

Guildhall Feoffment Community Primary School

Minutes of the FGB – Curriculum Full Governing Body meeting of Guildhall Feoffment Community Primary School held at the school at 3.45pm on Tuesday 15 July 2025.

Present:

Ros King	(RK) - Chair
Andy Mathews	(AM) - Headteacher
Shan K-Don	(SKD)
Kristian Lee	(KL)
Tiffer Robinson	(TR)
Sumathi Sundram	(SS)
Lara Knights	(LK)
Lydia Mahoney	(LM)
Stephanie Ward	(SW)
Ben Tanner	(BT)

In attendance:
Becky Poynter (Governance Professional)

1	<p><u>WELCOME AND APOLOGIES FOR ABSENCE</u></p> <p>The Chair welcomed all to the meeting and commented how pleasant it had been to meet with the staff. She thanked those who had organised the event particularly the kitchen who had made such great cakes</p> <p>AM confirmed that the kitchen was an asset and that the staff had recently been working with the teachers to add cooking to the curriculum. Year 2 pupils had made sauce which would be used for pizzas on Tuesday, year 6 pupils were making food from India (their current topic) and year 5 had been chocolate making. They would be working with year 6 pupils to help design menus for next year.</p> <p>RK asked if this was the whole class. It was confirmed it was.</p>	
1.1	<p><u>Apologies for absence</u></p> <p>Megan Rich, Lara Knights</p> <p>It was noted that LK hadn't completed a safeguarding visit this term. RK to follow up over the summer</p>	RK
1.2	<p><u>Consent/Non Consent</u></p> <p>Governors consented to these absences.</p>	
2	<p><u>PECUNIARY AND OTHER INTERESTS</u></p>	
2.1	<p>There were no declarations of pecuniary interest declared for this meeting.</p>	
3	<p><u>CHAIR'S ACTION</u></p>	
3.1	<p><u>Chair's Action</u></p> <p>RK confirmed she had proved the reimbursement of expenditure for food for the Year 6 trip to London. The school credit card could not be used.</p>	
3.2	<p><u>Chair's Update</u></p> <ul style="list-style-type: none"> • The solar panel issue was ongoing. 	

4	<p><u>ANY OTHER BUSINESS</u> None requested. BT asked about access to the GF email addresses with the introduction of two factor authentication on 18 July. It was hoped that due to the technical issues this deadline would be extended by the LA. In the event of an emergency and the Governors not being able to receive emails, the Chair would be the main point of call by phone.</p>																									
5	<p><u>MINUTES</u></p>																									
5.1	<p>The minutes of the Curriculum meeting held on 10 June 2025 (copy in Minute Book), having previously been circulated, were confirmed, and signed by the Chair.</p>																									
5.2	<p><u>Matters arising</u></p> <table border="1" data-bbox="204 651 1369 1048"> <thead> <tr> <th data-bbox="204 651 300 689">Item</th> <th data-bbox="300 651 906 689">Action</th> <th data-bbox="906 651 1034 689">Who</th> <th data-bbox="1034 651 1171 689">When</th> <th data-bbox="1171 651 1369 689">Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 689 300 801">6</td> <td data-bbox="300 689 906 801">AM to check Governors were on the newsletter distribution list. AM to share dates of events with Governors</td> <td data-bbox="906 689 1034 801">AM</td> <td data-bbox="1034 689 1171 801">ASAP</td> <td data-bbox="1171 689 1369 801">Completed</td> </tr> <tr> <td data-bbox="204 801 300 869">8</td> <td data-bbox="300 801 906 869">Governors to review the MOU and submit comments for the next meeting</td> <td data-bbox="906 801 1034 869">All Govs</td> <td data-bbox="1034 801 1171 869">15 July</td> <td data-bbox="1171 801 1369 869">This meeting</td> </tr> <tr> <td data-bbox="204 869 300 1048">13</td> <td data-bbox="300 869 906 1048">Governor to revise their pecuniary interests on Governor Hub <i>Governors were asked to update their interests via their personal profile on GHub.</i></td> <td data-bbox="906 869 1034 1048">All Govs</td> <td data-bbox="1034 869 1171 1048">15 July</td> <td data-bbox="1171 869 1369 1048">Ongoing</td> </tr> </tbody> </table> <p><u>8 Memorandum of Understanding</u> RK asked if governors had any comments on the MOU circulated after the last meeting. AM confirmed it had been slightly amended but there was no substantive difference to the one previously shared. BT asked for confirmation that they were being asked to vote on joining the soft Federation. It was confirmed so. AM confirmed there was a meeting on Thursday 17 July with Heads and Chairs to formalise the arrangements. All LA schools in the West Suffolk area were involved and the agreement would be reviewed annually. RK formally proposed that the school join the Federation. AGREED</p>					Item	Action	Who	When	Status	6	AM to check Governors were on the newsletter distribution list. AM to share dates of events with Governors	AM	ASAP	Completed	8	Governors to review the MOU and submit comments for the next meeting	All Govs	15 July	This meeting	13	Governor to revise their pecuniary interests on Governor Hub <i>Governors were asked to update their interests via their personal profile on GHub.</i>	All Govs	15 July	Ongoing	
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5.3	<p>Governors received the Minutes of the Pay and Staffing Committee held on 18th June 2025 and noted the contents. FC was congratulated on her appointment as co-headteacher. It was noted that voting rights, should they be required, would be agreed on an item-by-item basis dependent on the area of responsibility being discussed. Draft minutes of the meetings would be sent to both parties for comment/approval.</p>																									
6	<p><u>GOVERNING BODY MEMBERSHIP AND ORGANISATION</u></p>																									
6.1	<p>There were not changes to the membership of the FGB since the last meeting</p>																									
6.2	<p>To consider filling any vacancies on the governing body Governors noted there were 2 vacancies for co-opted governors. LA Governor Services and NGA were both aware, but if Governors had any potential candidates, please notify the Chair.</p>																									

