBM further reported on proposed changes to employer pension contributions. Governors heard that Teacher employer pension contribution rates were expected to reduce from 28.6% to 17.6% from April 2027. However, the Department for Education had indicated that some funding currently provided to schools may be withdrawn to reflect the reduction in employer costs. The overall financial impact on the school was not yet known and further analysis would be undertaken once additional information became available. Governors recognised the continuing uncertainty surrounding school funding and noted that there remained a number of factors which could affect the three-year budget

	forecast. A more detailed financial update would be presented at the next meeting once further information had been received. <i>Health and Safety</i> The Headteacher reported that a fire evacuation drill had been conducted on the day of the meeting. Owing to the Year 6 performance dress rehearsal taking place, the timing of the drill had been adjusted. The evacuation had proceeded effectively overall; however, the exercise had identified some learning points relating to evacuation routes used by pupils who had been rehearsing in the hall. Appropriate follow-up actions would be taken to reinforce procedures and ensure that all pupils understood the correct evacuation arrangements. A Governor asked if the drill had been planned. The HT shared that it was their plan but it had been kept secret from the school community. Governors welcomed the proactive approach to testing emergency procedures and noted the findings of the drill. Governors noted the finance, staffing and health and safety updates and were satisfied that leaders continued to monitor financial pressures and associated risks appropriately. Action: SBM to provide a further update on budget planning, funding changes and pension contribution implications at the next meeting.
6.	<u>Data Review: EYFS Outcomes, KS1 Phonics Screening Check, Year 4 Multiplication Tables Check and KS2 SATs</u> The Deputy Headteacher presented the end of year attainment data for Early Years Foundation Stage (EYFS), the Year 1 and Year 2 Phonics Screening Check, the Year 4 Multiplication Tables Check (MTC), and an update regarding Key Stage 2 SATs outcomes. <i>Early Years Foundation Stage (EYFS)</i> Governors received a detailed overview of EYFS outcomes and were reminded that a child must achieve the expected standard across a range of prime and specific areas of learning in order to be assessed as achieving a Good Level of Development (GLD). The Deputy Headteacher reported that 80% of pupils achieved a Good Level of Development, placing the school above both current Kent and national averages. Governors noted that the outcome exceeded the Government's expected benchmark and reflected a strong start for children entering statutory education. Governors challenged leaders regarding the attainment gap between disadvantaged pupils and their peers in EYFS. Leaders acknowledged that, although the school's pupil premium cohort was small, the gap remained evident and continued to be an area for

