

*Please forward any matters relating to the Minutes below to:  
THE CLERK TO THE GOVERNORS*

Stoke Bishop Church of England Primary School  
**FULL GOVERNING BODY MEETING – TERM 5**  
**Held on Monday 12<sup>th</sup> May 2025**

**DRAFT Minutes**

<b>PRESENT:</b>	<b>FOUNDATION</b> Jema Ball (JB) Left at 6pm Sue Rees (SR)	<b>PARENT GOVERNORS</b> Sophie Summers (SS) James Wiggins (JW) Michael Hordon (MH) Richard Eaves (RE) Dave Tilley (DT)
	<b>MEMBERS</b> Paul Wake (PW) Arrived at 5pm. Yvette Kydd (YK) Joshua Denton (JD)	<b>STAFF</b> David Forrester (DF) Co Head Teacher Darren Hunt (DH) Co Head Teacher Vickie Melton (VM) Assistant Head Teacher Ann Smith – School Business Manager Sara Bartlett (SB) – Clerk to Governors

<b>ITEM</b>	<b>MINUTES</b>	<b>ACTION</b>
366.1	<b>Welcome</b>  <b>Welcome, Apologies for Absence and Opening Prayer</b> Apologies were received from Rachel Powlesland (RP) and Michael Barnes (MB) which were accepted by the Governing Board.  JB led the opening prayer.  <b>Declaration of Pecuniary Interests</b>	
366.2	Governors were reminded again to update their Declarations of Interest on GovernorHub just before or just after each FGB.	
367	<b>Minutes from the last meeting held on 12th March 2025</b>	
367.1	<b>Approval of Minutes</b>  The minutes were approved and will be available on the school website.  SS to sign these electronically on GovernorHub.	<b>SB</b> <b>SS</b>
367.2	<b>Matters Arising &amp; Review of Action Points from last meeting</b>  <ul style="list-style-type: none"><li>MH and YK have completed the Safer Recruitment training. DT has started it and will aim to complete shortly.</li><li>Adverts for the Community Governor vacancy have been distributed. We have already received some interest so will provide an update on this at the next FGB in July.</li></ul>	
368	<b>Safeguarding</b>  <ul style="list-style-type: none"><li>VM reported that face to face networking is not happening regularly so we are not being updated by the Council's safeguarding in education team. VM will continue passing on any relevant information.</li></ul>	

	<ul style="list-style-type: none"> <li>• The recent gender ruling was announced on 17.4.25 which clarified that 'sex' in the Equality Act 2010 refers to biological sex, not legal sex as determined by a Gender Recognition Certificate.</li> <li>• Knife Crime in the city is on the increase.</li> <li>• CPOMS is all working fine.</li> </ul>	
369	<p><b>Headteacher Report</b> <b>Leadership Transition, Staffing Update for Next Year</b></p> <p><b>Governor Question:</b> Could you expand on what UWE did for STEM (Science, Technology, Engineering and Mathematics) activities to give us a flavour of the day?</p> <p>On Wednesday 26<sup>th</sup> March 2025, we had a number of UWE students in for the whole day. They were engineer and 2<sup>nd</sup> year student teachers who came in to classes 1–6 and worked with the children on a specific STEM activity linked to their enquiries/ science/ DT themes.</p> <p>Previous to the visit, their UWE lecturer was sent all the DT and Sciences themes staff were covering in their enquiries and the students came up with an activity linked to this for the day. So, each Year group did a different activity. It was a great day for the school to be promoted in this way with UWE.</p> <p>Year 1 and 2 built aeroplanes and rockets as their enquiry was about transport (push/ pull factors)/</p> <p>Year 3 – built Boats to carry Anglo Saxons across the water – enquiry Anglo Saxons (flotation).</p> <p>Year 4 – built Anglo Saxon houses and look at waterproofing the roof – enquiry Anglo Saxons (permeable and impermeable).</p> <p>Year 5 – looked at filtering water and separation.</p> <p>Year 6 - looked at thermal insulation of liquids.</p> <p>Thank you to YK for supporting. This improves relationships with UWE. We are trying to increase opportunities like this which promotes good ways for children to see what is going out outside of school.</p> <p><b>Mastering Numbering Walk Update</b></p> <p>Mastering Number continues to grow in consistency and fidelity to the programme, with staff accessing online training and Y1 trialling the use of assessment sheets. We are also ensuring that all KS2 teachers' have had the opportunity to observe Mastering Number in KS1 to ensure that children in KS2 continue to build on their Mastering Number learning. These are what the main strengths and next steps from the walk were.</p> <p>Strengths we saw were:</p> <ul style="list-style-type: none"> <li>• Children's confidence in a range of vocabulary e.g. commutative, equation, addend (What is an addend?), part, whole, subitise.</li> <li>• Children's confidence in asking deeper questions about the Maths e.g. Will the equals be at the start this time?</li> <li>• Children's confidence in their number facts.</li> <li>• Children were being asked and expected to explain their answers e.g. How do you know? Prove it to me. What's changed this time? Can you spot a pattern?</li> <li>• When learning was linked to future class learning e.g. Remember that double, you'll use it in Maths later.</li> <li>• When lessons were kept moving at a pace. If a child gave a wrong answer it was dealt with quickly e.g. 'Oo not quite. Have another go' or 'Let's see what anyone else thinks'</li> <li>• When the children were doing the majority of the thinking and noticing.</li> </ul>	

