Guildhall Feoffment Community Primary School
Minutes of the FGB Resources Full Governing Body meeting of Guildhall Feoffment Community Primary School held at the school at 3.45pm on Tuesday 28th April 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	Present
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	Not Present
Tiffer Robinson	(TR)	Co-opted	19/09/2026	Present
Andy Mathews	(AM)	Ex-officio		Present
Fiona-Catherine Thompson	(FCT)	Associate		Present
Kristian Lee	(KL)	Local Authority	07/01/2028	Not present
Lara Knights	(LK)	Parent	30/06/2026	Present
Stephanie Ward	(SW)	Parent	13/10/2028	Present
Meghan Rich	(MR)	Parent	15/10/2027	Present

In Attendance

Becky Poynter (RBP)	Governance Professional

AGENDA

1 Welcome and apologies for absence

1.1 Apologies for absence
Lydia Mahoney

1.2 Consent / non-consent to absence.
Governors consented to the absence.

1.3 Report any changes to the governing board
The Chair confirmed she had received the resignation of Kristian Lee.
ACTION: The Governance Professional would notify the local authority of a vacancy for an LA governor. RBP

2 Pecuniary and Other Interests

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

2.2 To update the register of interests
Requirement noted

3 Visitor Presentation

The Pupil Governor, Ben Odogwu, presented a report to governors summarising feedback gathered through the pupil questionnaire and School Council.

Governors noted

- 76% of pupils indicated a preference for writing a story of their own choice, with 10% preferring non-fiction and 14% indicating other preferences.
- 93% of pupils said they liked creating their own art; 6% stated they were not sure, and 1% indicated none.

- pupil suggestions for break activities included increased sports provision in the Bridewell playground, the introduction of a "sleeping station" and the continuation and development of clubs (including mental health, chess, origami, school band and others).
- pupils requested improvements to assemblies, particularly to ensure that assemblies finished on time and did not overrun into playtime. It was reported that this had been discussed at School Council and that improved listening and prompt transitions would support this.
- pupils had raised behaviour and movement around school, including the suggestion of corridor monitors/prefects to support orderly lining up and sensible behaviour on stairs, with older pupils setting a good example.
- in relation to reading pupils valued choosing books; however, some pupils found group reading sessions unengaging due to waiting for fellow pupils and suggested longer reading sessions.
- pupils found live marking helpful and that working walls and success criteria supported their understanding of expectations.
- ideas for the Summer Fete, including live music and a possible new stall run by children (e.g., sweets). The Co-Head confirmed that ideas would be shared with the Friends group.
- The Eco Council planned to celebrate David Attenborough 100th birthday through activities for pupils to take home.
- suggestions for Sports Week, included bench ball, dodgeball, netball, tennis, archery, and long-distance running. He also reported pupil feedback on races, including a preference for a sack race and relay race, and a view that a parent race was too complicated. These points had been shared with the PE Coordinator.

The Co -Head advised that she was meeting with the sports lead regarding inter-school house competitions, including netball.

Question: How could the school respond where pupils' views differed?
It was suggested that "Free Write Fridays" could include an option for non-fiction (e.g., a biography of David Attenborough) as well as fiction and noted that where a very small minority did not wish to take part in an activity, pupils could either opt out or be encouraged to participate for enjoyment.
It was also noted that pupils valued teacher modelling and that using high-quality examples to "magpie" ideas was not considered copying.

The Co-Head clarified that the additional questions referred to had been developed through School Council and added alongside the main school pupil questionnaire.
The pupil governor was invited to remain for the next discussion.

Question: How did he expect staff to respond to pupil feedback?
He commented that, whilst he could not require actions, he expected leaders to implement the suggestions that were manageable.
The Co-Head confirmed that some suggestions had been ruled out where they were not achievable.

Governors considered the pupil questionnaire outcomes. It was noted that results would be shared with School Council the following week and that some questions had been amended to reflect the new Ofsted framework.

Key points noted:
- pupil happiness at school (92%), which was noted as lower than in the previous two years;
- feeling safe in school (90%); a small number of pupils reported feeling unsafe due to playfighting and lockdown drills. It was noted that as pupils became more familiar with lockdown procedures, this may improve.