	development. Leaders explained that targeted support and intervention strategies would continue as pupils moved through Key Stage 1 to ensure that identified gaps did not widen. Governors were pleased with the overall outcomes and recognised the positive performance of the Early Years provision. <i>Phonics Screening Check</i> Governors reviewed the outcomes of the Year 1 Phonics Screening Check and noted that even though the national threshold had reduced for the first time in fourteen years, 95% of pupils achieved the expected standard, representing one of the school's strongest phonics outcomes in recent years. Particular attention was drawn to the achievement of disadvantaged pupils, with 100% of pupil premium pupils meeting the expected standard. Leaders explained that this reflected the impact of targeted intervention programmes and early support strategies designed to prevent achievement gaps from developing. Governors sought assurance regarding the effectiveness of phonics interventions and the use of pupil premium funding. Leaders highlighted evidence of the impact of targeted intervention programmes, including the success of early morning Phonics sessions, which had contributed significantly to improved pupil progress and confidence in reading. Governors were satisfied that pupil premium funding was being used effectively to secure improved outcomes. A Governor provided personal positive feedback regarding the school's phonics interventions and targeted support sessions. It was noted that these interventions had contributed significantly to pupil progress and confidence in reading. The cumulative Year 1 and Year 2 phonics results were also shared, showing that 99% of pupils had achieved the required standard by the end of Year 2. Leaders highlighted examples of individual pupils who had made exceptional progress following targeted support. Governors congratulated staff on the strength of the phonics outcomes and the effectiveness of the school's intervention strategies. <i>Year 4 Multiplication Tables Check (MTC)</i> Governors reviewed the outcomes of the Year 4 Multiplication Tables Check. Leaders reported that 99% of pupils achieved a score of 20 or above, with 64% achieving full marks. The average score had increased compared with previous years and outcomes were considered exceptionally strong.
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	Governors noted that 90% of disadvantaged pupils achieved the expected standard, and leaders highlighted the significant progress made by individual pupils who had entered Year 4 with limited recall of multiplication facts but had made substantial gains throughout the year. The Deputy Headteacher explained that staff had worked intensively with the cohort to improve fluency and confidence in multiplication, resulting in very positive outcomes. Governors welcomed the results and recognised the dedication of both staff and pupils in achieving them. <i>Key Stage 2 SATs</i> Governors were advised that national difficulties relating to the administration and marking of KS2 SATs had resulted in delays to the publication of outcomes nationally. Leaders explained that challenges associated with the new national assessment provider had affected the marking and review process, leading to a revised timetable for schools receiving and validating results. It was noted that schools had successfully challenged the original arrangements, which would have required marking reviews to be undertaken during the summer holiday period. Additional time had now been granted to allow schools to review results appropriately in September. As a consequence, Year 6 reports would be issued later than originally planned and a full analysis of KS2 outcomes would not be available until the first governing board meeting of the new academic year. Governors questioned the impact of the national delay to KS2 SATs results and whether the revised timetable would provide sufficient time for results to be reviewed and communicated to parents. Leaders explained the revised national arrangements, confirmed that staff would have adequate time to review the data before issuing reports, and outlined the additional opportunities available for parents to discuss outcomes with staff at the start of the autumn term. Governors noted that arrangements had been put in place to support parents wishing to discuss their child's SATs outcomes, including the availability of staff at the beginning of September. Leaders reminded governors that the current Year 6 cohort had experienced substantial disruption during their early years of education as a result of the Covid-19 pandemic. The cohort had also presented additional challenges, including a higher-than-average proportion of pupils with Education, Health and Care Plans (EHCPs) and greater levels of pupil mobility. Governors explored the factors that may influence the final outcomes for the current Year 6 cohort. Leaders reiterated that the cohort had been disproportionately affected by Covid-related disruption and included a greater proportion of pupils with additional needs
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	than is typical. Governors noted that these contextual factors had been monitored throughout the year and would be considered when reviewing final outcomes. A governor asked whether pupils who had made substantial progress, but who may not have reached age-related expectations, had opportunities for recognition and celebration. Leaders confirmed that pupil achievements were celebrated through a range of school systems and that progress, resilience and effort were recognised alongside attainment. Governors thanked leaders for the comprehensive presentation and welcomed the strong outcomes achieved across EYFS, phonics and multiplication testing. Governors agreed that the results demonstrated the positive impact of targeted teaching and intervention strategies across the school. Action: Headteacher to provide governors with a full analysis of KS2 SATs outcomes, including national comparisons, at the first meeting of the new academic year. Governors noted the data presented and were satisfied that leaders had a clear understanding of school performance, the impact of interventions, and the priorities for further improvement.
7.	<u>Attendance</u> The Headteacher advised governors that attendance continued to be a key school priority and was closely linked to the school's inclusion and behaviour strategies. Governors were informed that the school was continuing to develop its approach to supporting pupils experiencing Emotionally Based School Avoidance (EBSA). Leaders explained that these pupils often required a highly relational approach in order to build trust and overcome barriers to attending school regularly. The Headteacher reported that the next phase of the school's behaviour development work would focus on strengthening relational practice across the school. This would complement the work already undertaken to establish clear behaviour expectations and non-negotiables and was intended to support improved attendance and engagement, particularly among vulnerable pupils. Governors sought assurance that the school's attendance improvement strategies were appropriately targeted and would have a measurable impact on pupils experiencing attendance difficulties. Leaders explained that relational approaches were particularly effective for pupils experiencing EBSA and would form part of a broader attendance strategy focused on early identification, support and engagement with families. A governor suggested that one strategy to consider is to make a telephone call to the parents of absent pupils at 3pm to convey the school's expectation that the pupil should

