



John Blandy Primary School

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

Minutes

Governors' questions, comments and challenge are shown in italics

Item	Subject	Action
1	Welcome, Quoracy, Declarations of Pecuniary Interest, Apologies The Chair opened the meeting at 19:03, welcoming the committee. Apologies were received and accepted from RW, BE, GS, and RS. The Chair confirmed the meeting was quorate. The committee were invited to share any declarations of interest pertinent to the agenda of which there were none.	

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2	Urgent matters (as previously notified to the Chair) The Chair confirmed there were no urgent matters of which she had been notified.	
3	Minutes of last meeting: (Documents: GovernorHub) a) Approval of minutes of last meeting on 12th of March 2026 & arrange for Chair to sign previous minutes b) Matters arising from minutes of meeting on 12th of March 2026 – ensure all items are completed and note any that require carrying over The Chair invited the committee to comment on or approve the minutes of the last meeting, dated 12th of March 2026. The Governors approved the minutes as a true and accurate reflection of proceedings. The Chair confirmed she would sign the minutes as approved on GovernorHub. – Action Chair The Chair ran through the actions arising document, thanking Governors for the prompt discharge of their actions. Regarding her action to determine ways to rectify the issue caused by the Parish Council chopping back all the hedges in the recreation park, making the school field visible, SE noted that natural growth had improved the issue somewhat, but that she would plan a way to mitigate the risk come the autumn, when leaves began to fall again. The action was confirmed as carried over until the Autumn. – Action SE <i>The Chair asked SE for an update on her action to investigate what the uptake had been since introducing funded places for after school club.</i> SE noted this data had been shared in her Leadership report, adding that uptake had been very positive at 73%. She shared that having the KS1 and KS2 offer on the same day had been helpful in improving uptake, as well as the use of a traditional form sent home with pupils, as opposed to email or online forms. She confirmed she would continue with the offer if the sports premium funding was available to do so next academic year. <i>The Chair noted it would be good to see the data surrounding the positive impact on the children now accessing this provision, if that was available.</i>	Chair SE

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	Regarding her action to follow up with the Friends of John Blandy regarding recruitment to the committee, SE was pleased to share the committee would be continuing, having signed a new member, though clarified that they had still yet to secure a full named committee. SE confirmed that a Governor had shared the OCC Software tool for planning school trips with her, but the Trust would need to buy into the software.	
4	Governing Committee: a) Updates to the Governing Body, including recruitment and resignations b) Look at Governor training and development inc Hot Topic Briefing Sessions. Update on any training attended / any upcoming to attend. The Chair shared a brief update on recruitment, noting that CH and GS had been approved for a second term, starting in September. The Clerk confirmed she had updated the terms on their GovernorHub profiles, however the incoming Clerk would need to update GIAS in September, as this could not be done in advance. – Action Clerk The Chair also confirmed that the Trust had granted her a one-year extension on her term of office, to allow handover of her position, and that her term now ended in May 2027. The Clerk confirmed this had been updated on GovernorHub and she would do so on GIAS. The Chair was pleased to share that two new committee members had been recruited, Ben Endicott (BE) and Pauline Forbes (PF). She informed the committee that BE was a local resident and would be a parent at the school from September, and was now fully onboarded however, as noted earlier, had sent apologies for this meeting. She explained that PF was currently a teacher within the Trust and had been a Governor and Chair of Governors at other Trust schools for many years and came with a wealth of experience. She noted that PF's term of office would start on the 1st of June. The Clerk confirmed that she had updated GovernorHub for PF but that the incoming Clerk would need to update GIAS. – Action Clerk She confirmed that she had updated GIAS and GovernorHub for BE. The Chair noted she had an outstanding action to complete her safer recruitment training. – Action Chair	Clerk Clerk Chair
5	Chair's Report (standing item) a) Chair to share update, including any feedback received from the Board	



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	The Chair confirmed she had nothing to share beyond what had already been discussed and had yet to receive feedback from the Board on her last report.	
6	Headteacher's Report (standing item) (Documents: GovernorHub) a) HT to share updated report with the LGC b) Focus on SEF and SDP The Chair extended thanks to SE for her Leadership Report before inviting questions from the committee. <i>In points 4, 7, and 8, there are many actions highlighted as underway. Which two or three do you believe will have the greatest impact on pupil outcomes this term?</i> In the short term, SE noted the biggest impact was seen from the booster groups for children who needed additional support. In the long term, she expected to see improvement in handwriting, but clarified this was a four-year plan. She shared that they had seen much improved handwriting in year one already which was great. <i>You moved the booster groups from being after-school to within the school day; has that been a challenge to manage?</i> SE confirmed that it was more challenging to try to do these within the school day, however everything they did was for the children's benefit and they were seeing the results of these groups therefore it was worth the additional work. SE shared that they were reviewing the revision books they provided to the pupils to try to make them less onerous. SE continued by noting that phonics coaching had had a significant impact and they were reaching a point in the year where they were able to move children off the coaching programme due to an increase in children on track to pass the year 1 and 2 phonics check. She stressed there was a challenge where some children were in set 2 phonics groups but needed exposure to set 3 too, so they were trying to make sure they also provided this. <i>In point 7, you outline withdrawals from SATs, potential non-attendance, and rising SEND numbers (up to 45%). How are we framing and evidencing progress for these pupils to ensure the school's performance outcomes are understood</i>	



