

Full Governing Body Meeting
Monday 23rd March 2026, 6.00 p.m.
Queen Edith Primary School
MINUTES



Present:

Sean Lang (CoG)

Sarah Jarman (EHT)

Ambili Nair (- joined remotely)

Harriet Philips

Isabel Nicolson

Julia Neal

Cath Stubbs

Richard Baldwin

Liz Gooster

Stanley Wilson

Ana T Rego

Nicki Simmons

Hayley Brooker

In attendance:

Charlene Monk (Clerk) (Locum – Clerk- joined remotely)

Apologies: Phil Kirkham, Rachel Holman, and Nicole Wilson

	Item	Supporting Paperwork	Notes	Actions
1	Apologies for Absence		Apologies were received and accepted from Phil Kirkham, Rachel Holman, Richard Wilson and Nicole Wilson.	
2	Declaration of Interest (SL)		No declarations of Interest were received.	
3	Agree minutes of the last meeting.	3.1 Minutes 09.02.2026 3.2 Minutes 16.03.2026 (EFGB)	Amendments: - Page 1: Date to be amended from January to February - Page 1: Noted Stanley Wilson was in attendance. With these amendments the minutes were accepted as an accurate record. The minutes were accepted as an accurate record.	
4	Matters Arising		None	

5	NGA White Paper	5.1 School White Paper summary	• The summary paper was circulated prior to the meeting. • The EHT advised that NGA Governor Services have highlighted the forthcoming Government White Paper on SEND. • This will influence the direction of SEND provision this year and in future. • The LA is also consulting on a new process for managing complaints; governors are due to review the updated Complaints Policy in the second half of the summer term. • The EHT reported a continued focus on strengthening inclusive classroom practice, ensuring pupils remain in mainstream settings with appropriate adaptations. • Additional staff training is expected as part of future national requirements. Governor Challenge: How is inclusion and SEND presently managed throughout the Federation? Response: The EHT explained that current practice across all schools is strong and already closely aligned with the upcoming expectations. The focus remains on reducing exclusions and sanctions wherever appropriate, while ensuring consistency with the established behaviour policy. No concerns were identified. Governor Challenge: What does an onsite suspension look like? Response: This varies by pupil. At present, a supervised space or alternative classroom is used. The approach may change depending on future funding and detailed guidance. The school white paper's intent is positive, but funding implications remain unclear. Governor Challenge: When will the White Paper changes take effect? Response: The expectation is 2029.	
6	What is the impact of decisions made during the last meeting upon the standards and improvement of the Federation?		FGB 09.02.2026 • The CoG confirmed the Federation has a Cyber Security Safeguarding Link Governor appointed strengthening oversight of digital safety across the Federation. • Safeguarding improvements at QED are awaiting quotes. • Several policies were ratified, supporting consistent practice and compliance. EFGB 16.03.2026 • One Form Entry (1FE) Decision: The governing body unanimously agreed (11 votes) to adopt a 1FE model. • The CoG has informed all those who were consulted, and a formal letter confirming the decision—signed by the governing body—has been issued to all those consulted. • The CoG will forward the objections to the School Adjudicator this week.	COG to provide objections to

				School Adjudicator
7	Headteacher Report	7.1 Headteacher Report Spring Term 2025 to 2026	The Headteacher's report was circulated prior to the meeting and included updates on: Quality of Education; Inclusion; Suspensions and Exclusions; Personal Development; Workforce Wellbeing; Child Protection; Referrals to External Agencies; Attendance and Punctuality; Community Links; Leadership and Management; Complaints; Premises and Grounds; and recent events, activities, and clubs. The EHT drew Governor's attention to the following: <u>Quality of Education</u> • QED - trialled whole-class marking approaches designed to reduce the teacher workload while maintaining high-quality practice. This term's focus is on effective marking and feedback, exploring strategies that lessen workload without compromising pupil outcomes. • English (writing/phonics) – ○ The LA English Advisor supported the planning of a unit using a new format. ○ Continued focus on improving the use of basic punctuation opportunities in Years 3 and 4. ○ Staff meetings this term have included writing reviews, planning sessions, and writing moderation activities. ○ Engagement with the DfE English hub at QEM to enhance the quality of phonics teaching. • Enrichment – increased number of events and opportunities across the Federation ○ Year 3 pupils participated in the Evensong at St John's College ○ KS2 Public Speaking Competition ○ Numerous enrichment workshops and curriculum experiences took place. ○ QED Year 5 and selected Year 6 pupils visited Parliament in the Autumn term to learn about how laws are made. <u>Workforce Wellbeing</u> A staff communication guide has been developed and circulated for QEM staff to support effective and professional communication. <u>Attendance and Punctuality:</u> • The attendance policy has been updated to reflect EYFS reforms and current expectations. • Ongoing monitoring is in place for all pupils whose attendance is below 96%. <u>Leadership & Management</u> • The LA School Improvement Adviser (BH) is retiring, Emma Fuller will provide interim cover for the role.	