	<p>BT asked if it was possible to consider parents. RK confirmed it was, but they also needed to be mindful of the balance and breadth of the Board.</p> <p>LM asked if they were looking for any particular skill set.</p> <p>RM felt that diversity was important, and a neurodivergent perspective would be valuable.</p>	
6.3	<p><u>Election of Chair and Vice-Chair -</u></p> <p>RK was willing to stand again but noted that she had two years of her term of office left and the Board needed to consider succession planning.</p> <p>If anyone was interested in taking the role she would be happy to speak to them.</p> <p>The elections of Chair and Vice-Chair would take place at the next meeting. Governors could self-nominate.</p>	
6.4	<p><u>Review of FGB effectiveness</u></p> <p>The Clerk advised that a new Governor Board effectiveness tool was available on Governor Hub. It was agreed to circulate the details.</p> <p>RK asked this be completed by the next meeting.</p>	Govs
6.5	<p>To consider the governing body's succession plan</p> <p><i>See item 6.3</i></p>	
7.	<u>EDUCATION PERFORMANCE</u>	
7.1	<p><u>Pupil Progress and Attainment</u></p> <p>Governors noted the documents provided Attainment and Progress for whole school and groups and Statutory Data Set 2025 (copies on Governor Hub)</p> <p>AM commented that</p> <p><u>ATTAINMENT</u></p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> • progress data wasn't included as there were no progress measures for this cohort, just year-end data against Good Levels of Development (GLD) • 70% of EYFS achieved GLD which was in line with national estimated at 69% • Reception class had performed "pretty well" and there was an improvement on last year. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Attainment in reading across the school was secure or above. • Year 4 performed less strongly but governors were aware of the challenges in that year group. • The percentage of pupils working at greater depth was pleasing. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Except for year 4, over 50% of pupils were working at expected or above. • The year 5 class, as the poorest cohort, would have strong teaching and there would be a clear focus on writing, number and timetables. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Except for year 4, students were performing well in Maths across the school. <p>Governors were invited to ask question on attainment.</p> <p>BT asked regarding group data, whether there was anything worth noting.</p> <p>AM felt that the difference between boys and girls was interesting. Earlier in the year the girls had caught up and made the same progress with the boys by year end.</p>	N

FC noted that attainment for PP and SEND continued to be above their peers and some years had higher attainment levels, for example in year 4.

