



# John Blandy Primary School

<b>Meeting of:</b>	JBL LGC		
<b>Date and time &amp; location:</b>	John Blandy School, 12 <sup>th</sup> of March 2026 at 7pm		
<b>Present:</b>	Hannah Boon (HB, Chair), Christina Holleywood (CH, Vice-Chair), Tamzin Einon (TE), Gareth Sheer (GS), Lorna Butler (LB), Becky Green (BG)		
<b>Apologies:</b>	Rachel Skeet (RS)		
<b>Absent without Apologies:</b>	N/A		
<b>Consent to absence:</b>	The committee consented to absence for RS.		
<b>Others in attendance:</b>	Suzanne Elliott (SE, Headteacher), Rebecca Wilson (RW, Deputy Headteacher), Rosie Phillips (RP, Clerk)		
<b>Quorum:</b>	4	<b>Quorum met:</b>	Yes

## Main Minutes

Item	Subject	Action
1	<p><b>Welcome, Quoracy, Declarations of Pecuniary Interest, Apologies</b></p> <p>The Chair opened the meeting at 19:05, welcoming the committee. It was confirmed that meeting was quorate. Apologies were received and accepted from RS. It was noted that LB would be joining the meeting slightly later due to a work commitment and would be joining electronically.</p> <p>The Chair invited the committee to share if they had any new declarations of interest pertinent to the agenda. None were shared.</p>	
2	<p><b>Urgent matters (as previously notified to the Chair)</b></p> <p>The Chair confirmed there were no urgent matters to share.</p>	





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	The finance link Governor confirmed this schedule was agreeable for her.	
<b>4</b>	<p><b>Governing Committee:</b></p> <ul style="list-style-type: none"> <li>a) Updates to the Governing Body, including recruitment and resignations</li> <li>b) Look at Governor training and development inc Hot Topic Briefing Sessions. Update on any training attended / any upcoming to attend.</li> </ul> <p>The Chair confirmed that the staff Governor had been reappointed for another term.</p> <p>SE informed the committee that she had received some interest in one of the Trust appointed Governor positions, from someone who had seen the advert in the KBS news. She commented that it sounded very positive and she was hopeful the interest would progress to an application.</p> <p>The safeguarding link Governor shared that she had recently attended the safeguarding forum and that it had been very beneficial.</p> <p>The Clerk reminded the committee that there were two upcoming Governor induction training sessions being run by the Trust, that were open to new and existing Governors. She also reminded them about the upcoming Hot Topics session on finance on the 23<sup>rd</sup> of March.</p>	
<b>5</b>	<p><b>Chair's Report (standing item)</b></p> <ul style="list-style-type: none"> <li>a) Chair to share update, including any feedback received from the Board</li> </ul> <p>The Chair shared that she had recently attended the Governance Development Forum, and that the focus had been on attendance and on the numbers of pupils on roll. She shared that the CEO, Richard Evans (RE), had provided an in-depth update on finance, as well as on outcomes, attendance and being Ofsted ready. Furthermore, he had shared how the Trust was working collaboratively with other Trusts to receive peer support and reviews at both school and Trust level.</p> <p>Regarding RE's focus on Governance supporting pupil numbers, the Chair noted that JBL LGC had focused on pupil numbers for a long time. She shared that the emphasis from the Trust was on asking the LGC to consider the ways in which their schools maximise the number of children on roll.</p>	



