



**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 Wednesday 21<sup>st</sup> January 2026.**

Name		Member Type	End of Term	
Ros King (Chair)	(RK)	Co-opted	31/03/2027	Present
Sumathi Sundram	(SS)	Co-opted	26/03/2027	Apologies
Lydia Mahoney	(LM)	Co-opted	24/03/2029	Apologies
Ben Tanner	(BT)	Co-opted	01/09/2027	Present
Shan K Don	(SKD)	Co-opted	11/12/2027	Present
Tiffer Robinson	(TR)	Co-opted	19/09/2026	Present
Andy Mathews	(AM)	Ex-officio		Present
Fiona-Catherine Thompson	(FCT)	Ex-officio		Present
Kristian Lee	(KL)	Local Authority	07/01/2028	Apologies
Lara Knights	(LK)	Parent	30/06/2026	Present
Stephanie Ward	(SW)	Parent	13/10/2028	Present
Meghan Rich	(MR)	Parent	15/10/2027	

In Attendance

Ben Odegwu

Becky Poynter (RBP)

Pupil Governor

Governance Professional

<b>MINUTES</b>		
<b>1</b>	<b><u>Welcome and apologies for absence</u></b>	
1.1	Apologies for absence were received from Kristian Lee, Sumathi Sundram and Lydia Mahoney.	
1.2	Consent was given.	
1.3	Governors noted there were two vacancies. Governors discussed options for recruitment including contacting local community organisations or other local schools in the Federation. It was noted that sitting on a governing board was good career development for staff. AM would raise this as a possible reciprocal arrangement with the Federation schools. <p align="center"><b>ACTION</b></p> In reference to the current board's skills set it was felt recruiting someone with a financial background would be useful. RK reminded governors she had sent a link to the <u>advanced governors finance training</u> .	AM
<b>2</b>	<b><u>Pecuniary and Other Interests</u></b>	
2.1	None declared	
2.2	The requirement to update the register of interests was noted.	

3	<u>Visitor Presentations</u>	
	<p>RK thanked Ben Odogwu, Pupil Governor, for attending the meeting and sharing his report in advance. Governors were invited to ask questions.</p> <p>RK <b>asked</b> for further detail about people feeling unsafe around other children in the corridors.</p> <p>BO felt there were some “rough children” in the school which was probably the main reason some pupils felt nervous “In case they get picked on”.</p> <p>RK <b>asked</b> how those “rough” children would feel if they realised that others felt unsafe around them.</p> <p>BO said he didn’t know as he wasn’t a rough child. Some might feel happy if they were viewed like that, or others would feel ashamed. Hopefully most children in the school would feel ashamed.</p> <p>RK <b>asked</b> if the Student Council could take any action rather than it always being staff. Would other children telling rough children to stop have an impact?</p> <p>BO was unsure.</p> <p>SKD sought clarity that this was “play fighting”</p> <p>BO confirmed yes but other children might be hurt if they got in the way.</p> <p>Governors discussed the increase in playfighting and how the School Council might help address this.</p> <p>SW commented on pupils accessing the game “Fortnite” and the lack of parental controls. BO agreed and noted that “Loads of young children don’t have parental controls”. He was surprised that games like “Call of Duty” were played by younger children who were “Spending loads of time watching scary and violent stuff they shouldn’t be watching”</p> <p>AM said it was worth noting the correlation between more violent content and the increase in fighting on the playground. FCT agreed expressing concern about games within the family home that early year’s pupils appeared to be accessing.</p> <p>BT thanked BO for his interesting report and <b>asked</b> if he had ideas about how the school could help people who are accessing inappropriate things.</p> <p>BO thought that a message via class dojo might be helpful.</p> <p>TR thanked BO for the full, honest and challenging report and appreciated that the Council was looking into some of the real issues which might rarely be raised by the children themselves. He <b>asked</b> if it felt like a shared problem, even for those who knew they shouldn’t be watching this kind of content.</p> <p>BO said that “Some children like me know this is a problem and know they shouldn’t be watching. Other children really enjoy the freedom to watch what they like”.</p> <p>SKD <b>asked</b> about the school lunches.</p> <p>BO confirmed they were “Way better”. He felt the Chef was trying “really hard and had nothing bad to say”. Governors felt this was extremely positive.</p> <p>SKD <b>asked</b> “amongst Ben and his friends, how was the interaction outside school on group chats. Did these get unpleasant.</p> <p>BO confirmed that he only used his phone for learning videos and supervised games as he wasn’t old enough to be using social media so was unsure.</p> <p>AM confirmed that the questionnaire devised by the School Council would be shared with pupils and the results made available to the Governing Board.</p>	

RK thanked Ben for his attendance.