AM commented that year 4 was a boy heavy cohort with 28 boys and 18 girls. The pupils had made progress this year but would be supported by strong teaching and interventions next year.

Governors noted that attainment for SEND pupils was obviously lower.

PROGRESS

- All pupils had made positive reading progress although it was noted year 1 and year 4 had made standard progress, nothing more.

BT questioned if SEND attainment would be lower, but this didn't appear to necessarily be the case.

AM said that across the cohort you would expect this to be the case. FC acknowledged that there were some higher attaining SEND pupils.

RK **asked** about the number of pupils with an EHCP. FC confirmed there had been some changes and there were currently 9, however, the LA appeared to be responding more quickly so this number may increase before the end of term. It was noted that 3 current year 6 pupils had EHCPs and 2 other pupils were transferring to special provisions.

RK **asked** about ramifications for the budget.

AM confirmed the loss of the 2 pupils meant a reduction in one-to-one support, but those staff members had been redeployed elsewhere in the school. The school would lose funding for those pupils next term. FC reported that they had received funding for every EHCP application over the last two years.

Governors discussed the possible changes to the SEND assessment framework including the need to assess for EHCPs at preschool stage. TR's experience was that the Child Development Centre in BSE was very progressive in identifying pupil need early but felt this wasn't always the case. AM commented that such proposals didn't consider injury or illness during a pupil's school life and was hopeful that good sense would prevail.

FC asked governors to complete any consultation process on the government proposals should they be asked to do so.

SKD **asked** if the school knew how many pupils had not been identified at SEND at point of entry.

FCT confirmed that out of the 47 pupils on the SEND register they had applied for 5 EHCPs so around 10%.

Writing & Maths

- There had been a slight dip in writing in years 3 and 4, otherwise writing was positive across the school. There would be a focus on writing for these year groups next year.
- Maths progress was strong across the school.
- One of the drivers of moving class teachers from September was putting experienced staff with years 3 and 4, the Maths lead going into year 4 which was the cohort taking the Multiplication Timetable Check.

KL **asked** if there was anything to be learned from the success in year 2 or was it just the strength of the cohort.

FCT confirmed that these pupils had had a strong phonics journey compared to the those in years 3 and 4. A new writing framework was being introduced with changes to assessments at KS1 and an expectation to concentrate on the basics, like writing construction and spelling. That work would be done in year 1, consolidated in year 2 and then moving forward in KS2. What was holding the current year 4s back was their

handwriting and spelling i.e. they could not join up or be consistent and this was affecting them working at the expected standard.

AM confirmed this could be tracked back to their experiences in early years of Covid, being taught by a series of supply teachers, using a phonics programme that wasn't fit for purpose and not knowing how to hold a pencil correctly – these were difficult things to undo.

RK said that the English lead had shared her concerns about staff confidence in modelling writing and that she would be leading CPD on this in the new term.

SATS

Reading	84%	greater depth	47%
Maths	73%	greater depth	29%
Writing	72%	greater depth	13%
Combined	69%		

Governors noted

- Exceeded expectations in reading
- The combined expected figure of 69% was above the national figure of 62%.
- The phonics score of 93%
- The MTC score of 8%

Governors discussed

- the changes to the combined percentage year on year. It was explained that this moved depending on the average across the whole country.
- The implementation of the MTC. RK had observed the approach noting that there were 25 questions and pupils were given 6 seconds to answer each question. AM confirmed that this year they had administered the test to 8 pupils at a time. They may consider changing this next year, administering over a longer time frame. 30% of pupils achieved the full marks last year. The national average was 38%. Some pupils achieved very low scores but one had an EHCP, one was EAL and one who didn't attend skewed the results. Even removing the data for those 3 pupils, one class was in line with the national average and one class was below. This would be addressed and the class would be with an expert next year.

• BT **asked** if this was reflective of the ability. AM felt confident in the pupils who were achieving 23 or 25 out of 25. SKD felt that it was obvious that those pupils had the essential knowledge, but he was more interested in the average, particularly in one of the classes at 16.7 while the other class average was 21.7, in line with the national figure. Was there a question to be asked about the teaching as well as the administration of the tests. Governors discussed the school's approach to teaching times tables and the informal opportunities given to pupils to practice. FCT commented that most pupils were in touching distance of the highest scores and felt that families could help with this. AM felt they should consider changing the methodology to better monitor what the children were doing.