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fairly?

SE noted she had already started to communicate with parents and stress to them that the children had progressed well, and SATs results did not define them nor what they could achieve in life. She noted that when the results were released there would need to be some discussion around the data to ensure it was clear that some children were not entered into the exams, as they could not access them. She clarified for Governors that the children not entered were working below the key stage and they were not entered with the agreement of their parents.

Can you confirm that, while excluded from national figures, pupils with missing test results may still be included in local authority and regional statistics as "not meeting the expected standard"?

SE confirmed that this was correct and that the pupils' data would be included in the school's and national figures even if officially withdrawn, so would be a zero score. She explained that they had to produce the average standardised score and so that would be impacted. She shared that some other parents had expressed interest in withdrawing their children, however those were children who were capable of accessing the papers therefore SE was keen for them to sit the exams. SE shared the context for the year group, noting they were 42% SEND, with 9 EHCPs, stressing that this ought to be recorded with their data as, even without the two zero scores, they expected results to be below the national average.

For our own calibration, how does the non-SEND data in year 6 look in comparison with other years?

SE shared the comparable data, noting that for expected standard:

- Reading – 37% of SEND pupils were on track for expected and 81% of non-SEND.
- Maths – 32% of SEND pupils were on track for expected and 73% of non-SEND.
- Writing – 21% of SEND pupils were on track for expected and 84% of non-SEND.
- Combined Reading Writing Maths – 21% of SEND on track for expected and 65% of non-SEND.

SE provided some further context, explaining that not all SEND pupils were achieving below, and that some may get Greater Depth. She shared that 17 of the pupils from that class were new to the school since reception, and there was



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42% mobility in the cohort, all of which impacted the data. Furthermore, there were pupils who were EAL, and pupils with challenges with attendance; this all needed considering when interrogating the data.

How is greater depth looking – do we expect to have many pupils achieve greater depth?

SE noted that for SEND pupils in year 6 there was potentially two who may achieve greater depth in reading.

Governors thanked SE for the update, commenting that the context was important as they needed to be able to say, when the results came through, that, regardless of outcome, this cohort had done their best.

In point 4, handwriting and in-the-moment marking training has taken place. Is there further evidence that expectations are now consistent across all year groups, not just in pockets such as Year 1?

SE confirmed she was witnessing it across more year groups during observations, and that presentation was generally improving, however, to have whole-school consistency would likely take a few years to grow, as they would be growing from reception, year 1 and 2 upwards.

Points 5 and 6 state that attendance is improving slowly. Which groups are still causing the most concern?

SE noted that those groups with the most challenge with attendance were their pupil premium children, Year 6, and reception, though added that the reception children's attendance was not included in Government data. She added that reintegration timetables in year 6 and reception further impacted data.

Are families requesting more holidays?

SE confirmed that they were, and she had an influx of holiday forms recently. She noted she had suggested certain changes to the Trust regarding the attendance policy, as she would like to meet with parents about their requests.

Do you have time for that?

SE noted that she would make time as it was important. She shared that she had recently attended attendance training with OCC and had queried the rules surrounding holidays for children with EHCPs and their siblings, as she had previously been told that if a child with an EHCP, and by extension their sibling, were taken on a term time holiday as it was quieter and supported their needs,



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then parents could not be fined; OCC had confirmed on the most recent training that this was no longer the case, and that it needed to be enforced county wide.

From the pupil survey it was indicated that some children find the lockdown practices frightening; is this accurate? And what proportion of children are scared or visibly upset?

SE reassured Governors that the number of children frightened by the lockdown practice was minimal and that, from speaking with staff, it was children who had been exposed to a wider understanding of the world and had stated they were aware of situations in the USA where schools were locked down due to gun violence. SE stressed that they only ever used examples of a fire outside with heavy smoke in the air, or an animal on site, for their lockdown practice. She gave a brief overview of the most recent practice, including what had worked well and what had presented more of a challenge, and to avoid fear in children they used 'blue' and 'amber' as the colour coding, with a 'blue' lockdown meaning children were to go to their own classrooms and an 'amber' lockdown meaning to go to the closest classroom.

