

Full Governing Body Meeting  
Monday 1st December 2025, 6.00 p.m.  
Queen Edith Primary School  
MINUTES



Sean Lang (CoG)  
Sarah Jarman (EHT)  
Anna Biard (Clerk)  
Julia Neal  
Stanley Wilson  
Richard Baldwin  
Ambili N  
Liz Gooster  
Isabel Nicolson

Phil Kirkham  
Rev Rob Hawkins  
Harriet Philips  
Nicole Wilson  
Hayley Brooker  
Cath Stubbs  
Ana T R  
Nicki Simmons

	Item	Supporting Paperwork	Notes	Actions
1	Apologies for Absence		Apologies were received from Rachel Holman and Richard Wilson.	
2	Declaration of Interest (SL)		No declarations of Interest were received.	
3	Welcome and introductions (SL)	Governor biographies – updated for information.	<ul style="list-style-type: none"> <li>AN- Her last child has now left QED, remove “one still at Queen Edith.”</li> <li>HP to send an updated biography to Clerk.</li> <li>CoG invited governors to send any other biography changes to the Clerk.</li> </ul>	Clerk to amend
4	Co-option of new governor (SL)	Isabel Nicholson to join meeting after this item.	CoG welcomed Isabel Nicolson to the meeting and the Governing Body. IN introduced herself to the group; she is a parent at Queen Emma (reception and Year 2), and she is a chartered accountant. She has worked with the Federation CoG as part of a theatre company. This was followed by all governors giving IN a brief introduction of themselves and on which committee they sat on.	
5	Agree minutes of the last meeting.	Minutes 20.10.2025	<b>Governor Challenge:</b> - Are we now detailing in the minutes, the initials of the governor who asks a question, because this governor didn't think this was the case? Response: yes from now on we	

			<p>should state who has asked the question as it shows that at variety of governors ask questions at our governing body meetings to show the breadth of governors who ask questions. Page 2. Item 7, point 2 corrections.</p> <p><b>The minutes were agreed based on above amendments.</b></p>	
6	Feedback from Governor Training, Governor Visits and Link Governor Visits		<ul style="list-style-type: none"> <li>• CoG has completed the training course “Safeguarding and a Governors Role” EHT asked if CoG received a certificate? COG said that he didn’t receive a certificate but he’s going to complete one of our forms to show that he has completed training a</li> <li>• CoG also attended complaints training. This essentially confirmed to CoG that we are handling complaints correctly.</li> <li>• CoG also attended the Chair’s Briefing.</li> <li>• IRP (independent review panels) training was talked about. This training covers handling exclusions. One this training has been completed a governor can be called upon to handle complaints at other schools.</li> <li>• HP had a meeting with EHT and our Finance Manager MA about financial controls. HP confirmed that we have a robust system in place and we are following policies. This meeting highlighted areas which the new FBM will have to focus on regarding the SBS.</li> </ul>	
7	Matters arising		<ul style="list-style-type: none"> <li>• CoG asked if everyone had signed the Code of Conduct? Response: Yes, Clerk to have a final check.</li> <li>• CoG asked if the linked governors have connected with teachers yet? Response: Yes, list has been circulated to all Governors and staff. PK has an appointment booked but at the time of this meeting he was in the process of having to rearrange it.</li> <li>• Governor LG asked if all parts of the New Governor Induction should be completed before taking part in governor visits? Response: Yes</li> </ul>	
8	Discussion about the structure of schools (including pros & cons)		<p>EHT gave some context surrounding this item for the benefit of the group, particularly for the new governors in attendance; at Queen Emma, we made a temporary variation to the PAN for the academic years 2024-2025 and 2025-2026 because opening a second class was not financially viable as there were not enough applications. For this academic year (2025-2026) QEM received 37 applications. 30 children were given a school place at QEM and 7 were given a place at QED. After considering the demography figures it has been established that the shared catchment of QEM and QED for next year is 90 children.</p> <p>This evening, we must consider how we move forward based on this information.</p>	