	be returning the next day. All agreed this was a strategy that should be implemented to determine if it has a positive impact on pupil attendance levels. Governors noted the update and agreed that attendance would remain a key area of focus during the forthcoming academic year. Governors noted the attendance update and endorsed the continued focus on attendance and inclusion within the school's improvement work. Action: Headteacher to share this strategy with the office team for implementation in the new academic year.
8.	<u>School Improvement Plan (SIP)</u> Governors considered the proposed School Improvement Plan priorities for the forthcoming academic year. The Headteacher explained that the draft priorities had been developed following the annual strategic planning day involving members of the Senior Leadership Team, the Chair of Governors and the School Business Manager. The planning process included a review of school performance over the previous twelve months and consideration of priorities for the next three years. Governors were advised that the School Improvement Plan had been aligned with the Ofsted Education Inspection Framework and focused on those areas most closely associated with securing positive outcomes for pupils. The School Improvement Plan included a series of three-year strategic objectives, supported by annual targets and milestones to enable progress to be monitored effectively. <i>Oracy and Vocabulary Development</i> A key school priority for the coming year would be the development of pupils' oracy skills and vocabulary. Leaders explained that the school would focus particularly on the development of Tier 2 vocabulary, alongside extending pupils' use of Tier 3 subject-specific vocabulary. Governors heard that vocabulary development was a significant inclusion priority, particularly for disadvantaged pupils who may enter school with more limited language experiences than their peers. Leaders explained that a lack of vocabulary could restrict pupils' ability to access the wider curriculum and achieve well academically. The focus on vocabulary development would be embedded within everyday classroom practice rather than through withdrawal interventions. This approach would ensure all

	pupils benefited from high-quality teaching whilst avoiding unnecessary separation of disadvantaged pupils from their peers. Governors requested clarification regarding the difference between Tier 1, Tier 2 and Tier 3 vocabulary and how these would be developed across the curriculum. Leaders explained that Tier 1 vocabulary referred to everyday language, Tier 2 vocabulary related to the broader academic language needed to access learning, and Tier 3 vocabulary consisted of specialist subject terminology. Governors agreed that a summary guide would be helpful in supporting their understanding of future reports. Action: Headteacher to circulate information explaining Tier 1, Tier 2 and Tier 3 vocabulary. Governors questioned whether the planned focus on vocabulary related solely to spoken language or whether it would also support reading and writing outcomes. Leaders explained that oral language development was the starting point, as children must first understand and use vocabulary verbally before they can apply it successfully within reading and writing. <i>Behaviour and Inclusion</i> Governors noted that the school would continue to refine its curriculum, assessment and behaviour strategies, with a particular focus on relational approaches to supporting pupils with additional needs. The Headteacher explained that this work would support wider inclusion objectives and contribute positively to pupil engagement, behaviour and attendance. Governors sought assurance regarding how progress against the School Improvement Plan would be measured and monitored over time. In response, leaders explained that each priority would be supported by clear milestones and success criteria. Some measures would be data-driven, while others would be evidenced through leadership monitoring activities, including lesson observations, book scrutiny, planning reviews and pupil voice activities. Leaders provided the example of vocabulary development, explaining that an early milestone would be for all staff to demonstrate secure understanding of Tier 1, Tier 2 and Tier 3 vocabulary and show evidence of planned opportunities for vocabulary development. This would then be evaluated through planning scrutiny, classroom monitoring and assessment of pupils' use of vocabulary. Governors were advised that the intended impact would ultimately be reflected in improvements in pupil outcomes, particularly in writing. For priorities relating to behaviour and attendance, leaders explained that progress would be measured through clear attendance targets and individual milestones for pupils experiencing persistent absence or emotionally based school avoidance. Governors were satisfied that appropriate monitoring arrangements and measurable success criteria would be incorporated into the final School Improvement Plan.
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	The Headteacher advised governors that the full strategic plan, including detailed actions, milestones, timescales and success criteria, would be presented at the September business meeting following completion of the development planning process. Governors welcomed the proposed priorities and were satisfied that they addressed the school's key development needs while maintaining a strong focus on pupil outcomes and inclusion. Governors approved the proposed strategic priorities for inclusion within the School Improvement Plan and agreed to monitor progress against the identified targets throughout the academic year.
9.	<u>Headteacher's report</u> <i>Pupil Numbers</i> Governors received an update on projected pupil numbers for the forthcoming academic year. The Headteacher reported that current pupil numbers remained strong, with most year groups projected to be oversubscribed. Years 3, 4 and 5 were projected to have approximately 93 pupils in each cohort, with Year 6 projected to have 96 pupils. Leaders explained that these figures represented the maximum sustainable numbers before the school could be required by the Local Authority to admit additional pupils. Governors noted that once class sizes exceeded 30 pupils per class, the school's ability to defend admission appeals became significantly more limited. Governors noted the current position and the implications for future class organisation and resource planning. <i>Staffing Structure</i> Governors received the proposed staffing structure for the forthcoming academic year. The Headteacher confirmed that there were no changes to the staffing structure from the previous year. Governors were reminded of the Board's statutory responsibility to review and approve the annual staffing structure. <i>Governors sought assurance that the revised SENCo arrangements were providing sufficient capacity to meet the needs of pupils and staff, noting discussions held during the previous year regarding workload and support requirements.</i> The Headteacher reported that additional support arrangements had been strengthened. A designated member of staff had been identified and was receiving specialist training to