			• The EHT and DHT at QEM are booked onto an LA Ofsted preparation course in May. Staff from QED will undertake this in time, when more courses become available. • Federation leaders have reviewed and aligned school priorities and developed the School Development Plan including evaluate work for the 2025/6 cycle. • The EHT and the QEM SENDCo have joined the LA 'Inclusion for all' reference group linked to the recent LA's SEND Ofsted inspection findings. <u>Self-Evaluation and SEND Reform</u> • The EHT informed that work has started on the SEF, to align with the new Ofsted toolkit. • This work is closely aligned with the ongoing SEND reform, with a strong emphasis on inclusion and the continued development of an adaptive curriculum. <u>F&R Committee Update</u> • The Federation Finance Manager has resigned. • The vacancy has been advertised, and interviews will take place after the Easter break. Governor Challenge: Were the two formal complaints received this term related? Response: No, they were two separate complaints; one was managed by the EHT and the other by the CoG. Governor Challenge: The report refers to several staff being referred to Occupational Health. Can you clarify the circumstances under which staff are referred? Response: New staff are not required to disclose medical information during the interview process. After appointment, all staff complete a medical form, and an Occupational Health referral may follow as part of the standard onboarding procedure. Referrals can also be made for a range of reasons including work-related stress, long-term sickness, or other health-related factors requiring support. Wellbeing matters are routinely discussed through the Standards Committee, where wellbeing updates are documented. The staff wellbeing group continues to meet twice per term. Governor Challenge: The report notes that the electronic gates at QEM were damaged over February half term and the cost fell to the school. Was the driver insured? Response: The CCTV footage was not sufficiently clear to identify the driver or vehicle, and the incident occurred during the holiday period with no witnesses. Governor Challenge: Regarding QED swimming pool, repair costs are currently unaffordable. Is there an estimate of the cost?	
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			Response: No formal costings have been determined. Governors will need to consider whether refurbishment is feasible. Governor Challenge: There appear to be no music lessons at QED. Response: Regular music tuition continues, it just has not been listed. <u>Governors reflect & comments.</u> • Governors commended the report, noting the impressive breadth of work despite ongoing pressures. • Particular praise was given for the continued delivery of enrichment opportunities such as Evensong, and for the commitment of staff and FLT in enabling these events. • The EHT noted that the report is intended as a summary document that keeps Governors fully informed and anticipates key questions, including those relevant to future Ofsted inspection lines of enquiry. • Governors described the curriculum and outreach work as “heartwarming,” remarking positively on the breadth of opportunities offered to pupils across the Federation. On behalf of the Governing Body, the CoG thanked the EHT for her thorough, clear, and transparent report.	
8	Staff Involvement on the Governing Body	8.1 Staff Involvement on the Governing Body	• A discussion paper from CoG (23.02.2026) was circulated in advance. • The paper clarified why QEM staff do not have a separate representative on the Federation Governing Body. • Historically this has not been an issue; however, QEM staff recently raised the point in relation to the 1FE proposal, wishing to ensure their school’s views are heard. • This was identified as a short-term concern connected to the 1FE consultation rather than a request for permanent additional representation. • The paper confirmed that the composition of a federated Governing Body is set by the DfE. • Under the current constitution, there is only one elected staff governor across the federation. • Governors are appointed for their skills and experience and does not represent staff interests or any specific school. <u>Governors’ Discussion – Options for Staff Representation</u> • Staff cannot elect additional governors; however, the Governing Body may choose to co-opt members.	