	<p>Our next steps are:</p> <ul style="list-style-type: none"> <li>• To ensure <b>all</b> children are expected to answer using the stem sentences.</li> <li>• For staff to be confident in their use of vocabulary. Dropping in words with quick explanations is very effective. "That's the commutative law." Refer to image if this helps.</li> <li>• That <b>all</b> children should be expected to explain how they have reached an answer.</li> </ul> <p><b>English Update</b></p> <p>The English Team have focussed in on Writing since January; looking at the basic skills of handwriting and spelling – the latter being how the children move on from the central use of phonics in KS1 to a wider variety of strategies and core spelling knowledge in KS2. A review of handwriting principles demonstrated a clear lack of consistency and progression and so a new progression was implemented from Early Years to Y6.</p> <p>Observation of the teaching of writing (alongside the SIA) identified significant inconsistency in practice and principles around the expectations, opportunities and outcomes for children's writing across the school. Whilst some of this has been addressed through review and discussion in staff training and PPA, it was recognised that the intended wider piece of work around the whole school writing progression would provide the substantive process by which this will be consolidated.</p> <p>All year groups have received a narrowed down 'Non-negotiables' overview of skills that children should be expected to progress to the next year group with. The input from a specialist English advisor (Vicky Gordon) has been a little delayed, but has begun very positively in reviewing latest practice and how this can be incorporated to improve the effectiveness of writing. The intention is around stepping back from unnecessary technical vocabulary in Reception &amp; KS1, that can often confuse and overcomplicate children's written responses, with the intention that they are able to record their ideas in increasingly effective sentences and even a paragraph before the complication of unnecessary grammatical terminology is introduced. The work with Vicky Gordon will continue in Term 6 and there will be a whole school planning INSET day in September, where new picture books and planning will be introduced to staff for them to begin planning from this format from week 2 of Term 1. The English leads (Jess and Charlie) have already completed a long-term planning overview of the whole school and this too will be shared with staff this term in preparation for September.</p> <p><b>New Systems</b> – Arbor is being phased in over Term 6. This new system will oversee taking registers, recording lunches and money. It will be replacing SIMS (recording data), School Zine and School Gateway together, so this will mean parents just having to use 1 cloud-based app in future. It has all the security we will need and all of our information will be transferred over for us.</p> <p><b>Newsletter</b> – We will be using Microsoft Sway for our Newsletter in future. Staff and parents will not know any difference other than a separate link being sent out each week to access this.</p>	
370 360.1	<p><b>Governor Updates</b></p> <p><b>Training</b> – Nothing to report on training.</p> <p><b>Governor Recruitment/Re-election</b></p> <ul style="list-style-type: none"> <li>• We are currently advertising for a Community Governor.</li> <li>• JD will sadly be standing down as Governor and Chair of QoE at the end of July. YK has expressed an interest in taking over as Chair of QoE so will have a chat with DF about this.</li> <li>• SS and JW will continue as Co-Chairs (as long as Governors are happy with this) for another year and thanked the Governing Body for all of their support since they took on these roles in September 2024.</li> </ul>	

371	<p><b>Policies</b></p> <p><b>Finance Policy</b> – AS explained there are no significant change to this policy apart from some references to the ESFA, which is now defunct, which have been removed. Petty cash is being phased out with the aim to becoming a completely cashless school in September 2025. Staff will then be reimbursed expenses via BACS payments rather than cash.</p> <p>The policy has already been reviewed by the Finance Committee and FGB approved the policy.</p>	
372	<p><b>Committee Reports</b></p> <p><b>372.1</b></p> <p><b>Finance</b> Management accounts March 2025 There is not much change since the last meeting, we are still expecting to see a small surplus of just over £4K for the year ended 31<sup>st</sup> August 2025. We are not expecting any staff changes until the end of the year.</p> <p><b>Budget Assumptions 25/26</b> AS discussed with governors the underlying assumptions for the 2025/26 budget. The school has received notification of its funding allocation for 2025/26. Although funding is received directly from the DFE it is still subject to Local Authority formulas. We have seen a very small increase in our GAG funding and are assuming a 2.8% pay-rise for teaching staff and a 3.2% pay-rise for support staff (both unfunded)</p> <p>AS noted that it is likely that we will be setting a deficit budget next year. The final budget will be brought to FGB for approval in Term 6 and. we have to submit our final budget by 28th August 2025.</p> <p><b>Governor Question:</b> Where does this sit with other schools in NW24 in terms of the budget not balancing? Other schools within NW24 are also struggling with their budgets We have not seen much change in funding levels since the new Government have taken over.</p> <p><b>Governor Question:</b> Are assumptions in line with BCC? The school consistently uses guidance from the Association of School and College Leaders and the Institute of School Business Leadership when compiling its short-term and long-term budget assumptions.</p> <p><b>Governor Question:</b> Are there any implications of setting a deficit budget for the school?? The school will need to explain the reason for the deficit budget in its budget submission to the DFE. As the school still has healthy reserves, it is unlikely to cause any immediate concern.</p> <p>We have received one Dear Accounting Officer letter dated 19.3.25 which notes that the roles and responsibilities of the ESFA will be taken over from the DFE with effect from 1<sup>st</sup> April 2025.</p> <p><b>372.2</b></p> <p><b>Quality of Education</b> – It was agreed that all the information relating to Subject Leader meetings will be saved on GovernorHub under the QoE folder.</p> <p>We are stepping away from using the Excel spreadsheet as it was agreed it had become very cumbersome and not really allowing conversations to flow. It didn't really explain to governors what they were supposed to do. SLT, working with JD, have since slimmed down the document for governors to explain 'what you should already know before you have the meetings'.</p>	