- behaviour in lessons (93% reported improvement) and behaviour at playtime (95% reported improvement).

Governors noted that responses to the question on whether teachers "show" pupils how to improve their work had reduced to 90%, compared with 95% in each of the previous two years. They considered whether pupils may have interpreted the wording literally and discussed how pupils understood the live marking approach.

Governors discussed the analysis of the data and agreed it would be helpful to review the information by year group.

All governors thanked the pupil governor for attending and for his well-presented and informative contribution.

4 Chair's Action / Update

4.1 The Chair had authorised £90 worth of expense claims.

4.2 No further update.

5 Any other urgent business

Non requested

6 Minutes

6.1 It was noted that the last FGB meeting had not been quorate. Subject to this amendment, the minutes of the last meeting were **agreed** as a true record. Recommended decisions were being brought to this meeting for ratification.

6.2 Matters arising from the minutes not already on the agenda

ACTION LOG			
Item	Action (From 11 December)	Who	By when
9.3	Report on potential costs of PAT testing Carry forward to 24 March *Ongoing. Training was fairly straight forward it's the physical time.*	FCT	Ongoing
Item	Action (From 21 January)	Who	By when
3	Maths presentation slides shared	AM	Completed
7.4	Governors to confirm availability for assessment oversite during SATs. *Confirmed as* *TR - Tuesday 12th* *SW - Wednesday 13th* *RK & MR Thursday 14th*	All Govs	Completed
Item	Action (From 24 March)	Who	By when
AP1	Add governor vacancies to the risk register	AM/FCT	Completed
AP2	Spot check asset register items when undertaking monitoring visits	All Govs	Completed
Ap3	Share Adaptive Teaching Resources	RK	Completed
Ap4	Action suggestions from the website review Ongoing	AM/FCT	Ongoing

Ap5	Governors requested to engage with DFE consultations *Noted that SEND consultation was on-going.*	All Govs	Completed

7 Educational Performance

7.1 Governors received the Co-Head's report on progress and attainment by year group, subject and key groups, including pupil premium and pupils with SEND.
Reading remained the strongest subject. Writing was below reading but progress was broadly positive. Maths outcomes were more variable, and some cohorts were not yet making expected progress.

Question: What were the key reasons for variability between cohorts?
It was reported that variation was expected at key transition points, particularly in Years 1, 3 and 5, where curriculum expectations increased significantly. Pupils were required to demonstrate greater independence, particularly in reading comprehension and written responses.

Governors noted that cohort profiles and starting points varied and that some cohorts had higher proportions of pupils with additional needs. Year 3 outcomes were in line with national expectations despite a higher proportion of pupil premium pupils. Year 5 had the highest proportion of pupils with SEND and remained a focus, although expected standard had risen from around 50% to 65%.
Question: Did this improvement indicate that current strategies were effective?
Targeted interventions and increased leadership oversight were having a positive impact, though further work was required to secure consistency.

Governors discussed teaching and curriculum delivery. It was acknowledged that inconsistency in teaching had contributed to weaker outcomes, particularly in maths. Actions included increased monitoring, stronger modelling in writing and maths, closer use of agreed schemes including White Rose, and additional support and coaching for staff.
Question: Was inconsistency in teaching a key factor in outcomes?
It was reported that inconsistency had contributed to some weaker outcomes, particularly in maths, and was being addressed through targeted leadership action.

Reading remained a strength. Writing remained an area for development, particularly extended writing and embedding writing across the curriculum. "Free Write Friday" was intended to build engagement and stamina.
Question: Would "Free Write Friday" improve attainment?
It was noted that while the initiative would not directly impact assessed outcomes, it was expected to improve motivation and writing stamina over time.

Maths outcomes were mixed. Inconsistent use of the White Rose scheme had affected some year groups and was being addressed through tighter monitoring, support and strengthened subject leadership.