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	<p>She noted that a summary of suggestions from Governors had been shared on GovernorHub by the Vice-Chair of Trustees.</p> <p>She asked the committee, including SE, whether they felt they needed a greater focus on pupil numbers than they had.</p> <p>SE noted that they did a lot, commenting that the KBS news was particularly helpful in sharing information about the school and what they did well, to attract new families. Also, events such as singing at the village hall were beneficial to raise the profile of the school. Lastly, she commented that their Facebook page and social media presence boosted their exposure.</p> <p><i>You do a lot of work, and your pupil numbers are good, it must be working.</i></p> <p>SE shared that she would like to work more with the local nurseries, but capacity and time-constraints made this a challenge. She shared that they worked well together when they needed to, but she would like the opportunity to collaborate more and have the reception teachers attend to read stories and have the opportunity to meet children in the nurseries sooner. She noted that the first indication of pupil numbers for September was positive and she was not concerned about their reception intake. However, she shared she was more concerned about in-year moves and was monitoring them closely and looking to fill the gaps. She reassured Governors that families were leaving for genuine reasons, as opposed to a concern with the school.</p>	
<p><b>6</b></p>	<p><b>Headteacher’s Report (standing item)</b> (Documents: GovernorHub)</p> <ul style="list-style-type: none"> <li>a) HT to share updated report with the LGC</li> <li>b) Close focus on attendance including by year group, SEND, PP, and staff attendance</li> </ul> <p>SE shared that they had recruited a new, ECT2 teacher, who would be starting in post after Easter, and that she had informed parents earlier in the week. She noted this had been well received, and that they had appreciated the apology for the changes this academic year and that their children would now have a full time teacher for the remainder of the year.</p> <p>She shared that the teacher had come in this week for an ECT meeting and had been into the class and the children were excited to meet her.</p>	



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*In Section 2, why are there 0 Safeguarding concerns when in previous terms there have been 50 or even 200?*

SE clarified that this was now done in retrospect at the end of the term, therefore it was not that there were zero concerns, rather that it had not yet been provided for this term.

*Committee members asked the safeguarding link Governor if she was happy with how safeguarding was communicated?*

The safeguarding link Governor confirmed that she was, agreeing that it made sense to provide a complete term's worth of data.

*There is mention in the report of the use of Oak Academy for NCETM workload relief: What is it and how does it help?*

RW explained that NCETM was a National Maths Association, and Oak Academy was a programme implemented during the pandemic to support schools and parents in accessing maths education. She explained that Dr Debbie Morgan, from NCETM, had written a new curriculum and shared it on Oak Academy, and that it was very well planned and was mapped to support teachers in their planning. She commented that staff found it very useful.

SE added that the additional support via Oak Academy had given staff greater confidence in their work, and now more of them were reporting that they preferred NCETM.

RW concurred, noting that one of their teachers said they felt they had been upskilled, and had discovered new ways to teach maths, despite having been a teacher for many years.

*Where you have had an attendance discussion with parents who have taken children out for holidays more than once, how was this received? Do you think your conversation with them will make a difference?*

SE commented that she had engaged in conversations with families who had taken children on term time holidays and that, as far as she was aware, she felt these conversations had been accepted. She noted that at times children had low attendance already, and term time holidays were compounding this issue.

*Do you feel that the families are aware of the school policy surrounding term time holidays?*



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SE confirmed they were, and that some were families where she had needed to repeat this conversation annually.

*How worried are you about attendance? Do you think the decrease is just a blip?*

SE commented that there was a period of genuine illness, though stressed it was incredibly low, with one week where the whole school attendance was 90%, noting it had not been so low since Covid.

*You believe it was unfortunate, but genuine illnesses and infection as opposed to anything we should be overly concerned about?*

SE confirmed she believed so, informing the committee that attendance the previous week had been 97.8% so there was a definite return to better attendance being witnessed. She added that their Pupil Premium children were still the cohort with the highest number of persistent absences. She shared that she was continuing to support those families whose children were persistently absent.

*With a large percentage of pupils at risk of becoming persistently absent, which strategies have had the lowest impact so far?*

SE shared that communication via newsletters and emails had the lowest impact, and that the highest impact was seen from having personal conversations with families, building and maintaining open relationships. She shared that the support from the attendance team at OCC had also been helpful, as had the use of attendance contracts with families.

LB joined the meeting at 19:36.

*Behaviour has improved significantly; are there any specific interventions or routines that have driven this improvement?*

SE commented that there had been a noticeable change throughout the school where children were settled and able to thrive, commenting that all pupils within all classes were working well in their classrooms.

