Minutes of the meeting of the Governing Body of Guildhall Feoffment Community Primary School will be held at the school on 13th July 2026 at 3.45pm.

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	Present
Ben Tanner	(BT)	Co-opted	01/09/2027	Present
Shan K Don	(SKD)	Co-opted	11/12/2027	Apologies
Tiffer Robinson	(TR)	Co-opted	19/09/2026	Apologies
Andy Mathews	(AM)	Ex-officio		Present
Fiona-Catherine Thompson	(FCT)	Associate		Present
Vacancy		Local Authority		
Stephanie Ward	(SW)	Parent	13/10/2028	Present
Meghan Rich	(MR)	Parent	15/10/2027	Apologies
In Attendance				
Becky Poynter (RBP)		Governance Professional		
Lara Knights	(LK)	Parent	30/06/2026	Observer

MINUTES

1 Welcome and Apologies for Absence

1.1 Apologies for absence received from Tiffer Robinson. Shan K Don was not present
It was noted that Meghan Rich had resigned and Lara Knights term of office finished on 30th June 2026. It was agreed that she be an observer for this meeting.

1.2 Consent/non-consent to absence
Governors consented to the absences of TR and SKD.

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 Pecuniary Interests as necessary.
Requirement noted

3 Chair's Action/Update

3.1 To report any action taken by the Chair or Vice
None taken.

3.2 To receive an update from the Chair
The Chair reported she had attended the Jankin Smythe celebrations, taking part in the civic procession through the town to the Guildhall. Governors noted that the school choir had performed as part of the event in the presence of the Mayor.

The Chair reported that she had attended the Year 6 production of *Oliver!* and congratulated pupils and staff on a highly successful performance. Governors noted that the pupils had performed exceptionally well despite the challenging weather conditions experienced during the performance period.

Governors received an update regarding the planned installation of solar panels. Leaders advised that the installation had not yet taken place. However, governors noted that concerns had arisen nationally following a number of school fires linked to solar panel systems, including incidents at schools in Ipswich. Leaders reported that advice had been issued to some schools to switch systems off pending further investigation. Governors agreed that the school should continue to monitor developments before proceeding with installation.

The Chair also reported that discussions had taken place with governors from other primary schools regarding electricity costs charged through Vertas. Governors noted that correspondence was being considered by several governing body chairs and that a collective response might be developed.

Governor Question: How had the school managed during the recent period of exceptionally hot weather?
Answer: Leaders advised that a range of measures had been implemented to support pupils and staff. Uniform expectations had been relaxed for a week, water play activities had been provided at lunchtime and additional fans had been purchased. Air conditioning units had also been hired to support cooling within the school. Leaders praised lunchtime staff for their efforts during the period of extreme temperatures. Governors heard that, when temperatures reached 36 degrees, parents had been given the option to collect their children early if they wished. Leaders advised that further guidance regarding procedures for managing extreme heat was anticipated and that options for phased installation of air conditioning units were also being explored. However, a quotation received through Vertas had been considered prohibitively expensive.

Governors discussed possible longer-term solutions to reduce the impact of heat within the school environment. Leaders agreed to investigate options further, particularly for the four classrooms located within the newer building. Governors additionally noted that the Early Years outdoor area had required careful management during periods of extreme heat and that temporary shade structures had been erected.

4 Any Other Urgent Business

To discuss any urgent items of business not on the agenda
None requested.

5 Minutes

5.1 The minutes of the Curriculum meeting held on 9th June 2026 were confirmed as a true record.

5.2 Matters arising from the minutes not already on the agenda

Matters Arising			
Item	Action (From 11 December)	Who	Status/ When
Ap1	Report on potential costs of PAT testing *This would now be a task for the summer IT work.*	FCT	Ongoing for reporting in the Autumn term
Ap3	Clerk to share governor recruitment resources	RBP	Completed
Item	Action (From 9th June)	Who	Status/ When
Ap6	Maths lead to present on maths oracy to FGB	Maths Lead	Ongoing – Autumn term

Ap7	Review codes of conduct to reflect new guidance	AM / FCT	Ongoing – Autumn term

6 Governing Body Membership and Organisation

6.1 To report any changes in membership since the last meeting, including welcoming new members

Governors noted the resignation of Meghan Rich from the Governing Body.

Decision: It was agreed that parent governor elections would be arranged during the Autumn term to fill the two parent governor vacancies.

6.2 To consider filling any vacancies on the governing body

The Chair reported on a governor recruitment webinar she had recently attended. Governors noted that Governors for Schools offered, alongside their basic free option, a recruitment service at a cost of approximately £350 per appointment. It was noted that the service included a pre-recruitment assessment process, which could provide value by helping to identify suitable candidates.

