



## 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 3.30pm On Tuesday 4 November 2025.

Present:	Ros King	(RK) - Chair
	Andy Mathews	(AM) – Co-Head
	Fiona-Catherine Thompson	(FCT) – Co-Head
	Kristian Lee	(KL)
	Sumathi Sundram	(SS)
	Lara Knights	(LK)
	Lydia Mahoney	(LM)
	Meghan Rich	(MR)
	Stephanie Ward	(SW)
	Ben Tanner	(BT)
	Tiff Robinson	(TR) Arrived 15.51
In attendance:	Becky Poynter (Governance Professional)	

### MINUTES

#### **1 Welcome and Apologies for Absence**

- 1.1 Apologies for absence were received from Shan K Don and governors noted Ben Tanner would join the meeting later
- 1.2 Governors consented to these absences

#### **2 Presentations**

- 2.1 AM introduced Ben Odogwu, Pupil Governor and said that he had asked Ben to bring his letter of application to share with the FGB, in which he outlined that, amongst other things, he was  
*“A mature and responsible person, I don’t make trouble. What I do is right, most of the time. I am a good listener. I use the useful ideas in the right situation. I am 100% behind the school values. My work is always excellent as this is my aim. I’m kind to everyone, inquisitive, determined, and finally I care about the school and want to make it better than it already is. I already lead a team as football captain. I should be and will be an excellent pupil governor.”*

Ben Odogwu reported on the activities of the School Council.

- Lots of nominations had been received for House Captains who would be agreed soon.
- Feedback on school meals; Taco Tuesdays, sushi and soups were popular, and the pizza was better. Different sandwich options and more veggie style pizza were being considered along with Chinese and Greek days.
- Lining up issues had been discussed as some pupils always wanted to be at the front. It had been agreed that KS2 classes would line up in register order.

- Money raised by Emerald class house points was going towards a new basketball hoop and stand, a fish tank and playground equipment. The use of a chocolate fountain was discussed.
- The Council was drafting a questionnaire for pupils about activities at lunchtime.

Governors were invited to ask questions.

**RK asked** if there were there sufficient Clubs for all the interests that pupils have.

**BO said** there were “Loads of clubs” and he couldn’t “think of anymore that we don’t already have”. He suggested the questionnaire could ask pupils how they were enjoying the different clubs and if there was any room for improvement.

**AM** commented that the School Council had talked about reading and questioning children about how they felt about reading.

**RK** noted that the School Council had achieved some impressive success regarding changes to the menus.

**BO** talked more about pupils chatting when lining up and the pushing in, especially for lunch.

**KL asked** if there was anything special about being first for lunch.

Staff provided context concerning food choices and concerns as to whether the kitchen would run out of popular dishes. This had been addressed by rotating the class order for lunch service.

**KL asked** if the portion sizes were the same for KS1 and KS2.

**AM confirmed** the older pupils had larger portions.

The Chair thanked Ben for attending and looked forward to hearing his next report in the Spring

*BO left the meeting at 3.50pm*

Governors reflected how impressive the presentation had been. It was suggested that in future, the Pupil Governor be given more opportunity to present their views with staff taking more of a back seat role in the discussion.

## 2.2 Overview of the writing framework, Sally Reynolds, AHT lead for English

Governors received a presentation on the new writing frameworks which had been released by the DFE just before the summer break. Some of the issues had already been identified as a focus at the school.

**SR** shared a power point summary of the document noting that

- Writing is a complex skill which requires a sequenced approach.
- Reception pupils have a focus on handwriting and spelling.
- Sentence construction is essential.
- Oracy, the spoken language, is as important for writing as it is for reading.
- Children need time to think, discuss and verbalise before writing.
- Quality is more important than length.
- Pupils need to be aware they need to write accurately.
- Structured activities in EYFS are already in place.
- Identifying additional support – already a focus in this years SDP.
- Like any other subject, writing builds gradually as it goes along.
- The structure of the curriculum addresses avoiding writing for the test. There is some test preparation but it’s a good balance.
- Leaders must establish a positive and well sequenced curriculum with trained staff.