*There are a couple of references to low uptake for SATs boosters and parents' meetings. Is this typical?*

SE confirmed this was not typical, and this was the first year they had seen a reduction in the number of children attending booster classes. She shared that they had tried different timings for them, to see if this improved attendance, and were now holding them at lunchtime so they were no longer optional. She added that they had put on meetings for parents to



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	<p>support them in helping their children prepare for their exams, however the attendance had been low. She noted that they were considering a second meeting to capture more parents but were not confident that attendance would improve.</p> <p><i>Is the information available in a different format?</i></p> <p>SE confirmed she was considering sending out the PowerPoint from the meeting.</p> <p><i>Are parents of late children coming in with them in the morning and signing in?</i></p> <p>SE confirmed that they were, and that all parents were expected to do so.</p> <p><i>Key event 8, in the executive summary, mentions data for further phonics and MTC checks. Which year group(s) is this for? Are levels of progress in line with expectations?</i></p> <p>SE noted the phonics check was the year 1 / 2 phonics check, with the children in year 2 being those who did not pass their phonics check at the end of year 1. She commented that the children were making good progress via their daily phonics and their phonics coaching, however they were concerned that the pupils were not accessing the set 3 sounds through their phonics group, so the staff were trying to find ways to include them. SE noted that they were considering implementing a lunchtime booster group to further support the children. She added that support from parents at home was important too. She commented that it was important those year 2 children were exposed to the Set 3 sounds ahead of their check, as she was concerned that without that their progress would stabilise.</p> <p>RW added that the children were not necessarily ready for the Set 3 sounds, which is why they were not naturally receiving them in their group, however they were adding in the flashcards for set 3 to provide the children the best opportunity to pass their check this year.</p>	
7	<p><b>Safeguarding (standing item)</b> (Documents: GovernorHub)</p> <ul style="list-style-type: none"> <li>a) Update on any audits conducted since the last meeting</li> <li>b) Update on safeguarding monitoring within school / safeguarding link governor visit</li> <li>c) Confirm all safeguarding training is in place for staff and Governors</li> </ul>	



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	<p>The safeguarding link Governor confirmed that there had been no audits since the last LGC meeting, however she and SE had reviewed the action points during their recent meeting. She shared that there had been significant progress made by the school, with almost all actions having been discharged. She noted that the outstanding actions were continuous items, such as use of the neglect screening tool, therefore would likely remain on the action list, but were being implemented.</p> <p>The safeguarding link Governor shared that, during her recent visit, she also conducted her second check of the SCR this academic year. She had brought with her some questions from the safeguarding forum to consider when completing the check, such as 'is the check itself recorded on the SCR' and 'what happens if a supply teacher attends for just one day.' She was pleased to share these questions were answered, informing her fellow committee members that her check was recorded on the SCR, and that the correct process was followed for supply staff, whereby they were added to the SCR for the day and removed at the end of the day.</p> <p>She confirmed she also double checked everyone had the correct training, and that there were a couple of members of staff awaiting mop-up training with Lynne Hammond, but this was correctly accounted for.</p>	
8	<p><b>Equality</b></p> <p>a) Consider and review progress towards the school's public sector equality duty (PSED) objectives</p> <p>SE shared that they were on track to meet the objectives they had written. The first, for teaching and learning to promote respect and tolerance, she explained had been supported by a lot of the work in school, such as celebrating diversity through their displays and having the anti-racism workshops.</p> <p>The second, which was for there to be equal opportunities for all to achieve and succeed, had been supported by tracking all children ensuring they had opportunities to attend trips and events. Further to that, they had extended the sports groups so that all key stages could attend at the same time, supporting attendance by sibling groups, and that they had seen a significant increase in attendance from their pupil premium children; from 16% to 60% uptake. She added that they had extended the opportunities</p>	



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	<p>for funded places at afterschool club, though noted it would be worth understanding the uptake. – <b>Action SE</b></p> <p>The last, for all staff to have a widespread understanding of SEND, was also being worked towards. She shared they had received further training on children with health needs and disabilities. She confirmed there were adjustments in place, such as having the blinds down for children with hearing impairments, to improve the acoustics. She informed the committee that, over the summer holidays, they would be having power assisted doors installed to help children with mobility challenges to more easily navigate the building.</p>	SE
9	<p><b>SEND</b> (Documents: Govhub)</p> <ul style="list-style-type: none"> <li>a) Review actions and progress from last Trust SEND review</li> <li>b) Update from SEND Governor on any SEND monitoring visits and / or meetings</li> </ul> <p>The SEND link Governor confirmed he had attended for a visit with RW on the 25<sup>th</sup> of February, where they discussed her transition into the role of SENDCo and the handover from the last SENDCo, and the challenges associated with this. He shared that they had conducted a learning walk, which had been insightful, commenting that he was impressed by RW's knowledge of their pupils with SEND.</p> <p>The Chair extended thanks to the SEND link Governor for his update.</p>	
10	<p><b>Health &amp; Safety (standing item)</b> (Documents: GovernorHub)</p> <ul style="list-style-type: none"> <li>a) Update on any H &amp; S audits conducted since last meeting</li> <li>b) Update on any items not included in HT report including update on audit actions from Worknest</li> <li>c) Update on use of Every system across school including logging of near misses and incidents</li> <li>d) H&amp;S link Governor to update on any visits conducted</li> </ul> <p>The Health and Safety link Governor informed the committee that they had received the audit back and that she and SE would arrange to meet to look at the actions.</p>	