For some children it is probably reassuring having a set protocol in place.

Year 4 declined in Spring vs Autumn for Reading and GLD - is this of concern?
SE shared that she had revisited the data where reading had dipped, and one was a particular surprise and potentially just had an 'off-day', another had low attendance which had likely contributed to the decline. She shared that she had held conversations with staff about ensuring they were correctly scoring children and being realistic with their attainment and ensuring accuracy.

Section 2 - contextual info: Year 2 pupil numbers are down by 4 (9%) since Autumn term. Do you think this is a coincidence or a more targeted issue with Year 2 itself? Have parents expressed concern about the 'fluidity' of teachers in Elm: is this related?

SE did not believe it was related, noting she had received very positive feedback from families who had moved. She shared some of the cited reasons for leaving, none of which were related to staffing. SE shared it was a transient period with some families relocating abroad, and another child moving to specialist provision; she commented that these were positive moves for the children but did of course impact pupil numbers. She was pleased that, having taken some new families into the school, their pupil numbers were the highest they had ever been, at 297, however was conscious that they had a full cohort leaving year 6 and would not necessarily have a full cohort joining in reception.



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	<i>Item 7 - Data: is standardisation and moderation already happening or indeed possible for phonics checks? Do we know the assessments are accurate?</i> SE confirmed it was possible, but they needed to ensure the person delivering it was the right person to get the best out of the individual child. She noted that multiple trained staff could deliver the checks, according to the guidance. <i>Did we expect Y4 to be below National Average on their Multiplication Tables Check (MTC) scores? Is this a pattern for the year group? Have any reasons been identified?</i> SE noted that it was difficult to predict the MTC results, and she was required to submit a prediction to the Trust in the autumn, so often predicted in line with National Average. She reassured the committee that they were witnessing progress from the cohort, and they needed to ensure they were communicating with parents where their child's data was at present. She stressed that the results were changeable based on the day, due to the set-up of the test where children needed to answer the question within 6 seconds on a computer; if a child was having a bad day it could significantly impact their score without been reflective of their actual times table knowledge. She noted that they were looking into access arrangements for those children who needed them, such as a pause button or having an adult type the answer for them. SE noted that they were hopeful their results would be in the 20s, preferably in line or above national average.	
7	Safeguarding (standing item) (Documents: GovernorHub) a) Update on any audits conducted since the last meeting b) Update on safeguarding monitoring within school / safeguarding link governor visit c) Confirm all safeguarding training is in place for staff and Governors The Safeguarding Link Governor shared an update with the committee following her recent meeting with SE. She noted they discussed filtering and monitoring, with this having been a suggested focus from Trust Safeguarding lead Lynne Hammond (LH). She noted that John Blandy had been used to trial a filtering and monitoring audit from the Trust, and the team had tested the systems in place and tightened security on the computers. The Safeguarding Link Governor explained that the audit trial was successful in identifying and resolving discrepancies on systems. She noted the conclusion was that the system in place across the Trust was good, but could be improved upon, and so SE was now a member of a working party for this.	