*BO left the meeting at 15.52*

### **Developments in the Maths curriculum**

Governors received a presentation from Gemma Arrow, Maths Lead and Assistant Headteacher.

GA noted that recent CPD for staff included

- The use of concrete and visual resources
- White Rose scaffolding tools.
- Encouraging staff to use Padlet to evidence manipulatives use. (There was evidence that the use of manipulatives in school had increased.)
- Working walls implementation as scaffolding for pupils.
- Using maths language session. Introducing in year one and reminding teachers higher up the school that pupils could use this language appropriately. Linked to mastering number.

RK **asked** whether pupils were using words like “minuend”

GA confirmed they were starting to and a poster on commutative law had been provided and should be displayed in all classrooms.

RK **asked** because she hadn’t seen its use in secondary.

GA noted this had come from the Maths Hub so she felt it should be in use in secondary schools, although primary teaching went deeper in to reasoning and this may not be the same at secondary level.

Governors discussed the complications of language.

BT commented that he would see the power of terminology for subtraction and division.

AM agreed that this language was more embedded in KS2.

- Building stem sentences – Language development was really important
- Developing common maths language. Key stem sentences “if I know..... then I know”  
Key phrases to encourage mathematical thinking.
- Realisations through conversations and questioning approach.
- Angles – pupils drawing a protractor to understand key concepts.
- Deeper thinking – open ended questions to extend the children’s knowledge.....  
“Convince me that you are right. Is this the only answer? Is there another way of working it out?”
- Encouraging Independence. Thinking carefully, using the brain,
- TA training – adaptive teaching in the moment and scaffolding children. Using EEF guidance for the effective deployment of TAs.
- Extending Confident Learners with TAs – diving deeper to solve problems in more than one way. Resources provided for staff.
- TA training. How could we improve our practice to result in better outcomes for pupils? TAs being provided with evaluation sheet for results will hopefully give the TA perspective on where they think the school is performing.
- Effective interventions will be covered more specifically later in the year with the TAs
- A Maths newsletter had been produced to help at home – Maths Manipulatives and examples of games for home and school. The intention was to produce this on a regular basis to include example activities for all years ie, money, Lego, dominos, playing cards/Uno, clocks, buttons for counting/sorting.
- Sharing ideas for game-based activities for use in classroom to staff meetings. Hoping to inspire teachers to integrate into lessons.