7.2

Adaptive Teaching CPD

FCT explained there had been three discreet CPD session with the team as part of the ongoing support from the Maths and English leads. This would be an ongoing piece of work to explain elements of adaptive teaching such as personalised learning, scaffolding for particular pupils and different methods and approaches. They were working with the Special Needs Education Service to put in specific methods of help. From September,

	<p>they would be using the Little Wandles letters and sounds programme for SEND pupils. Phonics could work for SEND pupils up to phase 4 when it became too complex. They were resourcing materials for older pupils who had weak reading skills and accessing rapid catchup programmes.</p> <p>Screening for dyslexia across the school would continue. Training was being provided linking dyslexia to writing and this would be broadened to dyscalculia later in the term.</p> <p>AM confirmed they would be targeting year 2 pupils but would screen any pupil who might be dyslexic.</p> <p>FCT confirmed they would be accessing support from the DFE funded Wensum English Hub who were developing an 8-week programme based on a whole class model. This would use texts from the Herts for Learning programme and building on Wandle learning around improving fluency to access texts at speed and with confidence.</p>	
7.3	<p><u>School Development Plan 2024/25</u></p> <p>Governors noted the updated SDP (copy on Governor Hub)</p> <p>AM commented on the objectives as follows:</p> <p><u>Objective 1: To increase attainment in Maths:</u></p> <ul style="list-style-type: none"> • Progress measures across the whole school had happened. • An increase in the use of manipulatives. • A new calculation policy had been agreed • Areas still rated amber would be continuing next year when Maths would continue to be a priority. • The Maths lead was keen to have a broader range of objectives. • There would be the implementation of a system to track times table fluency as the MTC check results were not where they needed to be. <p><u>Objective 2: Improvement of oracy and the opportunity to use these skills</u></p> <ul style="list-style-type: none"> • Completed the basic initial work on the oracy policy and training. • Identified key vocabulary and this had been added to as the year progressed. • Oracy prompts and list of words had been developed. • Oracy would remain a focus for next year. <p><u>Objective 3: Progress and attainment and a strategy for SEND pupils</u></p> <ul style="list-style-type: none"> • All actions points had been achieved. • SLT would continue to ensure quality first adaptive teaching as part of the ongoing journey. <p><u>Objective 4: To continue peer coaching to develop staff skills</u></p> <ul style="list-style-type: none"> • Opportunities for staff meeting time had been fewer than hoped due to the need to respond to the Ofsted inspection so this objective would continue next year. • The review of the Teaching and Learning Policy had been delayed so that adaptive teaching could be more embedded. <p><u>Objective 5: Increase attainment in Writing</u></p> <ul style="list-style-type: none"> • The Emile spelling programme was being delivered across the school. • Letter-Join was being used for handwriting. • CPD had been provided on the use of Herts for Learning lesson objectives to make informed and accurate judgements. <p><u>Objective 6: Integration of new Art and DT whole school curriculum</u></p>	

- Skills progression links had been completed
- Cross curricular links have been shared
- Coverage for the year had been completed in Art; DT would be completed in September.

Objective 7: Develop the effectiveness of pupil voice

- The School Council had been involved in developing the pupil survey working with AM on creating the questions.
- Worked with the kitchen on school meals.
- Pupil voice had tailed off over the past few months, but the School Council would start to meet again in the Autumn term.

Objective 8: Develop and showcase Artistic skills

- The use of Padlet to show work on the website.
- Musical show cases were performed in class or assembly; the pupils needed a little bit more confidence to perform in a larger setting.
- There were productions in Reception and years 2, 4 and 6.
- Pupils had engaged with external events such as Noah's Flood, Art projects and Bury in Bloom.
- The school had not been selected to be the Artistic Hub lead as this had gone to King Edwards. They would be involved but hadn't received any information yet.
- Some year 6 pupils were showing promise. It would be great to have some secondary pupils visit the school to support younger pupils.
- Year 4 performed their production at The Apex.

Objective 9: Support and engagement with parents to raise outcomes.