Governor Question: Would the recruitment fee only become payable once a new governor had demonstrated commitment to the role?
Answer: It was anticipated that the fee would be payable upon recruitment, although this could be clarified if the governing body decided to pursue this option.

Decision: Governors **agreed** that governor recruitment remained a priority and would be revisited at the first meeting of the Autumn term.

6.3 Election of Chair and Vice-Chair

Governors noted that elections for Chair and Vice-Chair would take place at the first meeting of the Autumn term. It was noted that there was currently no Vice-Chair in post and that the current Chair's term of office was due to end on 31 March 2027.

Governor Question: Would the current Chair be willing to continue in the role?
Answer: The Chair confirmed that she could be persuaded to continue but was also keen to ensure that opportunities were available for other governors to move into leadership roles if they wished.

6.4 Review of FGB effectiveness

Governors received a governor skills questionnaire.
It was **agreed** that governors would complete the questionnaire so that responses could be collated and considered at the first meeting of the Autumn term to inform discussions regarding governing body effectiveness, skills and training requirements.

6.5 To consider the governing body's succession plan

Governors noted succession planning and recognised the importance of identifying and developing future leadership within the Governing Body.

7 Educational Performance

7.1 Headteachers' Report

Governors received the Headteachers' Report together with supporting attendance and performance information.
Leaders presented an update on staffing arrangements for September 2026. Governors were pleased to note that recruitment activity had been successful and that all teaching posts had now been filled, including the appointment of two specialist music teachers. Leaders explained that, due to the strength of applicants, the school had appointed two experienced practitioners. Governors noted that the LA Music Service would continue to

provide individual tuition, whilst administrative arrangements had been streamlined through revised county processes.

Transition activities had taken place successfully, including a move-up day for pupils and induction activities for Reception children.

Governors received an update on assessment outcomes. Governors congratulated staff on the strong outcomes achieved in the Multiplication Tables Check and Phonics Screening Check.

Governor Question: Could leaders explain the Early Years outcomes, which appeared slightly below national figures in some areas?
Answer: Leaders explained that assessment judgements had been applied rigorously and consistently. Particular challenges had been identified around writing development and aspects of mathematics. Several pupils had experienced extended absences prior to statutory school age and some children had entered Reception with additional needs. Leaders advised that curriculum adjustments had already been planned to address the identified areas.

Governors noted that approximately two-thirds of pupils had achieved a Good Level of Development and that the school's assessment approach remained robust and evidence-based.

Governors expressed their appreciation to staff for the positive outcomes achieved.

Governors considered attendance information and noted the school's strong attendance position. Leaders advised that daily monitoring processes and wellbeing checks continued to support attendance. Governors noted that fixed penalty notices had been issued where appropriate and that one pupil attending alternative provision continued to present attendance challenges.

Governor Question: Were attendance concerns concentrated within any particular year group?
Answer: Leaders advised that there was no significant pattern across year groups, although holiday-related absence remained a factor within Early Years.

Governors received an update on safeguarding activity.
Leaders advised that four families were currently receiving Early Help support and that safeguarding arrangements would continue throughout the summer holiday period where required.

Governors noted the positive impact of transition work undertaken with receiving settings and other providers.

Governors also received an update on planned IT developments, including the migration of pupil devices, further implementation of Google-based systems and enhanced accessibility features for pupils with SEND.

Leaders reported that discussions regarding guest Wi-Fi access for governors and visitors were ongoing and a meeting with the IT provider had been arranged.

The Chair congratulated leaders on the successful support provided to a Year 6 pupil who had previously been at risk of exclusion and who had recently participated successfully in the Year 6 production.

7.2 Pupil Progress and Attainment -
Governors received and considered assessment information relating to pupil progress and attainment, including outcomes from the Multiplication Tables Check and Phonics Screening Check.

Governors noted the particularly strong outcomes achieved and the positive trajectory shown compared with previous years.

7.3 School Development Plan 2025/26
Governors reviewed progress against the School Development Plan.

Leaders highlighted areas of strong progress and identified a small number of objectives that remained in progress or had been delayed due to competing priorities. Governors noted that work relating to inclusion, writing and adaptive teaching had appropriately taken precedence during the year. Peer coaching activities had begun and staff had engaged positively with opportunities to observe classroom practice and reflect on teaching approaches.

Governor Question: Were staff supportive of the peer coaching model?
Answer: Leaders confirmed that staff engagement had been positive and that the process had encouraged professional dialogue and reflection regarding high-quality teaching.