SR outlined how the framework was being addressed at GF.

- Whole staff meeting session for all staff.
- Shared presentation given to staff.
- Particular focus given to the writing process; planning, drafting, revising, editing, publishing.
- Staff provided with resources to support the teaching i.e. model texts.
- Teaching through key features and structures in writing.
- Teach grammar in context; tying writing into the wider curriculum helps with the purpose for writing.
- Teachers have mapped writing to curriculum topics.

**KL asked** if this approach was specifically for handwriting or computer work as well.

**SR confirmed** this was the general approach but there was a focus on improving handwriting. Some pupils may have issues with written writing, but they were encouraged to try and had access to a laptop if necessary. SR outlined the rationale behind the evidence-based curriculum using research from the Education Endowment Foundation.

SR outlined approaches to addressing concerns about handwriting across the school. Including

- strategies in EYFS to assist with muscle strength and use
- The use of "Letter Join" to ensure staff had access to the most suitable resources
- Support strategies around joining in cursive writing
- Ongoing work with staff on sentence construction. Revisiting exciting but simple sentences. Ensuring the basics of subject, verb, sense and correct punctuation.
- Spoken language – tier 2 vocabulary being introduced; language that can be used across every subject. This supported the general extension of vocabulary which was particularly useful for pupils experiencing limited vocabulary at home

**KL asked** if the library had sufficient resources to support pupils

**SR confirmed** the library was well resourced, with recent investment in high-quality nonfiction books across the school. Fundraising was planned for new titles, and staff now have Suffolk library cards to access extra resources. While some pupils could write at greater depth, the focus remained on producing high-quality work and supporting pupils to enjoy the writing process.

**KL asked** if this satisfied the requirement for SATS.

**AM noted** that writing was assessed and moderated separately. There was a longer piece of writing expected in year 6 but lessons were timetabled to prepare pupils for this

**KL asked** if secondary school staff were involved when working with colleagues from other schools.

**AM said** that staff met twice yearly for moderation sessions at King Edwards with year 7 colleagues as well as ongoing discussions at the West Suffolk Soft Federation.

AM felt that nationally, the writing framework would make a huge difference as it would now be on every school timetable. Pupils at GF undertake a writing task four days a week.

The Chair thanked SR for her very informative presentation.

### **3 Pecuniary and Other Interests**

- 3.1 Declaration of any pecuniary or other interests with regard to items on the agenda  
None declared

### **4 Chair's Action/Update**

4.1 To report any action taken by the Chair

No action taken.

4.2 To receive an update from the Chair

Nothing additional to report

## 5 **Any Other Urgent Business**

To discuss any urgent items of business not on the agenda which cannot be deferred to the next

None requested.

## 6 **Minutes**

6.1 To confirm the minutes of the meeting held on 16 September 2025

The minutes were confirmed as a true record.

6.2 Matters arising from the minutes not already on the agenda

BT arrived 16.35

ACTION LOG from 15 July 2025				
Item	Action	Who	By when	Status
1.3/2.2	Governor to revise their pecuniary interests on Governor Hub <i>Some were still outstanding. Reminded again.</i>	All Govs	04 Nov	Ongoing
9.1	Acceptable use of ICT policy to September meeting <i>Now due at December meeting</i>	AM/ FCT	04 Nov	Ongoing
ACTION LOG from 16 September 2025				
Item	Action	Who	By when	Status
7.6	All governors to confirm the Code of Conduct and undertake the effectiveness tool <i>Check for next meeting</i>	All Govs	4 Nov	Ongoing
9.1	Draft induction information for governors	AM/RS		Ongoing
12.2	Updated policy schedule to be shared on Governor Hub The Chair asked for it to be uploaded to front page of GHUB	AM	asap	Ongoing
12.2	Amend and align the monitoring policy and protocol Agenda	AM	4 Nov	Ongoing
12.4	Review of school website Website has been checked by county who has said it's compliant. Governor review scheduled.	SW	4 Nov	Ongoing

## 7 **Governing Body Membership and Organisation**

7.1 There were no changes to report.

7.2 To consider filling any vacancies on the governing body

Governors were asked to consider if they knew of any one suitable to fill the 2 vacancies as no suggestions had been forthcoming from the LA..