	<ul style="list-style-type: none"> <li>Plans in place for the Maths Week in November. Last year the focus was Art in Maths. This year, Maths in Stories. Using long term plans to inspire through reading books. Ie Lost and Found for year 1.</li> <li>Intervention Data: GA had analysed all pupil data over the summer and identified interventions to be put in place for the Autumn. Using the Insight Programme showed progress for those on interventions and could help identify what may need to change.</li> <li>Up and coming CPD – part of sustaining working group for the Maths Hub. Included Federation maths networking group, 2 new staff in EYFS attending this consolidating Mastering Number training.</li> </ul> <p>BT noted the effectiveness of the Insight Programme came out in the Maths visit and it was positive to see it in action. He <b>asked</b> if the programme related solely to Maths. FCT confirmed that it was used to analyse all interventions.</p> <p>BT <b>asked</b> whether it would be useful for a Governor to monitor interventions. It was felt inappropriate to allow governor access to the system to protect individual identification of pupils, but staff confirmed this was part of the work undertaken with LM in her role as SEND Governor, and information from the system was shared with her. It would be worth governors asking the additional question when subject monitoring. “How effective have the interventions been?”.</p> <p>FCT noted that the Insight Programme was automatically linked to Individual learning plans and when the plan was reviewed it showed what interventions were in place, what’s worked, not worked and the next steps.</p> <p>RK <b>asked</b> where interventions applied to other subjects FCT confirmed Reading/Writing and Maths and were provided across different categories such as fluency, pre-teach, one to ones, targeted teacher focus in class.</p> <p>Governors expressed their thanks to GA for her thorough and informative presentation. Slides would be shared on Governor Hub.</p> <p style="text-align: right;"><b>ACTION</b></p>	AM																
4	<b><u>Chair’s Action / Update</u></b>																	
4.1	There was no action taken by the Chair to report																	
4.2	No update to report from the Chair of Governors																	
5	<b><u>Any other urgent business</u></b>																	
	No AOB requested																	
6	<b><u>Minutes</u></b>																	
6.1	The minutes of the meeting held on 11 December 2025 were noted as a true record and signed by the Chair																	
6.2	Matters arising from the minutes not already on the agenda																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Item</th> <th style="width: 50%;">Action</th> <th style="width: 20%;">Who</th> <th style="width: 20%;">By when</th> </tr> </thead> <tbody> <tr> <td>6.1</td> <td>RAG rate premises action plan Carry forward to 24 March</td> <td>AM</td> <td>24/03/26</td> </tr> <tr> <td>9.3</td> <td>Report on potential costs of PAT testing Carry forward to 24 March</td> <td>FCT</td> <td>24/03/26</td> </tr> <tr> <td>10.1</td> <td>Discuss and draft Risk Register Carry forward to 24 March</td> <td>RK/AM/FCT</td> <td>24/03/26</td> </tr> </tbody> </table>	Item	Action	Who	By when	6.1	RAG rate premises action plan Carry forward to 24 March	AM	24/03/26	9.3	Report on potential costs of PAT testing Carry forward to 24 March	FCT	24/03/26	10.1	Discuss and draft Risk Register Carry forward to 24 March	RK/AM/FCT	24/03/26	
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	10.2	Breaktime lockdown procedure to be added to policy To be discussed with staff	AM	ASAP		
	12.1	Draft Asset Register Carry forward to 24 March	AM	24/03/26		
<b>7</b>	<b><u>Educational Performance</u></b>					
7.2	<p><b>SEF</b> Governors received the SEF which had been redrafted in line with the 7 judgements in the new inspection framework. These being the quality of Inclusion; Curriculum and Teaching; Achievement; Attendance and Behaviour; Personal Development &amp; Wellbeing; Early Years and Leadership and Governance. Safeguarding would still be evaluated separately as being “met” or “not met”. There were 5 judgement grades; urgent improvement; needs attention; expected standard; strong standard and exceptional.</p> <p>AM referred Governors to page 1 where the breakdown of each quality area was evaluated. The school had evaluated 6 of the “qualities” as being “strong standard” with Curriculum and Teaching at “expected”. As the curriculum develops it would be possible to look in more detail at the descriptors to adjust as necessary.</p> <p>The next task was to go through the minutiae of the statements and check against the evidence base which was a time-consuming process and would probably take most of the year.</p> <p>It was noted that where the previous framework had allowed Inspectors a degree of flexibility with judgements, with this framework, every statement had to be secure to gain the overall standard.</p> <p>BT <b>asked</b> if Governors were to provide the correct level of challenge, they should be linked to specific areas within the quality subsections such as inclusion. AM agreed that the Board may want to consider expanding or changing the current roles and responsibilities, for example expand the role of the safeguarding governor to cover inclusion. Or, have a partnership of governors incorporating vulnerable groups such as pupil premium, SEN, EAL pupils and young carers.</p> <p>RK <b>asked</b> whether integrating singing across the curriculum was happening, particularly as children weren’t having the same exposure to nursery rhymes. Was there a document to assist with the use of music across the subjects FCT confirmed that singing/music was integrated and gave examples such as learning the Viking Song in History and the digestive system and water cycle songs in science which was a useful way of remembering facts. It was confirmed there was a lot of singing in early years.</p>					
7.3	<p><b><u>Pupil progress and attainment</u></b> Governors received attainment and progress data for the Autumn term for the whole school and vulnerable groups. BT <b>asked</b> if there was anything staff wanted to highlight. AM commented that progress in year 3 was not as expected with minus figures for reading, writing and maths. Subject leads and SLT were working with year 3 teachers to identify those pupils who had gone backwards and would continue to monitor the situation closely.</p> <p>BT <b>asked</b> if this was ultimately a pattern, as progress in year 4 was also at minus or 0. AM felt it was more of a collective year 3 issue. Investigation was underway as to whether it was connected to non-impactful interventions. There was a need to look closely at the</p>					