Leaders reported that significant national developments were anticipated in relation to both curriculum and SEND reform. Governors discussed proposals which would see more pupils with moderate additional needs educated within mainstream settings and considered the implications this could have for classroom practice, staffing and the delivery of provision. Leaders advised that SEND provision across Suffolk was being remodelled into locality-based "pods" and that future arrangements would include reviews of whether Education, Health and Care Plans remained necessary, alongside consideration of what support should be available for pupils without EHCPs. Governors noted that many details remained unclear and that the Local Authority had acknowledged it was not yet in a strong position to provide definitive guidance.

Leaders reported that a draft curriculum was not expected to be published until February or March 2027, with implementation anticipated from September 2027. It was hoped that a more topic-based and creative approach to learning would be recognised positively within the new framework. Governors discussed the implications of the anticipated timescales and acknowledged that schools would need to remain flexible whilst awaiting further detail.

Governor Question: What exactly would be published in February or March 2027?
Answer: Leaders advised that the publication was expected to be the draft national curriculum, which was anticipated to come into effect from September 2027. Governors noted that, whilst there had been a significant number of reviews and consultations, the final outcomes remained uncertain at this stage.

Governors considered the school's key performance indicators and congratulated leaders and staff on the strong outcomes achieved across a number of measures.

Governor Question: Given the strong results achieved this year, would the school be setting more challenging targets for 2027 and 2028?
Answer: Leaders confirmed that ambitious targets would continue to be set. Governors noted that the school had significantly exceeded its Multiplication Tables Check target, achieving 67% against a target of just over 30%. Governors also noted that Early Years outcomes had reached 69% against a target of 67%. Leaders confirmed that the school

would continue to strive for further improvement whilst maintaining realistic expectations that reflected cohort variations.

Governor Question: Why had Multiplication Tables Check outcomes been so successful this year?
Answer: Leaders attributed the success to the strength of leadership provided by the mathematics subject leader, the commitment of teaching staff and the structured approach that had been implemented. Regular timetabled practice had been embedded and resources had been provided to support learning at home

Governors discussed the impact of differing cohorts and recognised that factors such as in-year admissions and varying pupil needs could have a significant influence on outcomes and target-setting.

Governor Question: Had the introduction of the new Insight tracking system contributed to improved outcomes?
Answer: Leaders agreed that the system appeared to have had a positive impact. They explained that the ability to analyse individual sounds and words provided highly granular assessment information, enabling staff to identify gaps in learning more precisely and target support effectively.

Leaders advised that one objective which had not progressed as fully as intended related to governor targets around gathering parental voice. Capacity constraints had prevented the development of a digital format during the year, although a paper-based approach had been implemented. Governors agreed that this area would be revisited during the next academic year.

Governors considered governor monitoring reports relating to SEND, Mathematics, Pupil Premium and History and thanked governors for their work. It was noted that the SEND monitoring visit had focused on systems, processes and support plans, building upon learning walk activity undertaken earlier in the year. Governors discussed annual review paperwork and considered whether a standardised proforma with clearer expectations might support greater consistency across the school. Leaders explained that existing formats were used flexibly according to need and that it was important to ensure documentation celebrated pupil strengths alongside developmental targets in order to maintain a positive and strengths-based approach.
Governors also discussed approaches to developing pupil voice within support plans and EHCP processes, particularly for older pupils.

Chair's Comment: Ensuring that pupils are encouraged to contribute their views and understand their own needs will be important, as a lack of engagement could place them at a disadvantage when moving on to secondary education.
Response: Leaders agreed and explained that considerable work was undertaken with families, particularly during the early years, to help parents recognise and understand their children's additional needs and to encourage pupils to develop their own voice and involvement in planning as they grew older. It was acknowledged that this could be a sensitive process and was not always fully embraced by families.

Governors received feedback from Mathematics and Pupil Premium monitoring visits and noted the many positive observations recorded. Leaders advised that there was increasing concern regarding proposed changes to Pupil Premium funding and the potential impact this could have on disadvantaged pupils in future years. However, governors were reassured that the school's commitment to supporting the whole child remained central to decision-making and provision. Governors also noted positive feedback from pupils

regarding mathematics learning and recognised the strong practice that was evident across the school.