	support SEND administration, monitoring and provision. This member of staff would undertake specific SEN-focused responsibilities and provide dedicated support to the SENCo throughout the academic year. Leaders acknowledged that previous attempts to provide additional support had not always been sustainable but expressed confidence that the revised model would provide greater stability and capacity. Governors noted the significant contribution made by the SENCo during the year, particularly in relation to transition arrangements. Following the withdrawal of Local Authority-led transition events, the SENCo had coordinated opportunities for primary and secondary schools to share information regarding pupils with additional needs, helping to secure effective transition arrangements for vulnerable pupils. The SENCo had also facilitated information-sharing events and worked collaboratively with external professionals to support both families and receiving schools. Governors sought assurance that the staffing structure remained fit for purpose and capable of supporting the school's inclusion priorities. Leaders confirmed that additional training and dedicated support arrangements had been established to strengthen SEND provision and leadership capacity. Governors approved the staffing structure for the forthcoming academic year.
	<i>School Improvement Adviser (SIA) Update</i> Governors received an update regarding School Improvement Adviser support. The Headteacher reported that a further change in School Improvement Adviser had occurred and that the school had not yet received the report from the most recent visit, despite six weeks having elapsed since the review. Governors expressed concern regarding the lack of continuity in School Improvement Adviser support and noted that the school had experienced multiple adviser changes within a relatively short period. Governors challenged the effectiveness of the current arrangements, noting that repeated changes in advisers reduced opportunities for meaningful challenge and support and limited the development of a detailed understanding of the school's improvement journey. Leaders advised that continuity of external validation was particularly important given the school's position within the inspection window and the role that School Improvement Adviser visits played in supporting ongoing improvement and providing external assurance.

	Governors agreed that reports from School Improvement Adviser visits should continue to be shared and reviewed routinely as part of the Board's monitoring and assurance processes. <i>Action: Headteacher to chase previous SIA for his visit report.</i>
10.	<u>Governor Monitoring Visits and Governor Day Feedback</u> Governors received verbal updates on monitoring activities undertaken since the previous meeting, including feedback from the recent Governor Day and the Statutory Statement of Behaviour Principles meeting held on 19 June 2026. <i>Governor Day</i> The Chair of Governors reported on the successful Governor Day held on 10 July 2026 and thanked participating governors for their time and contribution and the Headteacher and lunchtime time for their organisation of the event. Governors undertook a range of monitoring activities linked to the School Improvement Plan, including discussions with leaders regarding attendance, pupil voice activities, learning walks, scrutiny of safeguarding records, curriculum monitoring and observation of pupil progress meetings. A Single Central Record (SCR) check was completed. Governors were assured that statutory safeguarding requirements were being met and that the record was being maintained appropriately. Governors attended a whole-school assembly and observed a positive culture of celebration and recognition across the school. Pupils demonstrated high levels of engagement and pride in their achievements. During Governor Day, the Chair of Governors and a governor also met with the School Business Manager to review the key changes arising from the Employment Rights Act 2025. The School Business Manager presented a summary of the legislative updates and their potential implications for schools as employers. Governors welcomed the overview and recognised the value of the expertise shared during the discussion. Leaders confirmed that the school had begun reviewing the implications of the changes and a summary briefing document had been prepared to support governor understanding. <i>Governors sought assurance that the school was aware of the employment law changes and was taking appropriate steps to consider any implications for policies, procedures and workforce planning.</i> Leaders confirmed that the changes were being reviewed and that the school was well positioned to respond to any requirements arising from the legislation.