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	<p>SE continued by explaining the audit was an external Worknest audit and had resulted in thirty-four actions. She shared that they had completed thirteen of the actions so far and were continuing to work on them. She informed the committee that she wanted to commission another tree survey so they could obtain quotes for removing the two large trees. She shared that they now had a consistent service from an external provider for preventative pest control.</p> <p>SE shared that the audit had highlighted risks associated with lone working and resulted in a significant discussion on how this should be managed. School have decided that if staff come into school out of hours, they must inform a partner or family member and share SE's number with the family member in case SE was needed to secure the site following an incident. She noted they were also expected to sign in and out, and to carry a telephone with them at all times.</p> <p>RW added that staff were happy with this procedure as they did not want SE to be burdened with additional workload when unnecessary.</p> <p>SE continued by sharing that the audit had stated that all staff needed to undertake driver awareness training, however she queried that and the Trust had confirmed it was not relevant to them.</p> <p><i>The Chair queried the audit finding that the Fire Risk Assessment was out of date.</i></p> <p>SE clarified that JBL have an in-house fire risk assessment in date, but are overdue an additional external fire risk assessment from an accredited provider. All of the action from the previous external accredited Fire Risk assessment have been actioned and all schools will have an accredited Fire Risk Assessment commissioned by the Trust during the summer.</p> <p>The Chair extended thanks to SE for the update.</p>	
11	<p><b>Finance &amp; Budget Update (standing item)</b> (Documents: GovernorHub)</p> <ul style="list-style-type: none"> <li>a) Review and discuss latest management accounts</li> <li>b) Update on budget monitoring</li> </ul> <p>SE provided an update on the budget, sharing they currently still had a surplus. She noted she had checked with the finance business partner to</p>	



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	<p>ensure the surplus incorporated the new teacher starting, and it did. She noted that there would likely be some changes in funding around pupils with SEND, that could result in a reduced surplus. Despite that, she noted that she was mindful of the fact that they had a surplus and it should be spent to support the pupils.</p> <p><i>Have you got a plan on what to spend that on?</i></p> <p>SE commented that, first and foremost, they were looking at whether it could fund additional TA support time, as this would be of huge benefit to the classes. Further to that, there were health and safety items, such as removing the trees. SE noted that she was also in discussions around decorating the school, as it had been a long time since it was last done. She shared that she had been advised to consider a rolling plan to update areas year on year, and she would look to obtain quotes for this too.</p> <p>SE stressed that support for SEND pupils was tight, and lunchtime cover was tight, therefore she was looking to see if any of their TAs were willing to pick up additional hours to support. She noted that she was reluctant to hire someone else as she was aware of changing needs within the school, which would free up some TA support.</p> <p><i>Do we carry any surplus over into the next academic year?</i></p> <p>SE clarified this was not the case, any unspent surplus would be put into reserves, therefore she was keen to utilise them.</p> <p><i>With there being no Friends of John Blandy committee and the funds being frozen, will that have an impact on your planning?</i></p> <p>SE confirmed that it would have an impact, explaining there would be no Easter Raffle without the committee and that the raffle usually brought in significant funds for the school. Furthermore, there would be no summer or winter disco. She noted that the leaving committee would hold an AGM to try to encourage new parents to step forward to manage the role.</p> <p><i>We need to make sure that communication is clear, and families understand they will lose some of the key activities throughout the year.</i></p> <p>SE agreed and noted she would follow up with the current committee to ensure they shared that message. – <b>Action SE</b></p>	SE
<b>12</b>	<p><b>PP and SEND funding</b> (Documents: GovernorHub)</p> <p>a) Receive update from the Head on impact and effectiveness of SEND and PP funding</p>	