FCT confirmed that information about governor vacancies was shared with the parent body.

## 8 **Educational Performance and School Improvement**

8.1 Joint Headteacher's Report

Staffing Update

Governors noted that the staff member who had been on long term absence had returned to school. A member of staff had retired at half term but had been replaced quickly with the new staff member starting on 3<sup>rd</sup> November.

#### Attendance

- Attendance was currently very good.
- Staff had met with the new LA attendance officer twice who was supporting with ongoing absentees. They were supportive of school's approach and waiting for outcomes of additional referrals.
- Parents were being encouraging pupils to send pupils in with a light "sniffle" rather than taking a week off.

**RK asked** if there were repeat categories of absences in the 21.7%

**AM said** it was still early in the year which disproportionately affected the data. Some cases were due to medical appointments, and some families had taken term time holidays. The school asked to see evidence to support any absence and monitored "patterns" of absences. Particular attention was paid to the attendance of approximately pupils with SEND or Pupil Premium.

It was noted that those pupils not yet at statutory school age were counted in the attendance figures. This was about half a dozen pupils.

#### 8.2 School Development and Improvement Plan

Governors received the updated School Development and Improvement Plan and noted that certain actions had been "fleshed out". One target linked to the soft federation remained less defined as this was still a new initiative. This area would be updated as the process continued. It was noted that the first meeting for the Federation Chairs of Governors was scheduled for the following week.

AM noted that all staff had targets linked to writing.

**KL asked** why pupils were at the current levels on sentence construction.

**AM confirmed** this was an issue facing KS2. There was some legacy from poor EYFS practice and when these pupils were in Years 1 and 2 there was a high usage of "cover staff. Due to Covid, some pupils missed support with writing in their foundation years". The school was trying to redress these legacy issues including revisiting good foundational phonics.

**KL asked** if there were specific targets for EYFS in the SDP.

**AM confirmed** they were waiting on new curriculum guidance, which was likely to see more links between EYFS, Reception and the National Curriculum. He outlined issues identified with the current approach to early years and felt that the new curriculum might trigger a more nuanced approach by EYFS practitioners.

**KL suggested** this be an agenda item in the summer term.

**AM confirmed** that as soon as the guidance was released it would be shared and should be the focus of the January meeting.

#### **AGREED**

**BT commented** that he was pleased to see the detailed Key Performance Indicators and **asked** whether Governors would be tracking the KPIs specifically.

**AM confirmed** this would be the expectation.

**BT noted** that in the Year 6 SATS data the greater depth percentage was not as strong as in the previous year, yet there were no targets relating to this.

**AM** felt that this was cohort dependent. He anticipated it would be better for this year 6, and then a dip for the current year 5 (taking their SATS next summer), as they were a weaker cohort.

**BT** commented that pupil premium data was obviously dependent on pupil profile, but should this be a focus.

**AM** agreed it depended on the profile of the cohort and confirmed that last year there were smaller pupil numbers, and some were also SEND. It would be possible to show Pupil Premium averages over the last 3 years which would give a better understanding of the group rather than a one-year group sample size in isolation.

**RK** asked about the progress of adaptive teaching.

**AM** confirmed the Teaching and Learning policy was still being drafted. It was important to reflect the discussions that were taking place around what good quality teaching looked like including responding to different abilities in the class.

### 8.3 Pupil Premium

The Pupil Premium strategy would be presented to the next meeting

### 8.4 Attendance

See 8.1 above

### 8.5 Verified School Data 2025

Governors received the SATS data which was “gratifyingly positive”.