			- Associate Members can sit on committees, vote at committee level, and attend full governing body meetings as observers. <u>Key Issues Identified</u> - Co-opting or appointing an Associate Member from QEM could create complications in future if elected staff governors also come from QEM. - Holding elections for associate roles should be avoided to prevent confusion with formal governor elections. - Procedural and legal considerations exist but are manageable with careful handling. <u>Governor Reflections</u> - Governors questioned whether the proposed options would genuinely address the staff concerns raised at QEM or improve staff feeling “heard.” - A suggestion was made to share more information with staff to support morale, motivation, and parity across schools. - Governors observed that staff do not always have a clear understanding of the governor role and that improved communication may be beneficial. - Concerns were raised about the risk of staff outnumbering non-staff on the Governing Body, given the current constitution includes eight staff members (including the EHT). - If a co-option were pursued, criteria and skills gaps would need to be clearly defined. - There was concern that using a co-opted place for representation rather than skills could limit capacity. <u>Alternative Approach</u> - It was proposed that, when appropriate, QEM staff could be invited to Governing Body meetings to share views, rather than altering the governing structure. - Governors noted that staff restructuring matters cannot be discussed at GB meetings due to confidentiality. - Governors expressed a desire to ensure staff feel listened to and acknowledged that representation is not always straightforward. - Staff may request to attend as observers where appropriate. - Transparency is important, but attendance should be purposeful and useful. <u>Next Steps</u> Agreed - Further explore the role and purpose of the Staff Governor position. - When changes affecting QEM arise, ensure there are clear steps for seeking staff views and providing staff with relevant information. - Governors noted this include all staff, not only teaching staff	
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9	2025/6' School Development Plan	9.1 A School Development Plan April 2025 to March 2026	The School Development Plan April 2025 to March 2026 was circulated in advance. It outlines priorities under Quality of Learning, (Curriculum and EYFS) Personal Development, Behaviour and Welfare, Leadership and Management, and Equality Objectives with associated actions, timelines, responsibilities and intended impact. The document is a comprehensive overview of: • Key improvement priorities • Actions planned and completed throughout the year. • Evidence of impact across teaching, leadership, behaviour, EYFS, and finance. • Adjustments made in response to national policy, local context, and pupil needs. • Progress is monitored through a structured cycle involving staff, leaders, and governors, using data, observations, discussions, and formal reviews. • Evaluation of the SDP informs next year's actions and objectives. Governor Challenge: What have been the biggest successes? Response: Progress has varied by cohort. Year 1 phonics at QEM remains challenging due to low starting points despite strong teaching, in contrast to stronger EYFS outcomes. Overall, outcomes are positive, and curriculum and teaching remain strong. The school is proud of its inclusion work, community links, behaviour, and financial management, with confidence that planned savings remain achievable. The CoG observed that the report reflects the schools as purposeful and well-led, with regular evaluation (white rose for maths) contributing to clear improvement and positive outcomes for pupils. Governor Challenge: Are the 7 habits embedded? Response: Embedding is stronger in some areas than others. QEM has found consistency more challenging due to the absence of a single lead. Staff capacity and leadership ownership have been factors. Plans are being explored to assign clear leadership next year and reinvigorate momentum through the Personnel Committee. Behaviour curriculum developments at QEM are working well and complement the 7 Habits. Both contribute to teaching pupils how to conduct themselves and develop skills for life. Staff also received 7 Habits certificates, reinforcing a whole-school approach. Governor Challenge: Some actions at QEM remain incomplete—why? Response: Staff absence and SMT members covering classes have affected capacity. Despite this, staff have worked hard, and the school remains ambitious in its plans.	
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10	FBM Update Schools Financial Values Standards (SFVS)	10.1 Schools Financial Values Standards (SFVS)	- The SFVS document was circulated ahead of the meeting. - The Co F&P (HP), highlighted the annual assurance process, confirming that robust financial procedures are in place and that Governors are appropriately informed about the schools' financial position. - The document was completed jointly by CoF&P (HP), the EHT, and the FBM. - The Co F&P (HP) noted the value of benchmarking against similar schools to compare key financial metrics, confirming that this provides a useful and reassuring overview of the schools' financial standing. - The SFVS is required to be presented to the FGB for approval prior to submission to the Local Authority. - Noting Page 1 includes a summary of agreed actions arising from the review. - Governors were reminded that all are invited to participate in the budget review, FBM recruitment, and the LA Recovery Plan. Governor Challenge: Has a benchmarking review been conducted? Response: The Co F&P (HP) confirmed that the F&P Committee undertook the benchmark review. The Governing Body approved the SFVS. EHT to submit the completed approved SFVS to the LA by 31.03.2026. The Governing Body recorded its thanks to HP, the EHT, and the FBM for their work.	EHT to submit the completed approved SFVS to the LA by 31.03.2026
11	Safeguarding up-date (SJ)		- Addressed under the Headteacher's Report (agenda item 7). - The EHT advised governors of the newly released document Working Together to Safeguard Children (23.03.2026), highlighting strengthened expectations for multi-agency collaboration, including updated guidance relating to transport.	
12	Up-dated policies for review	12.1 LA Exclusion Guidance 12.2 Guidance for Safer Working practice	LA Exclusion Guidance The Guidance was adopted and ratified. Guidance for Safer Working practice The Guidance was adopted and ratified.	