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	SE confirmed there was no further update on this since their last meeting.	
\$	<p><b>Residentials</b></p> <p>a) Discussion on change to residential schedules b) Receive EVC policy</p> <p>SE shared that the recent EVC policy from the Trust had stated that Governors needed to be consulted to agree upon the financial value of any residentials.</p> <p>The Chair invited SE to provide clarity on the changes made to residentials.</p> <p>SE explained that they had always held a residential in Year 5 and in Year 6, however since having the mixed year groups this was no longer feasible as it called for staff to volunteer six nights away in a school year, which she felt was too much to request of them. Therefore, they wished to now hold a residential in Year 4 and Year 6. She added that having the residentials two years apart could potentially alleviate financial challenge for some families. SE informed Governors that, by making this change from September 2026, the current Year 4 cohort would have missed out on one of their residentials, so they had arranged for one this academic year, for just one night.</p> <p>The Chair thanked SE for her summary. She commented that this was a reasonable change based on the structure of the mixed-year groups and the demands on staffing. She agreed that continuing to hold residentials for Year 5 and 6 was not feasible given the attendant demands on staff were due to the class structures and not anticipated to change.</p> <p>The Chair invited Governors to consider the impact that changing the residentials would have on their enrichment offer, as well as whether there would be a disproportionate impact on some groups of children and how to manage that.</p> <p><i>At what point in the academic year is the Year 6 residential?</i></p> <p>SE noted it would be in June for the next few years, which was their preferred time. She clarified that bookings were required so far in advance that they did not always secure their preferred dates and so it had in the past been at earlier times in the year.</p>	



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*Do you think you lose the benefit of the residential by having it for your leavers at the end of the year, as opposed to at the beginning?*

RW recognised that having the residential in the autumn term could benefit cohesion and team building for their pupils, and that benefit be felt throughout the academic year, however she explained that having it at the end of the year also had benefits, and gave the children something to strive for and look forward to as they prepared for their SATs.

*Governors extended thanks to RW for the explanation. They commented that there was recent research from the University of Oxford about school trips fostering a sense of belonging in schools and how they can be used to facilitate culture and belonging.*

SE recognised Governors comments, noting that this was discussed during a recent Head teacher meeting about transition, and so though the benefit may not be felt for long at John Blandy school, it would be as those pupils transitioned to their secondary school placements, and that it continued the high expectations of behaviour of the children post-SATs, due to the nature of the activities on offer.

*Governors highlighted that, dependent on individual family circumstances and age gaps between siblings, there may not be a cost benefit, and those families with children two school years apart would be paying twice in one year.*

SE recognised this, though added that the principal reason for the decision remained; it was not feasible to ask the same staff to attend two residentials each year.

*The financial impact for individual families will always be variable dependent on the structure of each family. What is clear is that a residential is a cost-effective way of providing a child with an opportunity they may not get outside of school; the benefit for some of our children is huge.*

*Are the children in Year 4 ready to be away from home for the night? Is there a disproportionate impact on some children, such as those with SEND, making it inaccessible?*

SE shared that most families had confirmed their child would be attending, which was very pleasing. She shared that some parents had expressed concern their child may not cope with staying over, but that was fine, and the school used local facility in anticipation; the school encouraged those families to send their child, and they could collect them in the evening, allowing the child to still enjoy the experience without the pressure to sleep



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over. She stressed they were keen that no child missed out on the opportunity and so they would always try their utmost for every child to attend.

SE explained that it was at the discretion of the school as to whether they offered residential, and she felt they offered a good model.

RW added that the school were keen to maintain the established year 6 residential as the benefit to the children was huge, sharing that some of their children had never been to the beach or in the sea, so the opportunities offered were impactful.

*Could a final decision on how to proceed longer-term be made after this year's residential for Year 4?*

SE confirmed that they would review it after this year, clarifying that they would not run another residential in year 5 for the same cohort (currently in year 4), but would consider if the year 4 residential had been sufficiently successful for a year 4 and year 6 residential to come the preferred replacement for the now withdrawn year 5 and year 6 residential program.