	<p>provision in the classrooms and the application of the assessments and whether these were being done effectively.</p> <p>It was noted that there was no progress measure for year 1. Last year pupils undertook PIRA and PUMA assessments so that progress could be measured but the way "Insight" works was slightly different. Data would be input retrospectively and brought to a future meeting.</p> <p>BT commented that the data was showing overall positive trends in terms of progress.</p> <p>With regards to attainment AM noted that last year, year 2 attainment had been very high, and he felt year 3 may have plateaued in the Autumn, but "on the whole progress across the school was pretty good".</p> <p>RK <b>asked</b> about the anticipated percentage for combined subjects. AM confirmed aiming for 91% in reading, (involved some borderline pupils) 88% in writing and 86% in Maths. This was ambitious but would be very pleasing.</p> <p>BT <b>asked</b> if the Multiplication Tables Check (MTC) was on track in year 4. AM confirmed that the subject lead had been deployed into year 4 to work on this. He said he would be "astonished and disappointed" if pupils didn't exceed scores from last year and achieve the national standard.</p> <p>RK <b>asked</b> about changes to technical equipment in the school. AM confirmed the decision to move away from iPads to tablets as these were cheaper. There was a monthly rolling plan to replace equipment using some of the capital budget and donation from the FOGs.</p> <p>RK <b>asked</b> whether the tech and connectivity had caused an issue with MTC responses. AM felt not.</p>	
7.4	<p><u>Assessment arrangements for Summer 2026 assessments</u> AM confirmed the dates were in the diary and the papers ordered. RK <b>asked</b> for governors to volunteer to oversee SATS during the week of 11th to 14th May and the MTC and phonics screening during the week 8th to 11th June. Governors to liaise with school.</p> <p style="text-align: right;"><b>ACTION</b></p>	Govs
7.5	<p><u>Attendance – to monitor and discuss attendance data</u> Governors noted the most recent school attendance figure at 96.5% which was above both Suffolk primary at 95% and National at 94.8%. Governors noted that if non statutory school age attendance was excluded from the data, attendance was at 96.8%</p> <p>FCT reported that there were a couple of children with persistent absence and several with fixed term notices for absences. One child had significant poor attendance, but the school had worked with 7 agencies and the EWO and the pupil now had secured a place at an alternative provision. They would be dual placed after half term. Staff would be visiting the provision on Friday, and the pupil would visit the following week. The provision would be contacted daily as part of the risk assessment.</p>	
7.6	<p><u>Public Sector Equality Duty</u> – to review the impact of equality objectives and to update the published equality information.</p> <p>The Equality Statement and Objectives had been circulated. These needed to be set every four years and reviewed annually. AM confirmed that the previous objectives, set 3 years ago, had been completed as outlined in the Equalities statement.</p>	

	<p>The objective for 2026 to 2028 were</p> <ul style="list-style-type: none"> <li>• To develop the wider celebration of different cultures across the school through school events, performances and within the evolution of the curriculum.</li> <li>• To ensure that the school meets the needs of any pupils starting who might have a visual impairment.</li> <li>• To make better use of new technologies to provide better support for those pupils who have English as an additional language.</li> </ul> <p>After discussion it was agreed these objectives should be included in the SDP. <b>ACTION</b></p> <p>The Clerk advised that governors may want to ask what the Key Performance Indicators were. There was a Training Session being provided through Schools Choice. It was agreed details would be shared. <b>ACTION</b></p> <p>FCT reported that there seemed to be a shift in Suffolk's response to EHCP applications which were being responded to more quickly. There had been three consultations for pupils for September 2026 and 2 out of 3 had been accepted. She felt that targeted consultancy seemed to be paying off, and timescales were now within what would be considered reasonable.</p> <p>RK <b>asked</b> whether the two pupils would receive additional funding. FCT confirmed the school would pay the first £6k and they would not be funded for the first term. The school would have to apply for high tariff needs.</p> <p>It was noted pupils were not being triaged for neurodiversity.</p>	<p>AM</p> <p>RBP</p>
<b>8</b>	<b><u>Finance</u></b>	
8.1	<p><u>Budget Plan 2025/26</u></p> <p>It was noted that a detailed finance report would come to the next Resources meeting. However, AM reported there were issues with the LA around double entry of VAT. The projected carry forward was £340k. About £20k less than originally predicted but this was a result of long-term staff absence and other expenses. It was noted that since September, the kitchen had made £6.5k so by the end of year using this model it may be able to make £10k per year. A proportion of this money would need to be ringfenced for the new cooker fund etc.</p>	
<b>9</b>	<b><u>Safeguarding, Wellbeing and Health &amp; Safety</u></b>	
	<p>A report would be brought to the next meeting together with the answers to the questionnaires.</p>	
<b>10</b>	<b><u>Compliance</u></b>	
10.1	<p>Policies for review or approval – to review and approve policies in line with the school's own policy review schedule and statutory policy list</p> <p>Children Missing Education Due to Health Needs. <b>APPROVED</b></p> <p>Refresh of LA document.</p> <p>Online Safety <b>APPROVED</b></p> <p>It was noted this didn't include the use of AI which would be a separate policy based on the LA model policy which could be adapted as long nothing substantial was changed. The LA had agreed to provide grant funding towards an AI assessment tool for writing.</p>	