13	Feedback from Governor Training, Governor Visits and Link Governor Visits		• Governor ATR conducted a Cybersecurity Governor visit on 27.02.2026. The visit report has been uploaded to the Governors' secure area of the website. • The Clerk to add Cybersecurity Governor visit (27.02.2026) report to the next S&I Committee agenda for discussion. • Governor SW attended the Health and Safety training on 10.02.2026, and School Property Management on 02.03.2026. Training reports for both sessions have been completed and uploaded to the Governors' secure area of the website. • Governor LG has completed their Induction Training • The CoG will be conducting a safeguarding visit during the current week (week commencing 23.03.2026). • The CoG reminded all Governors of training available on Govhub and encouraged them to schedule and complete their Governor visits. • The EHT reminded Governors to inform her when they have completed any training so the central training log can be updated. • The EHT also asked governors to email details following each visit and training so that the relevant forms can be uploaded to the Governors' secure area of the website.	The Clerk to add Cybersecurity Governor visit (27.02.2026) report to the next S&I Committee agenda for discussion.
14	Governor Clerking Services for 2026/27		• The EHT confirmed that no applications had been received for the Clerk to Governors role. • The alternative is to continue with the Local Authority Governor Services clerking provision for 2025/26. For 2026/27, the annual cost for six in-person FGB meetings is £2,424.00 or £2,304.00 for remote clerking. • The federation currently holds 18–20 meetings per year (FGB and Committees). • Two committees meet six times annually, which is not typical compared with other settings. • A review is needed of the meeting structure and frequency (FGB and committee arrangements), including comparison with other schools. • It was agreed that consideration needs to be given to dissolve the S&I Committee and incorporating its business (policies, absence, attendance etc.) into FGB meetings to reduce duplication. Relevant items could be appended to the Headteacher's Report. • Governor visits could be used to ensure monitoring continues if committee structures change. • It was agreed that the F&R Committee is still required; however, its meeting frequency and alignment with FGB dates need reviewing. • Current meeting structure is costly; options and efficiencies should be explored. • Governor visits could take place in coordinated blocks, and F&R meetings may be reduced to around six per year, better timed around key events.	Working group (CoG, RW & PK) will review meeting structure, frequency, and alternative models, and will bring

			- A small working group consisting of CoG, RW & PK will review meeting structure, frequency, and alternative models, and will bring recommendations to the next FGB (27.04.2026). - Following this review, the Governor Services SLA for training and clerking for 2026/27 will be signed. - It was agreed to subscribe to the Governance Adviser support and training package (including e-learning).	recommendations to the next FGB (27.04.2026).
15	Receive Minutes of Committee Meetings	15.1 Standards & Improvement – 2 nd March 2026 15.2 Finance & Resources – 16 th March 2026	The Governing Body confirmed that the S&I minutes 02.03.2026 were received . The F&R minutes from 16.03.26 will be received at the next FGB meeting on 27.04.2026.	
16	Items to be reported to parents.		None	
17	Correspondence Circulated		- The CoG's letter to staff regarding staff involvement on the Governing Body has been issued. - All stakeholders consulted have received a letter regarding the one-form entry decision, signed by the Governing Body, confirming the outcome. - The CoG confirmed that all stakeholders have been informed.	
18	Any Other Business		None	
19	Date of next meeting:	Monday 27th April 2026, 5.30pm	FGB meet at 5.30pm to ratify the budget F&R Committee meeting to follow at 6pm Held at Queen Edith	



Signed:

Date: 15/07/2026

Dr Sean Lang, Chair of Governors