			<p>We have 2 options and these are as follows:-</p> <ol style="list-style-type: none"> <li>1. Queen Emma becomes one form entry, meaning that 30 children are accepted every September. We have the option to revert back to two form entry at any point. (Queen Edith remains two form entry)</li> </ol> <p>Or</p> <ol style="list-style-type: none"> <li>2. We change to a 1.5 form entry at each school. This would mean that we have mixed age groups from Reception to Year 6. This may make both schools less desirable for parents and reduce intake further.</li> </ol> <p>The decision made tonight will form the rationale for the consultation. The consultation will last for 6 weeks; the consultation must be started by 31<sup>st</sup> January.</p> <p>The CoG invited questions from the group and in particular to new governors LG and IN.</p> <p><b>Governor Challenge:</b> IN asked if this will have a direct impact on staff in terms of redundancies? Response: A school would need to re-structure if it were reducing in size.</p> <p><b>Governor Challenge:</b> (AN) Would option 2 of mixed classes also mean redundancies? Response: A school would need to restructure if it were facing organisational change.</p> <p><b>Governor Challenge:</b> (HP) Does one option involve more redundancies than the other? Response: It is difficult to tell.</p> <p>EHT gave the group some information about the applications for the September 2026 Reception intake.</p> <ul style="list-style-type: none"> <li>• <a href="#">QUEEN EMMA</a> Total applications – 46 Of these 15 are 1<sup>st</sup> choice. 15 are 2<sup>nd</sup> choice. 16 are 3<sup>rd</sup> choice.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• <b>QUEEN EDITH</b> Total applications – 53 Of these 26 are 1<sup>st</sup> choice. 19 are 2<sup>nd</sup> choice. 8 are 3<sup>rd</sup> choice.</li> </ul> <p>January 16<sup>th</sup>, 2026, is the closing date for Reception September 2026 applications, we have another open morning on 08/01/26 which may generate more interest.</p> <p><b>Governor Challenge: (ATR)</b> Is this higher than last year? Response: Not really if you are looking at the 1<sup>st</sup> choice figures. Consistently Queen Edith is the more subscribed showing parental preference.</p> <p><b>Governor Challenge: (ATR)</b> As a parent she does not find option 2 appealing.</p> <p><b>Governor Challenge: (PK)</b> PK asked for clarification, we do not have enough students to sustain 2 forms, this is not financially viable? Response: It was clarified that option 1 is to reduce the students at one school and not the other. Option 2 is to reduce children at both schools and have mixed year groups.</p> <p><b>Governor Challenge: (PK)</b> What are we specifically deciding? Response: We are deciding whether we choose option 1 or option 2 for the future of both schools.</p> <p>The first time we applied to the Schools Adjudicator to reduce the PAN. Then we did it for a second time. We are now looking at this as being our standard intake. EHT added that we must consult stakeholders to reduce, but not to increase.</p> <p><b>Governor Challenge: (RB)</b> Governor stated that his opinion is not to mix classes.</p> <p><b>Governor Challenge: (HP)</b> Governor voiced that mixed classes are not desirable and then asked the group if anyone had any positive feelings about mixed classes? Response: CoG offered that the equality of both schools would be an advantage.</p> <p><b>Governor Challenge: (RH)</b> Would mix classes offer more flexibility? Response: No, not in KS1.</p>	
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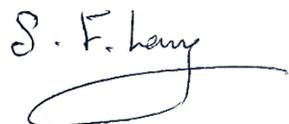
			<p>CoG asked the staff in attendance what their thoughts were? Responses:</p> <ul style="list-style-type: none"> <li>• NS said she agrees with RB.</li> <li>• CS also agreed with RB however, she added that the equality of two balanced schools was a positive</li> <li>• JN has previously working in a school with mixed classes, and it worked well but felt that it did add challenges, JN also felt that the equality across both schools would be positive. CoG asked JN if it was a small or large school that she worked in? JN answered that it was a large school in central London. JN added that she agreed with the notes that governor RW sent to the meeting in his absence.</li> <li>• EHT added that mixed classes can be difficult for teachers to plan for as it involves 2 year groups.</li> <li>• HB felt that mixed classes are doable but will be tricky; Reception + Year 1 are a totally different curriculum and will be very difficult to do.</li> <li>• NW felt that she doesn't agree with mixed classes because of children with mixed abilities, teacher workloads, there will be children with many varying needs and consequently will have different goals.</li> <li>• EHT shared that she knows of 2 other schools who are considering reducing their PAN due to low birth rates in Cambridge.</li> </ul> <p>Governor LG added that mixed classes are not appealing to future parents and may reduce numbers even further than we are predicting.</p> <p>EHT added that when she has been informing parents that there are 30 places at QEM, she felt that this has introduced some competitiveness to complete applications for places.</p> <p><b>Governor Challenge:</b> (PK) What have other schools decided? Response: Some other schools are having to reduce their PAN.</p> <p><b>Governor Challenge:</b> (AN) What is the intake at Morley? Response: 2 form entry.</p> <p><b>Governor Challenge:</b> (PK) What percentage of students are likely to be SEND; is it likely to be high at QEM? Response: Yes. If children already have an EHCP in place then they are higher up the admission criteria and it is likely that they will all be in the same class at QEM. Some schools</p>	
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			<p>in the LA have to be consulted due to reduce numbers in response to some demographics at QEM.</p> <p>CoG informed the group that he would like a show of hands this evening. EHT wanted it to be made clear that a reduction in children and staff will also mean a reduction in funding.</p> <p><b>Governor Challenge:</b> (PK) What about the unused extra space at QEM? Response: The local authority is aware of the impact that this evening's decision will have on this issue.</p> <p><b>Governor Challenge:</b> (PK) The retirement of half a building is surely not financially viable? Response: One classroom is already being used for SEND children and we are set up well for this provision. It is possible that we may be a venue for hire for children needing education, or a NVQ training space for example.</p> <p>CoG again touched on the equality between both schools and how best to deal with the impact this is going to have on the staff at QEM.</p> <p><b>Governor Challenge:</b> (LG) Is the funding we receive per child or per class? Response: It is per child. Looking at this year's 37 applications at QEM. We can't have 7 children in a classroom because of the cost of a teacher etc.</p> <p><b>Governor Challenge:</b> (PK) regarding the question of the empty classrooms, will it be even at both schools? Response: If QEM is reduced to one form, half the school will be empty. We can't spread the empty rooms across both schools as QED will be full.</p> <p>CoG invited any other questions, and there were none. The vote then took place.</p> <p>Option 2: Mixed classes at both schools - <b>0 votes received.</b></p> <p>Option 1: Reduce QEM and not QED – <b>12 votes received.</b></p> <p>CoG will now write a consultation letter to parents, staff, local schools, our local authority, and the neighbouring local authorities. Comments will be sent to CoG (SL). And this will all be sent to the adjudicators.</p>	
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9	Executive Headteacher's Report to the Governing Body to include Safeguarding (SJ)	EHT Autumn Term Report – 2025	<p>EHT welcomed any questions from governors regarding the ET Autumn Term Report.</p> <ul style="list-style-type: none"> <li>• CoG commented that the first point on p1 was very positive regarding the good results of statutory assessments.</li> <li>• CoG was pleased to read about the increase and future increase in cross Federation events, with more roles being introduced.</li> <li>• CoG asked how the Literacy Workshops went. EHT felt at QEM the EYFS workshops were very well received by parents. Likewise at QED, lots of parents attended and learned more about the curriculum.</li> <li>• HP asked about the Persistent Absence figure and how is it derived? It is children whose attendance is below 90%. AN asked if this included absences for illness. EHT replied that yes, absences due to illness are included.</li> <li>• EHT added that suspensions had increased by 2 since the time of writing this report.</li> <li>• AN asked about the Perse clubs and how well received they are? EHT replied that they are very well received and are very popular. CoG asked if it was only the Perse students who were involved. EHT replied that Perse teacher also supports the clubs. Which when you consider the challenges we are currently facing, we are still doing very well to deliver such teaching to our children.</li> <li>• CoG asked what a Birthday Buddy is? Staff pair up with one another and buy birthday gifts.</li> <li>• AN asked if Netherhall students still teach German at QEM? There was a Netherhall + Hills Rd reading project; however, it didn't come to fruition.</li> <li>• HP asked how are our ECTs supported? Very well supported, they are mentored by EHT to ensure that our ECTs progress, we use the ECF Cambs &amp; Peterborough Hub, and they provided training material which we have found to be very helpful. This is based on the Education Endowment Fund. CS, HB, and JN are tutors and at the end of term our ECTs have an opportunity to discuss their training.</li> <li>• CoG ask RH how his assemblies are going? RH replied that they are great, and he particularly enjoys the fantastic questions he is asked by our children.</li> </ul> <p>CoG invited any further questions, of which there were none. CoG thanked EHT for the informative report and congratulated the team for the great results.</p>	
10	Policies for review	<ul style="list-style-type: none"> <li>• Attendance Policy 2024(SJ, HB, RH)</li> <li>•</li> </ul>	<p><b>Attendance Policy.</b> All schools with EYFS provision have been asked to review their Attendance Policy after guidance came from the local authority. There have been non statutory school age attendance changes, and changes to reflect Early Years practice. The appendices remain unchanged.</p>	