	Virtual Governance Policy	<b>APPROVED</b>	
10.2	<u>GDPR</u> Nothing to report		
10.3	<p><u>Website update</u> SW had reviewed the website, and a report would come to the next meeting. KL had sent a list of comments and staff were addressing these.</p> <p>AM noted that the online safety guide for parents had been updated and shared earlier this week. Unfortunately, the workshop was cancelled due to lack of interest. He confirmed they would try and run it again. Governors discussed the possible consequences of current discussions in parliament regarding limitations to smart phones for children.</p> <p>BT <b>asked</b> with regards to the low response to the workshop, how the details were communicated to parents and could a different approach be taken. AM confirmed details were shared on dojo and in the December newsletter. Governors discussed how to highlight a session. It was noted that children shouldn't be involved as there was a need to be able to have open and frank discussion.</p> <p>TR <b>asked</b> how the school empowered children to report issues. FCT felt it was difficult to expect them to police themselves until better controls were in place. Concepts were shared through the IT curriculum, but children won't necessarily share their concerns with parents. Governors discussed how the PSHE curriculum could empower pupils to use technology safely. Staff said that it important to maintain a balance and talk about "healthy habits" i.e..Gaming for 6 hours is not a healthy choice but also ensure they weren't creating more interest in using technology. The issue was discussed at parents' evenings as necessary.</p>		
10.4	<u>Educational Visits</u> Nothing to discuss.		
<b>11</b>	<b><u>Governors Monitoring Reports</u></b>		
11.1	<p><u>To receive any reports from governors who have carried out a monitoring visit</u> TR had considered the Scarf PSHE scheme which appeared to be going very well. Teachers were appreciative of the new resources.</p>		
<b>12</b>	<b><u>Governor training and development</u></b>		
12.1	Nothing to discuss.		
12.2	<p><u>To discuss the governing body's requirements for training and development in line with School Improvement and Development.</u> RK recommend that governors book themselves onto Training in Advanced Finance for Maintained Schools on 2nd March – see link on Governor Hub.</p>		
<b>13</b>	<b><u>The Knowledge</u></b>		
	Noted		
<b>14</b>	<b><u>Reflection on the meeting</u></b>		
	<ul style="list-style-type: none"> <li>Governors noted the pupil governors "brilliant" report and commented that the School Council were debating much "meatier" subjects than in the past.</li> </ul>		

	<ul style="list-style-type: none"> <li>It was important to try to synchronise some of the class discussions with what the council was talking about. Governors were encouraged to supply BO with questions to explore. There was an opportunity to use him as a direct tool for monitoring.</li> <li>RK said there were some interesting criticisms of writing which she would follow up on.</li> <li>Governors were grateful for the thorough and informative presentation on Maths.</li> </ul> <p>Governors discussed the change of meeting time for the Curriculum committee and agreed on a 3.45pm start at the April meeting if the pupil governor was able to make the revised time. Confirm with BO.</p> <p style="text-align: right;"><b>ACTION</b></p>	AM/ FCT												
<b>15</b>	<b><u>Dates of Future Meetings</u></b>													
	<table> <tr> <td>24 March 2026</td> <td>6.00pm</td> <td>Resources</td> </tr> <tr> <td>28 April 2026</td> <td>3.45pm</td> <td>Curriculum</td> </tr> <tr> <td>9 June 2026</td> <td>6.00pm</td> <td>Curriculum</td> </tr> <tr> <td>13 July 2026</td> <td>3.15pm for 3.45pm</td> <td>Ethos: preceded by tea with staff and volunteers</td> </tr> </table>	24 March 2026	6.00pm	Resources	28 April 2026	3.45pm	Curriculum	9 June 2026	6.00pm	Curriculum	13 July 2026	3.15pm for 3.45pm	Ethos: preceded by tea with staff and volunteers	
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There being no further business, the meeting closed at 5.36pm

Signed; 

Date: 14 May 2026

ACTION LOG			
Item	Action (From 11 December)	Who	By when
6.1	RAG rate premises action plan Carry forward to 24 March	AM	24/03/26
9.3	Report on potential costs of PAT testing Carry forward to 24 March	FCT	24/03/26
10.1	Discuss and draft Risk Register Carry forward to 24 March	RK/AM/FCT	24/03/26
12.1	Draft Asset Register Carry forward to 24 March	AM	24/03/26
Item	Action (From 21 January)	Who	By when
1.3	Discussion with Federation re reciprocal governors	AM	Next meeting
3	Maths presentation slides shared	AM	ASAP
7.4	Governors to confirm availability for assessment oversight	All Govs	ASAP
7.6	Add Equality Objectives strand to SDP	AM	24/03/26
	Share EID training booking link	Clerk	ASAP
14	Confirm with Pupil Governor change of time of April meeting	AM/FCT	24/03/26