## 9 Risk Management

### 9.1 Risk Register

Agenda item for next meeting

## 10 Safeguarding, Wellbeing and Health & Safety

10.1 Governors considered the Safeguarding report from the safeguarding governor alongside information contained in the Headteachers’ report.

AM referred governors to the CPOMs overview with the comparison from September to November last year.

- If communication and external agencies figures were disregarded the numbers were similar.
- There were more incidents around attendance, but this reflected data for a very small cohort and specifically one child.
- Behaviour - in 2024, there were 16 incidents involving 11 pupils. Although there were more incidents this year, they involved less children. 5 pupils were currently being monitored.
- There was an increase in home/parenting issues with a couple of families being closely monitoring.
- The figure of 26 pupils being currently monitoring was slightly misleading. The safeguarding team would be meeting to review and realistically it was more likely to be adjusted to 18 or 19 pupils.

BT noted the difference in external agency contact between 2024 and 2025. It was explained that this was partially due to a change in coding reflected in the increase in the communication figure rather than being coded against “external agencies

FCT reported that there were

- 3 children classified as Child in Need
- 1 pupil subject of a section 47 but that pupil was no longer in care
- 1 child on the child protection register

LA presented her safeguarding report and was “confident that everything that needs to be done is being done”. She confirmed that the SCR was up to date with staff and volunteers. She had reviewed the safeguarding audit which had a couple of outstanding issues but there were valid explanations as to why information was incomplete and these areas were being addressed.

**KL asked** for more information on the racist incident

It was confirmed it was connected to misunderstanding of language used rather than a targeted attack.

**KL asked** if this should it be addressed in an assembly.

FCT confirmed that the language was addressed at the time in terms of “It’s great you’re thinking about it, but naming the colour of an object is not racist”

Although he realised there wasn’t an easy solution **BT asked** about the difficulties for ambulance access if the carpark was blocked. He was reassured that staff members were aware of the need to move cars in the case of an emergency.

## 10.2 Health and safety

Nothing further to add.

## 11 Compliance

### 11.1 Policies for review or approval

Governors received and **approved** the following policies

- ECT Policy.
- Governor Monitoring Policy - changes reviewed from last meeting.
- Staff Stress Management Policy. This was a county policy. RK confirmed that she did ask about stress levels during her meetings with SLT and AM confirmed that staff were happy in school.
  
- Teaching and Learning – to be brought to the next meeting
- Pay Policy – not yet available.

### 11.2 Educational Visits -

Nothing to update since last meeting

## 12 Reports from Committees, Working Parties and Governors’ Monitoring

### 12.1 Sports Premium

Governors received a report from SW. She had met with AM and reviewed how the allocation had been spent alongside the plan for future expenditure. There were some great initiatives within school, but it was disappointing that the cost of transport to access swimming sessions was impacting the offer. It was noted this was beyond the school’s control. She felt that in terms of budget planning, the money was being spent very wisely.

AM noted that the DFE had introduced a financial return be submitted online to account for the spend. He felt this might be the trigger to clawback any underspend, so the plan was to spend all of the allocation except £1400 which would be carried forward into 2025/26. The previous accruals had now been spent so the budget was around 18k a year for Sports premium funding. The plan was to tailor the funding to additional outdoor education and PE.

He confirmed that previously years 4 and 5 had been able to access swimming but this would be restricted to year 5, although there would be some provision for year 6 pupil who still couldn’t swim.

The change in focus would be towards additional outdoor experiences and adventurous residential trips for long-term benefits. Some of the allocation would be spend on updating and refreshing sports equipment. SW noted that new outdoor activities included forest schools.