		<ul style="list-style-type: none"> <li>• Data Protection Policy</li> <li>• Accessibility Policy</li> <li>• Governors Allowances Policy</li> </ul>	<p>Policy ratified as amended.</p> <p><b>Data Protection Policy.</b> This is updated annually; we subscribe and receive changes and amend accordingly. CoG added that at a governor safeguarding training course recently attended, he was congratulated for our AI Policy. Policy ratified as amended.</p> <p><b>Accessibility Policy.</b> Minor tweaks with no big changes. Green highlighted parts are the most recent changes, the yellow are slightly older. All need to be amended. Policy ratified as amended.</p> <p>Governors Allowances Policy. This used to be a local authority model, it is last year's model version to accept. The date of review at the end of the policy needs to be changed, also p2 date change required.</p> <p><b>Governor Challenge (HP):</b> Can we check the review period, is it annual or biannual.</p> <p><b>Governor Challenge (HP):</b> HP wanted to confirm that we haven't paid out any governor allowances or expenses? Response: No</p> <p><b>Governor Challenge (LG):</b> Do we need to ensure that being a governor is accessible to all parents for example single parents who may be deterred from joining governing body due to childcare challenges in the evenings. If it was known that governor expenses could be claimed for, perhaps more parents may be inclined to join the governing body? Response: It was discussed that on future communications to parents regarding governor vacancies, the governor allowances would be sent alongside the description of the role.</p>	<p>Clerk to amend date.</p> <p>Clerk/EHT to check review period</p>
11	What is the impact of decisions made during the previous meeting upon the standards and improvement of the Federation?		<ul style="list-style-type: none"> <li>• Ongoing development of our financial situation.</li> <li>• Reception intake numbers at QEM has inspired further conversation.</li> <li>• <b>Governor Challenge (LG):</b> Has there been any further developments regarding the heating at QEM? Response: FIG coming up next week and we are slowly making an impact on our current situation by resolving the heating issue.</li> <li>• Safeguarding aspects at QED are moving forward.</li> <li>• New school FBM has been appointed.</li> <li>• A governor has visited to inspect our financial procedures.</li> </ul>	
12	Receive Minutes of Committee Meetings	Standards & Improvement – 22.09.25	S&I minutes were received.	