The Chair reflected on pupil leadership within the school.
Governor Question: The school has some very effective members of the School Council. Was there a risk that these confident pupils unintentionally prevent quieter voices from being heard?
Answer: Leaders felt that opportunities for pupil voice extended well beyond the School Council. Pupils were involved in staff recruitment activities, guiding candidates around the school and taking part in discussions with visitors. Leaders reported that candidates were regularly impressed by pupils' oracy, vocabulary, understanding of school values and ability to articulate the school's strong sense of community. Staff accompanying pupils on educational visits also frequently commented on their maturity, behaviour and engagement. Governors were pleased to note the breadth of opportunities available for pupils to contribute their views and represent the school.

Governors concluded that good progress had been made against the School Development Plan and agreed that future planning would need to remain sufficiently responsive to anticipated changes in curriculum expectations, SEND reform and wider educational policy developments.

7.4 School Development Plan 2026/27 –
Governors considered the draft School Development Plan for 2026/27 and received an overview of the proposed priorities for the forthcoming academic year. Leaders advised that the document remained a working draft and would continue to be refined as further information became available regarding national curriculum and SEND reforms.

Leaders reported that four key priority areas had been identified, with additional objectives likely to be incorporated as planning progressed. Governors noted that preparation for the revised National Curriculum would become an increasing focus during the spring term, with professional development, staff meetings and curriculum review activities aligned to anticipated reforms.

Governors discussed priorities relating to writing, mathematics, inclusion and curriculum development. Leaders advised that the school had been selected to participate in the Herts for Learning *Winning at Writing* programme, funded by the Local Authority, which would support further improvement in writing outcomes.

Governor Question: Was the proposed Early Years mathematics priority sufficiently focused?
Answer: Leaders explained that further detail would be added to the objective, but improving mathematics outcomes in the Early Years remained a key priority, given its impact on Good Level of Development outcomes. Leaders emphasised that the area needed a high profile within the School Development Plan and would be supported by curriculum and assessment developments.

Governors noted that significant uncertainty remained regarding future funding arrangements, curriculum reform and SEND provision. Leaders advised that anticipated changes to Pupil Premium, Sports Premium and music provision would need to be reflected within strategic planning and could have implications for staffing, intervention programmes and wider opportunities offered to pupils.

Governors **agreed** that the draft priorities reflected the school's current strengths and emerging challenges. The final School Development Plan would be presented to governors for consideration and approval at the first meeting of the Autumn term.

8 Horizon Scanning

8.1 SEND reforms

See minute 7.3

8.2 Curriculum reforms

See minute 7.3

9 Finance

9.1 Funding

Governors received the latest budget monitoring information. Leaders reported that the recently announced teachers' pay award of 3.5% was slightly more favourable than had been anticipated, although schools would be required to fund 1% of the increase from existing budgets. Governors noted that discussions remained ongoing nationally regarding future pay settlements, including the delivery of the agreed 6.5% over three years, and that there remained some uncertainty regarding the final position.

Governor Question: Was there anything further within the budget position that governors should be particularly aware of?
Answer: Leaders advised that the most significant risks related to future changes to Pupil Premium and Sports Premium funding. Governors noted that the Friends of Feoffment continued to work hard to raise additional funds for the school. However, it was reported that fundraising income had reduced and the organisation had only been able to commit £500 per year group during the current year, compared with £750 previously. Leaders explained that these funds had traditionally been used to subsidise educational visits, activities and wider opportunities for pupils, and warned that some provisions previously supported through these funds might not be sustainable in future years.

Leaders provided further information on the proposed changes to Pupil Premium funding arrangements. Governors heard that the current system allocated funding on a per-pupil basis and enabled the school to invest in targeted interventions, high-quality teaching and enrichment opportunities. It was reported that, from September, eligibility arrangements would change significantly, with funding being linked to revised benefits criteria. Governors noted that families qualifying through Universal Credit would continue to receive free school meals but would not attract additional Pupil Premium funding. Leaders explained that only families with significantly lower household incomes, estimated at below £7,000 per annum, would be eligible for an enhanced level of support. Governors recognised that only a very small number of the school's pupils were likely to meet this threshold. Leaders advised that this could result in the loss of approximately £72,000 of annual Pupil Premium funding and a further £18,000 of Sports Premium funding. Governors noted that the financial impact was expected to be felt from March 2027 onwards.

Governors also received an update on the financial impact of the proposed SEND reforms. Leaders explained that the current banding arrangements required schools to fund lower levels of need internally, with additional top-up funding available from higher bands onwards. Leaders provided further information on the banding within the school and acknowledged that the full implications remained unclear pending further guidance

Governors noted that future eligibility for support would be determined directly through the benefits system

Confidential Minute
Governor Question: When would governors receive a further update on the financial implications of these changes?