Governors were reminded of the restrictions of the grant. Some money could be spent on playground resurfacing but there was a £10k cap on capital projects

**KL asked** if the cost of coaches was due to increases in fuel.  
AM confirmed that coach hire had gone up by 40% and pool hire by 20%

**KL asked** whether being part of the soft federation would provide bargaining power.  
AM and FCT felt this was not probable,

#### Phonics and Early Reading

Governors received RK's report on Phonics and Early Reading and noted the number of pupils in Reception who were not "school ready" meaning staff having to focus on supporting children with social integration, speech and independence.

**SW asked** about the proportion of pupils that had attended nursery.  
FCT confirmed that 20% had not accessed preschool, in comparison to 10% in 2024. There were three children last year that attended settings that didn't have an active phonics provision in place. This year, there were 7 that came from similar settings with a larger proportion who hadn't accessed any provision at all. These pupils came in with significant deficits in terms of speech and language, understanding a timetable, sharing and snack time.

**LK asked** if concerns about standards in pre-school provision were flagged to the LA. The variation in local pre-school provision was discussed including private nurseries. Headteachers in the Bury Partnership had expressed shared concerns. AM commented on children who came from a Montessori background which was philosophically different and more focused on play.

**RK asked** about children who had come from abroad who may have had no provision. It was confirmed that these were catered for in school.

#### 12.2 Minutes of the Pay and Staffing Committee

Governors noted the minutes of the Pay and Staffing Committee of 16 October 2025. They were assured that

- the performance management reviews had been undertaken appropriately.
- The member of teaching staff returning from long term absence would have their meeting this week.

**SS asked** about the process for supporting staff who were underperforming. It was confirmed that a formal capability process was available should it be required. BT suggested the committee follow up on any concerns next term. RK confirmed that the committee would seek an update as its next meeting.

#### 13 Governor Training and Development

13.1 To receive feedback from any governors who have attended courses  
Nothing to report.

13.2 To discuss the governing body's requirements for training and development in line with School Improvement and Development Plan priorities.

Governors were asked to revisit and complete the evaluation toolkit on Governor Hub and then the Board could evaluate requirements.

The Clerk to share link to tool kit again on the GHub noticeboard.

**ACTION.**

ALL  
Clerk

**14 Governor Headlines and The Knowledge -**

Governors noted the content.

**15 Reflection on the Meeting -**

Governors agreed

- the input from the Student Governor had been enjoyable and valuable and asked that thanks be passed to him. It was a good opportunity for “direct interface with a pupil”.
- sports premium and phonics reports seemed high quality and positive which was “good to see”.

Commenting on the governor monitoring process RK asked that everyone read the SDP and consider how writing was being addressed in a particular subject. Governors were asked to look at the deep dive schedule and arrange a meeting with the appropriate subject lead so that there can be a varied discussion at the Curriculum meeting in January

**ACTION**

ALL

KL asked if documents for the meetings could be uploaded in a timelier manner. The Clerk advised that papers should be available week in advance of the meeting.

AM agreed but noted that having a meeting straight after half term was challenging.

After discussion it was **agreed** to try to avoid scheduling meetings in the 1<sup>st</sup> week after half term.

**16 Dates of Future Meetings - to confirm the dates of future meetings**

11 Dec 2025	6.00pm	Resources:
21 Jan 2026	3.30pm	Curriculum:
24 March 2026	6.00pm	Resources
28 April 2026	3.30pm	Curriculum:
9 June 2026	6.00pm	Curriculum
13 July 2026	3.15pm for 3.45pm	Ethos: preceded by tea with staff and volunteers

There being no further business the meeting closed at 17.31.

ACTION LOG 4 <sup>th</sup> November 2025				
Item	Action	Who	By when	Status
13.2	Governors to complete evaluation tool kit on GHub asap	ALL	Asap	Open
	Clerk to share link to tool kit on GHub after the meeting	Clerk	Asap	Complete
15	Governors to book in monitoring visits for Nov/December	ALL	Asap	Open

Signed: \_\_\_\_\_

Chair of Governors

Date: \_\_\_\_\_

17 Dec 2025