Governors noted that pupil premium progress was strong overall, particularly in writing, although variability remained within cohorts. SEND diagnoses had increased significantly, placing additional pressure on staffing and resources, with adaptive teaching continuing to develop.
Question: How was the school managing increasing SEND demand?
It was reported that support had been prioritised through targeted interventions and staff deployment, though this remained a key pressure.

Early morning interventions had supported over 100 pupils and were focused on specific gaps in learning. Attendance was generally strong, although staffing absence had temporarily affected delivery.
Question: Were there barriers to participation?
It was noted that some pupil premium families faced challenges, including transport and distance, though engagement remained positive overall.

Governors also considered contextual factors affecting performance, including pupil mobility, absence and illness, variability in early years provision, and movement of higher-attaining pupils.

Staff wellbeing feedback was positive overall, with a strong sense of teamwork and support.
Question: How did staff perceptions of behaviour vary?
It was reported that expectations varied between staff, and that wider societal factors, including social media, had influenced pupil behaviour.

Governors considered site safety.
Question: Was the perimeter fence a safeguarding concern?
The issue was recognised but no incidents had occurred since 2018 and staff visibility and supervision mitigated risk. Financial constraints were noted as a barrier to immediate improvement.

Governors reviewed attendance data. Overall attendance as of 28th April was 97%, compared to 94.8% nationally. Pupil premium attendance compared favourably with national and local averages being at 94.8% (the National figure for 2025 was 89.4%).
Question: What actions were in place to improve attendance?
It was reported that attendance continued to be monitored closely, with targeted follow-up where required.

8 Finance

8.1 Budget Plan 2025/26
Not discussed

8.2 Items for ratification discussed at the FGB on 24th March 2026
As the previous meeting had not been quorate, governors formally ratified the following decisions.

Increase in credit card limits
Governors noted that changes to catering required more flexible purchasing arrangements, including online suppliers that did not offer invoicing.
Question: How would appropriate oversight be maintained?
It was confirmed that all expenditure would continue to be monitored in line with financial regulations and subject to existing approval processes.

DECISION: Governors **approved** an increase in credit card limits from £600 to £2000 per card.

Lettings Charges
Governors reviewed updated lettings charges, benchmarked against local provision and current operating costs.
Question: Would increased charges impact community use?
It was noted that a balance had been struck between cost recovery and maintaining accessibility.
DECISION: Lettings charges were approved.

Budget Plan 2026/27
Governors reviewed the draft budget based on current funding, projected pupil numbers and known cost pressures. Staffing remained the largest area of expenditure. The current staffing structure had been retained, though additional SEND-related staffing might be required and EHCP funding lag remained a risk. Provision had been made for ICT, maintenance and curriculum resources.

Governors noted the key risks of uncertainty in high needs funding, variability in pupil need and the timing of funding allocations. They also emphasised value for money, procurement review and maintaining reserves.
Question: How robust were the assumptions regarding pupil numbers and funding?
It was reported that projections were based on the most up-to-date admissions data and known local trends, although some uncertainty remained regarding the needs profile of incoming pupils.

Question: What was the level of contingency within the budget?
It was reported that limited contingency was available due to cost pressures, and careful monitoring would be required throughout the year.

DECISION: Governors **approved** the draft budget for 2026/27.
It was noted that the budget would be submitted by 30 April 2026 and that regular budget monitoring would be essential.

Strategic Three-Year Financial Plan
Governors noted that the Strategic Three-Year Financial Plan was not yet available but discussed its importance for longer-term sustainability. The plan would need to reflect pupil projections, staffing, cost pressures and SEND demand, and provide clear identification of risks and assumptions.
Question: How would the plan account for uncertainty in SEND funding and lagged funding arrangements?
It was reported that scenario planning would be included, with different assumptions modelled to reflect potential variations in funding and pupil need.

Question: Would the plan include consideration of efficiency savings or restructuring if required?
It was noted that the plan would identify potential areas for cost efficiency while prioritising the protection of educational provision.

ACTION: The Strategic Three-Year Financial Plan would be presented at the next meeting, with sufficient detail to enable full scrutiny.

Staff Insurance
Governors considered staff insurance options and noted that a mid-range option had been selected, balancing cost and level of cover.
DECISION: Governors **agreed** the recommended insurance option.