		Finance & Resources – 06.10.25	F&R Minutes were received	
13	Items to be reported to parents		The consultation about a permanent reduction in PAN at QEM which will be emailed to parents by EHT on 08/12/25. This will be open for the required 6-week period. Future communications to parents about any governor vacancies will also now include information about governor allowances.	EHT to email QEM parents.  Clerk to include governor allowances policy in new governor communications
14	Correspondence Circulated		Notes regarding from Richard Wilson regarding the structure of the schools	
15	Any Other Business		This was the final meeting for Rev Rob Hawkins (Partnership Governor) and Anna Biard (Clerk), CoG gave best wishes to both and thanked RH and AB.  Clerking- The Spring term governors' meetings will be minuted by a remote clerk from the local authority. This will be by means of a recording device or by the clerk being present on a Teams call. The advertisement has gone out, and another will be advertised over Christmas if no applications are received by the first closing date.  CoG asked if LG has decided which committee to join? LG asked how does one normally decide? LG was advised to attend both committee meetings and it also depends on your experience and your set of skills.  AN asked if the EHT's appraisal been completed? Response: Not yet it's later this term.	
16	Date of next meeting:	<b>Monday 9<sup>th</sup> February 2026, 6pm</b>		

A handwritten signature in black ink, appearing to read 'S. F. Lang'. The signature is fluid and cursive, with a large loop at the end.

Signed:  
*Dr Sean Lang, Chair of Governors*

Date: 13/02/2026

## Appendix 1

**Notes for consideration for FGB Monday 1<sup>st</sup> December 2025 at 6pm**  
**– Richard Wilson (unable to attend the meeting)**

**A few thoughts – one form entry or mixed year groups for Queen Emma**

At first glance, mixed year groups might have a superficial attraction but would also bring significant disadvantages. Mixed year groups, I think, are suited only to very tiny rural schools which have such small numbers that some form of mixed grouping is unavoidable if the school isn't to close.

If we move forward with a single form entry at Queen Emma, we can, if it suits us, also be flexible in the future should there be a massive, unexpected spike in pupil numbers. The LA could approach us, and we might then agree to a one-off increase to two-form entry but only on the condition that we are funded for a full class of 30. What we should avoid, at all costs, is year groups in the high 40s or low 50s as costs would enormously outstrip income and we would have an ever-increasing deficit, making a bad situation worse.

**Mixed year groups**

It seems to me that there would be a whole series of disadvantages, including.....

- Very complex to plan the curriculum and to plan teaching adequately to differentiate between such a wide range of pupils across two NC year groups (even more so given the high SEND numbers).
- Without very strong long-term planning, there would be a high risk of gaps or repetition, especially so if groups are split between two teachers. Pupils arriving mid-year would be very likely to miss out.
- In class, there could be too many compromises arising from an understandable inclination to teach to the middle: the older children could easily be less challenged while the younger ones would be much less able to cope.
- This uneven challenge, with work likely to be too easy for some but too difficult for others, is likely to make mixed groups unpopular with parents as well as with staff.
- It would be very difficult to deliver well targeted whole-class teaching and the fragmentation arising from differentiation would be detrimental in terms of classroom experience as well as increased workload regarding planning and preparation.
- Mixed groups in years 5 and 6 would present very particular problems when it comes to preparing for KS2 SATs.

That's probably enough disadvantages for now – you will get the idea that I'm not a fan of mixed groups! Hope the meeting goes well and a good debate is had.