	Governors also met with Key Stage 1 pupils to gather pupil voice. Pupils spoke positively about their experiences of school, identifying learning and friendships as aspects they particularly enjoyed. Governors explored pupils' understanding of wellbeing and support within the school, asking who they would speak to if they were worried or unhappy. Pupils were able to identify a range of trusted adults and demonstrated confidence in seeking support when needed. Governors further discussed how pupils felt when arriving at school each day. Responses were overwhelmingly positive, with pupils describing feelings of excitement and enthusiasm about attending school. The monitoring visit included learning walks linked to curriculum development priorities. Governors observed examples of classroom practice and discussed how school improvement priorities were being implemented across the curriculum. Governors also met with pupils during lunchtime and noted the positive relationships evident between staff and pupils. Pupils spoke enthusiastically about school life and demonstrated a strong sense of belonging. Through pupil discussions, governors sought assurance that pupils felt safe, supported and happy in school. Governors were satisfied that pupils spoke confidently about their experiences and demonstrated a strong sense of connection to the school community. Governors reviewed pupils' work with curriculum leaders and discussed progression, curriculum expectations and pupil outcomes. These discussions reflected the positive outcomes reported elsewhere within the meeting. Governors additionally observed pupil progress meetings involving senior leaders, teachers and the SENCo. Governors noted the detailed knowledge leaders held regarding individual pupils and the rigorous approach taken to identifying and addressing barriers to learning. Governors sought assurance that pupil progress processes provided sufficient challenge and accountability. Observations of progress meetings demonstrated robust discussion, effective collaboration between leaders and staff, and clear actions to support identified pupils. Governors agreed that the monitoring activities provided valuable first-hand evidence of the implementation and impact of school improvement priorities and strengthened governors' understanding of the school's strengths and areas for development.
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Governors noted the Governor Day findings and were assured that monitoring activities provided strong evidence of the positive culture, safeguarding arrangements and school improvement work taking place across the school.

Statutory Statement of Behaviour Principles

Governors received feedback from the meeting held on 19 June 2026 to review the school's Statutory Statement of Behaviour Principles.

Governors were reminded that maintaining and reviewing the Statement of Behaviour Principles forms part of the Governing Board's statutory responsibilities and provides the framework within which leaders develop and implement the school's behaviour policy.

The working group reviewed examples of behaviour principles from other schools and considered how the school's values should be reflected within the document.

Five key principles were identified:

- Responsibility
- Consistency
- Positive relationships
- Proportionate responses
- Clarity

Governors agreed that these principles provided an appropriate framework to support the school's behaviour culture and aligned with the school's values and strategic priorities.

Governors considered how the principles would translate into day-to-day practice and sought assurance that behaviour policies, procedures and staff training would be aligned to the agreed framework. Leaders confirmed that the principles would underpin future policy development and behaviour management practices across the school.

Governors noted that the principles focused on ensuring clear expectations, consistency of approach, positive behaviour reinforcement, appropriate support and intervention, and effective communication with all stakeholders.

Governors asked how the newly approved Written Statement of Behaviour Principles would be communicated to parents and how governors would be assured that the school's Behaviour Policy adequately reflected the agreed principles.

Leaders confirmed that the next stage of the process would involve reviewing the Behaviour Policy against the agreed principles to ensure full alignment. Governors acknowledged that several policies would need to be communicated to parents at the start of the academic year and discussed the most effective method of doing so, recognising the need to avoid overwhelming families with excessive documentation. It was suggested that parents could be signposted to the relevant policies through routine