10 **Policies for review or approval**

10.1 Governors considered and **adopted** the following LA model policies:

- Disciplinary Procedure
- Discretionary Leave of Absence Policy
- Safer Recruitment Policy
- Carers Leave Policy
- Flexible Retirement Policy

Governors also **adopted** the Uniform Policy, noting that there was no compulsory branding but that pupils were encouraged to wear a logo sweater.

11 Governors Monitoring Reports

11.1 The SEND link governor reported on a recent visit.

Adaptive teaching strategies were evident across classrooms. The MORPH Mastery programme had been introduced for targeted pupils following autumn term training. It was resource-intensive, not used as a whole-class approach, and was most effective for pupils with specific gaps rather than broader or more complex needs. Early outcomes indicated improved engagement and positive impact on some aspects of physical development and confidence.

Question: Was the programme sustainable and scalable?
It was reported that further evaluation was required before any wider rollout, particularly in relation to staffing capacity and cost.

The report from the PE governor was noted. Governors agreed that monitoring visits provided useful qualitative evidence to complement quantitative data and highlighted the importance of a structured programme of visits.

Question: How were monitoring findings shared with staff and acted upon?
It was confirmed that findings were shared with senior leaders and fed into ongoing school improvement planning.

12 Governor training and development

12.1 It was noted that some National College allocated training modules needed completion. Governors agreed that:

- Core training (e.g. safeguarding, safer recruitment, and finance) should be prioritised
- Link governors should complete training aligned to their areas of responsibility

Governors discussed Safer Recruitment Training and BT agreed to undertake a refresher course. BT

It was noted that a session on the curriculum was being offered for governors on the 29th April. The Chair would share the link.

12.2 The Clerk reminded the board that they were entitled to a bespoke session through Schools Choice.

13 The Knowledge

Nothing to report.

14 Reflection on the meeting

Governors felt that

- Pupil and staff surveys had been positive.
- Good discussion on attainment and progress providing challenge and inconsistencies had been explained.
- The pupil governor had been very engaged with the meeting and presented well.
- 2 positive governor monitoring reports had been shared.

Governors were notified of the following dates
8th June – Phonics and MCT check. RK **agreed** to observe on Wednesday 10th June.

Tuesday 7th July, Wednesday 8th afternoon - Year 6 production of Oliver.
Tuesday 14th July or Wednesday 15th afternoon - Year 5 production of Peter Pan.
Governors were welcome to attend and were asked to confirm with the office.

25th June 11am - Year 6 pupils would be involved in the annual Jankyn Smyth commemoration.

15 Dates of Future Meetings – to confirm dates of future meetings

5.1

9 June 2026	6.00pm	Curriculum (SW gave apologies)
13 July 2026	3.15pm for 3.45pm	Ethos: preceded by tea with staff and volunteers

The following dated for the academic year 2026/27 were **agreed.**

Tuesday 15 September 2026	6.00pm	Ethos
Tuesday 15 December 2026	6.00pm	Curriculum
Tuesday 3 November 2026	3.45pm	Resources
Tuesday 19 January 2027	3.45pm	Curriculum
Wednesday 24 March 2027	6.00pm	Resources
Tuesday 27 April 2027	3.45pm	Curriculum
Tuesday 8 June 2027	6.00pm	Curriculum
Monday 12 July 2027	3.45 for 4.30pm	Ethos – tea with staff and volunteers prior to the meeting at 4.30pm.

There being no further business the meeting finished at 5.25pm.

Signed: _____ Date: 12 Oct 2026
Chair of Governors

ACTION LOG			
Item	Action (From 11 December)	Who	Statue
Ap1	Report on potential costs of PAT testing Carry forward to 24 March	FCT	Ongoing
Item	Action (From 24 March)	Who	By when
Ap2	Action suggestions from the website review	AM/FCT	Ongoing
Item	Action	Who	Status
Ap3	Notify the LA of a governor vacancy	RBP	Open
Ap4	Present Strategic 3-Year Financial Plan to governors	AM / FCT	Open
Ap5	Undertake safter recruitment training	BT	Open