Answer: Leaders advised that the situation was being closely monitored and that more accurate information would be available once detailed budget statements had been published. A further report was likely to be provided in January, once the financial implications were clearer. Governors agreed that the funding changes represented a significant strategic risk and requested regular updates as further information became available.

10 **Compliance**

To approve the updates to the codes of conduct.

Governors considered the proposed updates to the Governors' Code of Conduct and Staff Code of Conduct.

Governor Question: How had the documents changed?
Answer: Leaders advised that the Governors' Code of Conduct had only been amended to reflect an updated review date. The Staff Code of Conduct had been expanded slightly to include reference to policies and guidance relating to the prevention of sexual harassment, with links to the relevant policies included within the document. Other than these amendments, no substantive changes had been made.

Decision: Governors reviewed the amendments and **approved** the updated Codes of Conduct.

11 **AOB and Reflection on the Meeting**

Governors received notification that a revised Relationships, Sex and Health (RSH) Policy was currently out for consultation, with the consultation period due to conclude in July. Leaders explained that the policy had been revised following the school's move to a different PSHE provider and confirmed that the final version would be presented to governors at the September meeting.

Governor Question: Were there any further developments regarding future music provision?
Answer: Leaders advised that significant changes to music provision were anticipated from September 2027. In preparation, staff would begin developing an interim curriculum. Link governors would start to see an initial framework for the subject during April and May, with a more detailed model available in time to support review of the School Development Plan and consideration of future priorities.

Governors agreed that it would be beneficial to integrate governor monitoring reports more effectively into governing body discussions and strategic planning.

Governors received feedback from discussions held between the West Suffolk Heads Group and the Local Authority regarding the proposed new Ofsted framework. It was emphasised that robust evidence would be required against each statement. Leaders provided feedback on the outcomes of recent Ofsted inspections within the county.

Leaders suggested that future governor monitoring activities could include consideration of a number of targeted Ofsted statements to strengthen strategic oversight and support alignment with the developing framework. The Chair welcomed this approach and encouraged governors to be open about areas they wished to explore through monitoring activities.

Leaders further advised that the structure of the SEF would need to evolve, with judgements presented as clear statements supported by evidence. Governors discussed how future monitoring templates could be developed to support this approach and agreed that the matter would be considered further at the Ethos Committee meeting in September.

Governors noted that an Ofsted inspection was not anticipated during the next academic year. However, leaders explained that the School Development Plan would adopt a developmental approach over the next two years in preparation for the new inspection framework.

Leaders advised that inclusion and curriculum development were expected to feature prominently within the first wave of inspections under the new framework and that the 2027 SEF would be strongly aligned to the developing inclusion agenda.

Chair's Question: What could the school and governing body do now to prepare for these developments?
Answer: Leaders advised that the Education Endowment Foundation had recently published guidance describing effective inclusion within mainstream schools. Governors also noted the Suffolk Mainstream Inclusion Framework (SMIF), which had been issued by the Local Authority and remained the current reference point for schools. Leaders confirmed that the school would continue to align its practice with existing guidance while reviewing emerging national policy and future white paper proposals as these became available.
Governor Comment: It would be valuable to continue receiving updates from federation groups and meetings involving headteachers and the Local Authority.
Response: Leaders agreed and reported that discussions within SEND networks had highlighted the importance of consultation and collaboration across schools. It was anticipated that these forums would provide useful opportunities to share information and emerging practice as reforms developed.

Governors welcomed this approach and agreed that maintaining engagement with wider professional networks would help the school respond effectively to future changes.
The Chair thanked leaders, staff and governors for their contributions throughout the year and wished everyone an enjoyable summer break. Governors noted that the next meeting would be held on **15 September 2026**.

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

Tuesday 15 September 2026	6.00pm	Ethos
Tuesday 3 November 2026	3.45pm	Curriculum
Tuesday 15 December 2026	6.00pm	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.

Signed: _____ Date: 12 Oct 2026
Chair of Governors.

Matters Arising

Item	Action (From 11 December)	Who	Status/ When
Ap1	Report on potential costs of PAT testing *This would now be a task for the summer IT work.*	FCT	Ongoing for reporting in the Autumn term
Item	Action (From 9th June)	Who	Status/ When
Ap6	Maths lead to present on maths oracy to FGB	Maths Lead	Ongoing – Autumn term
Ap7	Review codes of conduct to reflect new guidance	AM / FCT	Ongoing – Autumn term

Agenda items for Autumn meetings.	
	Report on potential costs of PAT testing
	Maths lead to present on maths oracy to FGB
	Review codes of conduct to reflect new guidance
	Governor recruitment
	Review skills audit
	School Development Plan