	communications and Meet the Teacher events, whilst ensuring the documents remained readily accessible via the school's website. Governors approved and adopted the revised Statutory Statement of Behaviour Principles.
11.	<u>Policies</u> Governors received the policies circulated in advance of the meeting for consideration and approval. <i>Health and Safety Policy</i> The SBM advised governors that no substantive changes had been made to the Health and Safety Policy since its previous review. The only amendment related to the inclusion of updated contact information for the school's membership of the Risk Protection Arrangement (RPA). Governors noted that the policy remained based upon the recognised model policy and that no further amendments had been required since the last review. Governors sought assurance that the policy remained fully compliant and reflected current health and safety requirements. Leaders confirmed that the policy remained current and that the only amendment was the updating of RPA contact details following the school's membership arrangements. Governors approved the Health and Safety Policy. <i>Written Statement of Behaviour Principles</i> Governors considered the Written Statement of Behaviour Principles, which had been reviewed by a governor working group and discussed earlier within the meeting. Governors noted that the statement set out the Governing Board's expectations and overarching principles in relation to behaviour, including responsibility, consistency, positive relationships, proportionate responses and clarity. The Board was satisfied that the statement reflected the school's values and provided an appropriate framework to support the implementation and review of the school's behaviour policy. Governors approved and adopted the Written Statement of Behaviour Principles. Governors approved both policies presented for review.

12.	<u>Chair's report (SI) & Governance Professional update</u> Governors received updates from the Chair of Governors and Governance Professional on staff wellbeing, governor training, performance management, curriculum monitoring and legislative matters. <i>Staff Wellbeing Survey</i> The Headteacher reported that the annual staff wellbeing survey had been issued and remained open to allow sufficient time for staff participation before the end of term. Governors noted that the survey was intended to provide an updated picture of staff wellbeing across the school and to enable leaders to identify any emerging themes or areas requiring support. Governors sought assurance that an appropriate response rate would be achieved to ensure the findings were representative. Leaders advised that the survey period had been extended and that the survey link would be reissued separately to encourage greater participation. Action: Headteacher to provide governors with a summary of staff wellbeing survey findings at a future meeting. <i>Governor Training</i> The Governance Professional provided an update on governor training and reminded governors of the learning opportunities available through the Modern Governor platform. Governors were encouraged to access the training resources available and provide feedback on their usefulness to support consideration of future training arrangements and subscriptions. Governors noted the recent discussions regarding employment legislation changes and the range of development opportunities available to support governors in fulfilling their responsibilities effectively. <i>Headteacher Performance Management</i> The Chair confirmed that Headteacher Performance Management arrangements remained on track and that the required processes were progressing appropriately. Governors noted the update.
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	<i>PSHE and Relationships and Sex Education (RSE) Curriculum</i> Governors received feedback following a curriculum monitoring visit undertaken by governors with the PSHE Lead. Governors heard that significant work had been undertaken to review and strengthen the school's PSHE and RSE curriculum. The curriculum had been carefully developed to reflect the needs of pupils, statutory requirements and feedback from stakeholders. Leaders outlined how the revised curriculum would support staff in delivering high-quality provision and explained the rationale behind the chosen framework and curriculum structure. Governors were impressed by the depth of preparation and planning that had been undertaken and noted the clear vision for implementation across the school. Governors sought assurance that the revised curriculum aligned with current statutory requirements and reflected recognised good practice. Leaders confirmed that the curriculum had been developed with reference to the latest guidance and frameworks and that staff would receive appropriate support to ensure effective delivery. Governors were satisfied that the curriculum was well planned and appropriately responsive to pupils' needs. <i>Legislative Update</i> The Governance Professional confirmed that there were no additional legislative updates requiring governors' attention beyond those already discussed elsewhere on the agenda. Governors noted the updates provided and were satisfied that appropriate arrangements remained in place in relation to staff wellbeing, governor training, performance management and curriculum development. (LC joined the meeting at 7.55pm)
13.	<u>Membership update</u> Governors considered the recent skills audit, board effectiveness review and current governance vacancies in order to determine future recruitment priorities. The Governance Professional advised that, following a number of discussions regarding board membership and governor vacancies, a detailed review of the skills, knowledge and experience currently represented on the Governing Board had been undertaken.