- Used feedback from surveys to put information on the website.
- Extended the range of workshops, for example, Maths for the lower school along with Phonics and EYFS, and transition from EYFS to year 1.
- Provided more information to support SEND families.
- Hosted the Family Action Plan B course for parents of neurodiverse pupils. 19 families in total, with 13 from Guildhall Feoffment. The feedback had been positive, and they were hopefully they could host the programme again next year.

Objective 10: Longterm sustainability

- The changes to the structure of the SLT had been completed with the creation of the co-head/assistant head model. They meet fortnightly as a strategic group.

Objective 11: Improve effective governance across the school

- Started to consider an effective induction programme but this was still to be completed.
- Monitoring visits had taken place.

The Clerk noted that there was a governor induction programme available on Governor Hub.

SW suggested Governors could attend any training session running across the school which may be beneficial.

RK felt there were opportunities to develop sessions through the soft Federation. It might be possible to take elements from the Governor Hub programme and see if these could be used collectively.

	<p>FCT commented that she had just reviewed the Staff induction and felt that elements of this could be just for governors; who's who, what's useful, key policies etc.</p> <p>AM felt that the governor monitoring had been better co-ordinated to work with deep-dive weeks, and this had been useful for subject leaders who then had something to say and recent information to share.</p> <p>It was noted that training was available via the National College portal. How these courses might be flagged to governors was something AM and RK could consider at their fortnightly meetings.</p> <p>SKD asked if there a need for log-on and felt it would be helpful to have recommended courses. It was noted there was a recommendation option on the National College site.</p> <p>RK and AM would ACTION.</p> <p>RK reminded governors to log any completed courses on their Governor Hub profile.</p>	AM / RK Govs
7.4	<p><u>School Development Plan 2025/26</u></p> <p>Governors noted the Key Targets document underlying the SDP for 2025/26.</p> <p>AM outlined the 4 objectives</p> <ul style="list-style-type: none"> • To increase measured attainment in Maths by improving the manner in which teaching prepares children for assessments (both national and in-school). • To improve the children's development of handwriting and spelling in independent writing across the whole school. • To raise the attainment and progress for SEND, our learners in the lower achieving 20% and our children who are targeted for progress, by the rapid implementation of support and adaptive teaching. • To develop how we use peer coaching to further develop the quality of adaptive teaching across the school. <p>He highlighted the following points.</p> <ul style="list-style-type: none"> • The pedagogy of teaching White Rose maths. Could now ask teachers to be more creative on how to create their lessons incorporating reasoning and style of questions for pupils in line with the PUMA tests. This would help pupils access the type of questions being asked in assessments. • The English Lead had identified Handwriting and Spelling as key components of independent writing across the school. If pupils were secure in these as early as possible it would help remove the cognitive load when applying higher writing skills. • It was important to identify required support and be able to undertake the rapid implementation of interventions for SEND and the lower 20% of pupils. • Intended to spend more time on peer coaching including sessions at staff meetings to improve the quality of adaptive teaching. • The School Development Plan would be brought to the next meeting for consideration. <p>KL asked if the objectives were in order of importance.</p> <p>FCT confirmed not saying these were the golden targets and the focus for staff and Governors.</p> <p>SKD asked if these would be raised at soft Federation meetings to share good practice.</p> <p>AM felt they could feed into group work for schools with similar objectives.</p> <p>FCT noted that the interim year group data had been submitted to the LA. AM confirmed that progress and attainment data for every year group was required to be submitted once a year so the LA could support appropriately.</p>	
7.5	<p><u>Additional Item</u></p> <p>Link Governors reports</p>	