*Have you planned for next year's Year 4 cohort yet?*

SE confirmed that they would consider if this year was successful first and, if it was, they would stick with the model. If not, they would need to reconsider their options.

*Is there scope to consider what Year 5 children would typically have received in enrichment on residential, and instead arrange day-based, non-residential enrichment opportunities to compensate?*

SE commented that it was an option, but staff capacity and time must be considered.

*It must be both clear and true that children are not losing enrichment; they are receiving it at an alternative time.*

*We do still need to be mindful of what is lost from Year 5; though the residential experience would be compensated elsewhere, the residential has historically been a primary source of enrichment during Year 5, and enrichment for the year group overall still needs to be provided. We need to be mindful of that.*

SE agreed that they would need to be mindful of thinking of alternative or additional opportunities for Year 5.



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	<p><i>Could you consider long-term planning, to help parents financially plan. If you knew residential would be in Year 4 and 6 then parents could be made aware when joining the school, allowing them to plan.</i></p> <p>SE noted this was a consideration.</p> <p><i>There is software through OCC to manage trips that you can use as a school that I will share with you. – Action GS</i></p> <p>The Governors approved the residential in year 4 for this year.</p> <p>SE extended thanks to Governors for their support.</p>	GS
14	<p><b>Policies</b> (Documents: GovernorHub)</p> <p>a) Assessment and Feedback Policy b) Teaching and Learning Policy</p> <p><i>The Chair highlighted a sentence within Assessment and Feedback Policy that was unclear, surrounding the use of the 'close the gap' approach.</i></p> <p>SE explained that this referred to a teacher providing a better modelled method when a child used an incorrect method.</p> <p>SE confirmed she would edit the sentence for greater clarity. – <b>Action SE</b></p> <p>There were no further questions or comments from the committee.</p> <p>The committee approved both the Assessment and Feedback Policy and the Teaching and Learning policy, subject to the small clarification noted above.</p> <p>SE extended thanks to the committee for their support.</p>	SE
15	<p><b>Risk Register</b></p> <p>a) Discussion of items on the risk register and review of gradings</p> <p>The committee confirmed they were satisfied with the risk register and had no questions or comments.</p>	
16	<p><b>Governor Reports &amp; Visits to School (standing item)</b> (Documents: GovernorHub)</p> <p>a) Update on any Governor reports / visits to the school since the last meeting</p>	



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	<p>The literacy link Governor shared that her report from her visit was now on GovernorHub. She noted that she had been reassured by her visit and the few areas she had highlighted had been acted upon by the school already.</p> <p>The Chair noted the visit sounded very positive and thanked the Governor for her report.</p> <p>SE added that their year 1 – 2 teacher, Holly Owen, had been to St John’s School to observe mixed year teaching and had found it a positive experience.</p>	
<b>17</b>	<p><b>Correspondence</b></p> <p>a) Chair to share any correspondence with the LGC</p> <p>There was no correspondence to share.</p>	
<b>18</b>	<p><b>CLT News Update</b></p> <p>a) Any updates from CLT to share with committee</p> <p>The Chair confirmed there were no updates from CLT to share.</p>	
<b>19</b>	<p><b>Chairs Report to the Board</b></p> <p>a) Brief discussion on what the Chair should include in feedback form to the Board, expected after this meeting</p> <p>The Chair asked the committee to put forward any items they wished her to include in her feedback to the Board.</p> <p>They included attendance, absences, the increase in uptake of school clubs for pupil premium children, safeguarding and the expectation on SE to work during holidays due to inadequacy of support from social care.</p> <p>The Chair confirmed she would include all the suggestions in her report.</p>	
<b>20</b>	<p><b>Any Other Business</b></p> <p>There was no other business noted for discussion.</p> <p>The Chair extended thanks to the committee before closing the meeting at 21:00.</p>	
	<b>Next Meeting Dates 2025/26</b>	



# John Blandy Primary School

	Term 5 – Thursday 7 <sup>th</sup> May 2026 in person at 7pm	
	Term 6 – Wednesday 1 <sup>st</sup> July 2026 in person at 7pm	