The purpose of the review was to assess whether the Board had the skills and experience required to support the school's strategic priorities, provide effective challenge and oversight, and ensure appropriate succession planning. Governors discussed the balance of skills currently available within the Board and considered whether any areas were underrepresented. Particular consideration was given to the forthcoming end of a governor's term of office and the impact this may have on committee membership and specialist expertise. The Board considered the skills and experience currently represented and identified those areas which were well represented and those which may require strengthening through future recruitment.		
Area of Expertise	Current Position	Discussion
Education and Curriculum Leadership	Strong	Well supported through governors with educational leadership and teaching experience.
Safeguarding and Child Protection	Strong	Appropriate knowledge and oversight in place across the Board.
Governance and Strategic Leadership	Strong	Good governance experience and understanding of accountability responsibilities.
Legal and Regulatory Compliance	Strong	Relevant legal expertise available to support challenge and decision-making.
Human Resources and People Management	Moderate	Strong leadership and people management experience represented; however, governors recognised that additional employment law expertise would be beneficial given recent legislative changes.
Project Management and Organisational Change	Strong	Governors identified relevant experience within current membership.
Data Analysis and Performance Monitoring	Strong	Governors identified expertise capable of supporting data scrutiny and challenge.
Finance and Budget Oversight	Moderate	Expertise is currently available; however, succession planning will be required following changes in committee membership.

	Premises and Estates Management Development opportunity Governors identified this as the most significant skills gap within the current Board. Health and Safety and Risk Management Moderate Appropriate oversight is in place; additional specialist expertise would further strengthen Board capacity. <i>Discussion and Board Evaluation</i> Governors reflected on the changing strategic needs of the school and considered whether additional expertise would support future decision-making. The Board discussed previous experiences where specialist technical knowledge relating to premises and capital projects would have strengthened scrutiny and challenge. Governors noted that external advice was often relied upon when assessing significant site and premises projects and agreed that independent expertise in this area would be valuable. Governors challenged whether existing membership provided sufficient expertise to scrutinise complex premises, estates and capital investment decisions. Leaders and governors agreed that additional specialist knowledge would strengthen the Board's ability to evaluate proposals, assess risks and provide informed challenge. Governors also discussed increasing responsibilities relating to health and safety compliance and recognised that specialist knowledge in this area would assist the Board in fulfilling its statutory responsibilities. Governors questioned whether the Board possessed sufficient specialist knowledge to provide robust challenge regarding health and safety compliance, risk management and associated statutory duties. Following discussion, governors agreed that this was an area where additional expertise would add value. The Board also considered the implications of recent changes to employment legislation, particularly the Employment Rights Act 2025, and discussed the benefits of strengthening expertise in employment law and human resources. Whilst governors noted that significant people management experience already existed within the Board, it was recognised that specialist employment law knowledge would be a useful addition should a suitable candidate be identified. Governors further reflected on the diversity of perspectives represented on the Board and discussed the importance of ensuring that future recruitment activity continued to attract a broad range of skills, experiences and backgrounds.
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	<i>Recruitment Priorities</i> Following discussion, governors agreed that the current Board remained effective and that the majority of key governance competencies were appropriately represented. However, governors concluded that future recruitment should prioritise candidates with expertise in: • Premises and estates management; • Health and safety regulatory compliance; • Risk management; • Finance and budget oversight (to support succession planning within the Finance Committee). Governors agreed that these areas represented the most significant skills gaps when considered against the school's strategic priorities and future governance needs. <i>Co-opted Governor Vacancy</i> Governors reviewed the current co-opted governor vacancy and agreed that recruitment activity should be targeted towards candidates able to contribute expertise in the identified priority areas. It was noted that the Board currently had one co-opted governor vacancy. Governors also noted the separate Local Authority governor position, which would be subject to the Local Authority appointment process. Governors agreed that the Governing Board remained effective and appropriately skilled overall. Future recruitment to the co-opted governor vacancy should prioritise candidates with expertise in premises and estates management, health and safety, risk management and finance.
14.	<u>Correspondence</u> – see separate confidential minutes
15.	<u>Any other Urgent Business</u> – none raised
16.	<u>Confidential items</u> – see separate confidential minutes
17.	<u>Impact of meeting</u> Governors reflected on the impact of the meeting and how their scrutiny, challenge and decision-making had contributed to effective governance and school improvement.