	<p>Governors received reports on visits as follows:</p> <p><u>Maths</u> 23 June 2025; Ben Tanner (report on Governor Hub) BT commented that he was pleased to see Maths as one of the golden targets. The Maths lead had done some work with parents around the time of the Ofsted inspection, which had been positively received.</p> <p><u>Writing</u> 7 July 2025; Ros King. (report on Governor Hub) RK had seem modelling of teaching grammar and spelling without teaching in context. Training was planned for September.</p> <p><u>PSHE</u> 10 July 2025; Tiffer Robinson (report to be uploaded) TK commented on ensuring the PSHE is taught across the school as it's not always a high priority. The school was also changing its programme from Jigsaw to the SCARF programme. Training would be delivered in September.</p>	
8	<u>FINANCIAL PERFORMANCE</u>	
8.1	<p><u>2026/28 Strategic Financial Plan</u> Governors noted the staffing structure in place from September. There was nothing to add with regards to the financial status.</p> <p>RK asked if there were any financial implications from the SDP. AM confirmed not.</p> <p>RK asked about any updates on site security. FCT confirmed quotes had been obtained and options were being considered. AM noted that the far end of the site was securely fenced. Consideration was still being given to the car park.</p> <p>KL asked it there was any analysis of the changes made to the kitchen provision. AM felt it was too early to say but the cook was spending less on better quality ingredients. FCT said that more staff were eating with the pupils and Governors felt this was a positive in modelling good table manners and conversation.</p>	
9	<u>COMPLIANCE</u>	
9.1	<p><u>Policies for review or approval</u> – Governors reviewed the following policies</p> <ul style="list-style-type: none"> - Staff Code of Conduct - Governor Code of Conduct <p>Governors discussed the implications of the use of electronic devises and how this modelled against the new IT requirements for two factor authentication. Governors asked questions around</p> <ul style="list-style-type: none"> • staff use of private mobile phones in classrooms for this purpose • the requirements from the LA and also access to certain systems such as CPOMS and Arbor. • Whats App as a method of urgent communication in the event of a security/ safeguarding emergency. • The Acceptable Use of ICT policy and the potential need for rewording. <p>AM confirmed this would be brought to the FGB for review along with the safeguarding policy in September.</p>	AM/ FCT
10	<u>REVIEW OF THE MEETING</u>	

	<ul style="list-style-type: none"> Although the meeting had been “data heavy” there had been robust discussion about how the school was addressing issues raised. Leaders had shown a comprehensive understanding of both the schools’ strengths and weaknesses. <p>Governors discussed options for communicating in the event that emails couldn’t be accessed. It was confirmed that the school had Governors’ telephone numbers if necessary.</p>																												
11	<u>DATES OF FUTURE MEETINGS</u>																												
	<p>The dates of the meeting for the academic year 2025/26 were confirmed.</p> <table> <tr> <td>16th Sept 2025</td> <td>6.00pm</td> <td>Ethos</td> </tr> <tr> <td>9th Oct 2025</td> <td>9.00am</td> <td>Pay and Staffing Committee</td> </tr> <tr> <td>4th Nov 2025</td> <td>3.30pm</td> <td>Curriculum</td> </tr> <tr> <td>10th Dec 2025</td> <td>6.00pm</td> <td>Resources:</td> </tr> <tr> <td>21st Jan 2026</td> <td>3.30pm</td> <td>Curriculum:</td> </tr> <tr> <td>24th March 2026</td> <td>6.00pm</td> <td>Resources</td> </tr> <tr> <td>28th April 2026</td> <td>3.30pm</td> <td>Curriculum:</td> </tr> <tr> <td>9th June 2026</td> <td>6.00pm</td> <td>Curriculum</td> </tr> <tr> <td>13th July 2026</td> <td>3.15pm for 3.45pm</td> <td>Ethos:</td> </tr> </table>	16 th Sept 2025	6.00pm	Ethos	9 th Oct 2025	9.00am	Pay and Staffing Committee	4 th Nov 2025	3.30pm	Curriculum	10 th Dec 2025	6.00pm	Resources:	21 st Jan 2026	3.30pm	Curriculum:	24 th March 2026	6.00pm	Resources	28 th April 2026	3.30pm	Curriculum:	9 th June 2026	6.00pm	Curriculum	13 th July 2026	3.15pm for 3.45pm	Ethos:	
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There being no further business, the meeting closed at 19.42pm.

Signed

Dated

Action Log

Item	Action	Who	When	Status
				Ongoing
1.1	Speak to LK about visits and meeting attendance	RK	July/Aug	Open
6.4	Circulate details of effectiveness tool	Clerk	ASAP	Open
7.3	Recommend courses to Governors via the National College	AM/RK	Sept	Open
9.1	Acceptable use of ICT policy to September meeting	AM/ FCT	Sept	Open