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	The Safeguarding link Governor shared that there had been an outstanding action for some staff to complete their top-up training, which had now been completed. The Safeguarding Link Governor shared that there had been an increase in the number of Child Protection, Child in Need and SEND children on roll, down in part to mobility within school. She then highlighted that SE had faced some challenges surrounding the year 3/4 play, with parents taking advantage of ticketing and not following the rules and bringing more than two people to a performance, as well as attending having consumed alcohol. <i>What happens if someone brings third person?</i> SE noted it left her in a difficult position as there was a potential impact on insurance. <i>In terms of insurance, how close to the margin are we?</i> SE explained that, if every family used their two tickets, then they were close to capacity, insurance wise, though added that quite often not every family did use both. SE noted there was a difficulty when someone brought a baby or small child on their lap, as from an insurance perspective that was still an additional person, but families did not always understand and felt if they were not taking up a seat then it would be fine. <i>Governors suggested that SE ought to ensure it was clear in communication that the fact a child on a lap counted for a ticket was due to insurance purposes, not seating number purposes.</i> SE agreed she would do so in future. The Safeguarding link Governor then shared that SE had faced challenges with incorrect uniform choices, particularly with skirt length. She noted that SE recognised it was approaching the end of the academic year and families may not wish to buy new uniform now, therefore she had made allowances and stated children could wear their new secondary school skirt and would allow leggings instead and had offered free uniform from the second hand uniform sale supply, but this had yet to be taken up. The concern was not only for the children's dignity in school, but also on the journey to and from school as well as, ultimately, being a contravention of the uniform policy. SE added there were further challenges with children coming to school with make-up and false eyelashes. <i>Governors asked whether children in incorrect uniform could be asked to change into their PE kit for the day?</i> SE noted that they could, but as the biggest challenge was with the older years	
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	they only brought their PE kit on set days, so may not always have it available to change into. She noted that she had stressed to staff that they must all be consistent in their approach and their message. <i>The Chair stressed that the message must be consistent but also must not be isolating or embarrassing for the children. She commented that they needed to be in uniform that was practical for their age and stage.</i> SE concurred, noting that the children were, rightly, running around and playing and jumping and climbing and, as well as adherence to the policy, she was concerned about protecting their dignity. She stressed that she was happy for shorts to be worn beneath skirts too, but they were not being in the cases mentioned. Governors thanked SE and the Safeguarding link Governor for their update.	
8	SEND (Documents: Govhub) a) Review actions and progress from last Trust SEND review b) Receive update on progress of implementing the school's accessibility plan c) Update from SEND Governor on any SEND monitoring visits and / or meetings In the absence of the SEND link Governor to provide a report, Governors were invited to share any questions or comments beyond those already raised under the leadership report item. There were no further questions or comments.	
9	Health & Safety (standing item) (Documents: GovernorHub) a) Update on any H & S audits conducted since last meeting b) Update on any items not included in HT report including update on audit actions from Worknest c) Update on use of Every system across school including logging of near misses and incidents d) H&S link Governor to update on any visits conducted The Health and Safety Link Governor shared that she had come to school to meet with SE and the caretaker and conducted a walk-around, discussing the outstanding audit actions. She was pleased to share the actions had been	



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	reduced from 35 to 8, and that some of those outstanding were items which were planned, such as fire inspections, which would take place over the summer.	
10	Finance & Budget Update (standing item) (Documents: GovernorHub) a) Review and discuss latest management accounts b) Update on budget monitoring The Finance Link Governor shared that she had met with SE earlier that day to discuss finance and the budget and reported that the last period had seen their budget decrease by £10,000; however, she reassured the committee they still had surplus figures in the budget for the remainder of the year. She explained that the decrease in budget was due to reduction in funding from a reduction in PP numbers prior to census, plus spend on a staffing back-payment. SE noted that the sharp decline in budget had made her worried to ensure a balanced budget still, and so she was carefully considering further potential spends. She noted that she had been provided a painting quote and would like to put it out to tender to get the best price. She informed the Governors that she was meeting weekly with her Finance Business Partner to look at staffing, income and subscriptions to help prepare for next year's budget setting. SE informed Governors that ten children with EHCPs would be leaving the school at the end of the academic year which would impact the following year's budget significantly.	
11	Policies (Documents: GovernorHub) a) Governor consultation on PSHE policy b) SEN information for Parents SE invited the Governors to approve or comment on the two policies. <i>Governors highlighted a small typing error on page 10 of the PSHE Policy.</i> SE confirmed she would fix this. – Action SE Both policies were approved to go on the website. SE to add to the website. – Action SE	SE SE



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12	Surveys & Responses (Documents: GovernorHub) a) Pupil Survey SE noted that survey results had been positive overall, and an improvement on the previous year's. She shared a key highlight was that the pupils felt they had a good understanding of mental health.	
13	Governor Reports & Visits to School (standing item) (Documents: GovernorHub) a) Update on any Governor reports / visits to the school since the last meeting A curriculum link Governor shared an update from a recent maths focused visit, sharing that it had been very positive and she had shared the post-visit report on GovernorHub. She was pleased to learn that the new curriculum was being taught successfully, with consistency across classes. She shared that RW had informed her she was planning and pre-empting challenges for the following year 5/6 cohort. SE responded to Governors' question on who the current school curriculum lead was, confirming she had taken on the role.	
14	Correspondence (standing item) a) Chair to share any correspondence with the LGC The Chair confirmed there was no correspondence to share with the LGC.	
15	CLT News Update (standing item) a) Any updates from CLT to share with committee It was confirmed that neither SE nor the Chair had received any updates from CLT to share with the committee.	
16	Any Other Business The Chair confirmed that there was no other business for discussion. SE extended thanks to the Clerk for her hard work and commitment, wishing her well with her maternity leave.	



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	The Chair thanked the committee before closing the meeting at 20:54.	
	Next Meeting Dates 2025/26 Term 6 – Wednesday 1 st July 2026 in person at 7pm	