	Governors agreed that the meeting had provided robust challenge and assurance across key strategic areas and identified the following impacts: • Governors reviewed the progress of actions arising from previous meetings and noted that all actions had been completed or appropriately progressed. • Governors scrutinised the school's financial position and were informed of potential funding pressures arising from national funding changes. The Board was assured that leaders were proactively monitoring the implications for future budget planning and agreed that the Finance Committee would continue to monitor developments closely. • Governors reviewed pupil performance data across EYFS, phonics and Year 4 multiplication outcomes and sought assurance regarding the achievement of disadvantaged pupils. Governors were pleased to note strong outcomes overall and evidence of the positive impact of targeted intervention strategies. • Governors scrutinised attendance data and were assured that the school's attendance remained above the Department for Education attendance benchmark. Governors challenged leaders regarding persistent absence and reviewed the effectiveness of current attendance strategies. • Governors reviewed and approved the proposed strategic priorities contained within the School Improvement Plan and sought assurance regarding how progress would be measured through milestones, monitoring activities and pupil outcomes. • Governors approved the staffing structure for the forthcoming academic year and received assurance that additional support arrangements were being implemented to strengthen leadership capacity within SEND provision. • Governors expressed concern regarding the delay in receiving the latest School Improvement Adviser report and agreed that correspondence should be sent to the Local Authority highlighting concerns about both the delay and the lack of continuity in School Improvement Adviser support. • Governors received detailed feedback from Governor Day, including evidence gathered through pupil voice activities, safeguarding monitoring, curriculum monitoring, attendance discussions and observations of pupil progress meetings. Governors agreed that these activities provided valuable triangulation of information presented by leaders and strengthened the Board's understanding of school effectiveness. • Governors approved the Written Statement of Behaviour Principles and received assurance that the principles would provide a clear framework for future behaviour policy development. • Governors reviewed the Health and Safety Policy and were satisfied that the policy remained compliant and up to date. • Governors received updates regarding the Employment Rights Act 2025 and considered the implications of legislative changes for workforce management and governance oversight. • Governors reviewed the Annual Skills Audit and Board Effectiveness Review. Through discussion, governors identified strengths within the existing Board and
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	agreed a strategic recruitment focus for future governor appointments, particularly in relation to premises and estates management expertise. • Governors received an update on developments within the PSHE and Relationships and Sex Education curriculum and were assured that the revised curriculum reflected statutory requirements and the needs of pupils. • Governors planned future governor development activities, including Keeping Children Safe in Education update training to ensure governors remained informed of their safeguarding responsibilities. • Governors noted the positive impact of challenge regarding published admission numbers and pupil projections, ensuring that future pupil number planning and admission arrangements continue to be monitored strategically. Governors were satisfied that the meeting had provided effective strategic oversight, robust challenge and appropriate assurance across the school's key priorities. Action: Chair of Governors to write to the Local Authority regarding the delay in receiving the School Improvement Adviser report and concerns regarding continuity of School Improvement Adviser support. The Chair thanked all governors for their contribution throughout the academic year and recorded the Board's appreciation for the service and commitment of the outgoing governor, Dave Waller, whose term of office had come to an end.
18.	<u>Date and time of next meeting</u> Provisionally Monday 28th September 2026 18:00 via TEAMS KCSIE training at 18:00 FGB 18:30 Date and times to be confirmed

Signed..... Chair/Vice Chair

Date.....

Appendix 1 - Actions from the FGB meeting 13th July 2026

4.	<u>Minutes of the previous meeting</u> Action: Chair of Governors and Governance Professional to locate and circulate the Early Years Monitoring Visit Report.
5.	<u>Finance Monitoring update</u> Action: SBM to provide a further update on budget planning, funding changes and pension contribution implications at the next meeting.
6.	<u>Data Review</u> Action: Headteacher to provide governors with a full analysis of KS2 SATs outcomes, including national comparisons, at the first meeting of the new academic year.
7.	<u>Attendance</u> Action: Headteacher to share this strategy with the office team for implementation in the new academic year.
8.	<u>School Improvement Plan (SIP)</u> Action: Headteacher to circulate information explaining Tier 1, Tier 2 and Tier 3 vocabulary.
9.	<u>Headteacher's report</u> Action: Headteacher to chase previous SIA for his visit report.
12.	<u>Chair's report (SI) & Governance Professional update</u> Action: Headteacher to provide governors with a summary of staff wellbeing survey findings at a future meeting.
14.	<u>Correspondence</u> Action: GP to send the correspondence to the Governor with professional legal experience and to update the board at the next FGB.
17.	<u>Impact of meeting</u> Action: Chair of Governors to write to the Local Authority regarding the delay in receiving the School Improvement Adviser report and concerns regarding continuity of School Improvement Adviser support.