	<p>The Subject Lead report needs to be shared before the next meeting where differences can be compared since the last meeting. JD feels there needs to be a new overview of the 'Believing its Possible' document. DH and DF will look at this.</p> <p>If governors have any questions relating to this or need to find out what groups they are in, please email JD for further clarification.</p> <p>A SIA visit is taking place on 11 June 2025. Evaluations will be carried out in the afternoon. The plan is for SIA's to also work with Governors on key Ofsted questions and will be looking at processes. Governors could possibly join as a Teams meeting for part of it. DH &amp; DF will be organising this and will send out invites and links.</p>	DH & DF
372.3	<p><b>Leadership and Management</b> – Governors carried out a staff survey for the year by meeting all staff in hub groups as part of their twilight training inset time in March 2025. Governors also met with business staff and SMSA's.</p> <p>Governors and staff had previously found that carrying out subject meetings with staff in small groups had created a good environment for discussion and so used this approach for staff survey. This allowed any comments to be explored if needed to understand the comment.</p> <p>A google form was also available to be used for any staff who were not able to attend; those that wanted to make comments that they did not feel comfortable making in the group; or those that had additional thoughts after the meeting.</p> <p>The "survey" consisted of a number of statements being given to the staff and then followed up by additional questions.</p> <p>SS and PW provided a draft report outlining the findings of the survey which was sent to SLT and Governors prior to the meeting today.</p> <p>The results of the survey were overwhelmingly positive with a strong sense of team spirit, a shared commitment to the children, and a culture of care and support within the school community being displayed.</p> <p>Discussions were held around the most appropriate mechanism to feed back the results to staff and the most appropriate format to provide findings to SLT.</p>	DH & DF
372.4	<b>Personal Development</b> - No update.	
373	<b>Link Governor Reports/Updates</b>	
373.1	<b>Equality, Diversity &amp; Inclusion</b> – SR will be having a termly meeting with the Inclusion Lead shortly. SR wanted to acknowledge how brilliant the Culture Day was.	
373.2	<b>Health &amp; Safety</b> – AS noted that a health & safety audit had recently been carried out by Delegated Services, together with a new Fire Risk Assessment undertaken by Firerite. The school will work through any remedial actions required. No update other than to thank AS for completing all of the documents.	
373.3	<b>EYFS</b> – No report.	
373.4	<b>Church Links</b> –The school attended the Easter Service. Reception Class has visited church. An Art Exhibition was held recently in church. The school choir is singing on a Thursday during the lunch club for older people.	
373.5	<b>Risk Review – Nothing raised.</b> If there is anything on the radar that Governors feel needs to be added to the Risk Review, please let AS know.	
373.6	<b>GDPR</b> – Staff will be completing the Cyber Training during twilight sessions next week.	
373.7	<b>Health &amp; Safety</b> – AS noted that a health & safety audit had recently been carried out by Delegated Services, together with a new Fire Risk Assessment undertaken by Firerite. The	

	<p>school will work through any remedial actions required. No update other than to thank AS for completing all of the documents.</p> <p><b>373.8</b> <b>EYFS</b> – No report.</p> <p><b>373.9</b> <b>Church Links</b> –The school attended the Easter Service. Reception Class has visited church. An Art Exhibition was held recently in church. The school choir is singing on a Thursday during the lunch club for older people.</p>	
<b>374</b>	<p><b>Correspondence</b></p> <p>None</p>	
<b>375</b>	<p><b>AOB</b></p> <ul style="list-style-type: none"> <li>Our school secretary Mrs Lawrence is retiring in July 2025. This has given AS the chance to review the admin staff team roles, responsibilities and functions and reflect on what is needed as an admin team. Many manual tasks have been replaced by new systems over the years so it was felt that the hours connected to the admin team could therefore be reduced.</li> </ul> <p>The new office manager role is being advertised for 30 hours a week over 4 days (reduced from 5), working Mon-Thurs. The Finance Administrator role is also being reduced from 5 days a week to 4. Mrs Dodd and Mrs Golder will both be picking up extra hours. Overall, this will result in a cost saving for the school.</p>	

**The meeting closed at 6.25pm**

**Date of the next meeting: Monday 7th July 2025, 4.30pm, in School**

**SIGNED:** ..... **DATE:** .....