



John Blandy Primary School

Meeting of:	JBL LGC		
Date and time & location:	John Blandy School, 26 th of November 2025 at 7pm		
Present:	Hannah Boon (HB, Chair), Christina Holleywood (CH, Vice-Chair), Tamzin Einon (TE), Gareth Sheer (GS), Rachel Skeet (RS), Lorna Butler (LB), Becky Green (BG)		
Apologies:	N/A		
Absent without Apologies:	N/A		
Consent to absence:	N/A		
Others in attendance:	Suzanne Elliott (SE, Headteacher), Rebecca Wilson (RW, Deputy Headteacher), Rosie Phillips (RP, Clerk)		
Quorum:	4	Quorum met:	Yes

Minutes

Governors' questions, comments and challenge are shown in italics

Item	Subject	Action
1	<p>Welcome, Quoracy, Declarations of Pecuniary Interest, Apologies</p> <p>The Chair opened the meeting at 19:08.</p> <p>There were no apologies noted and it was confirmed that the meeting was quorate. The committee were invited to share any declarations of pecuniary interest pertinent to the agenda, of which there were none.</p>	
2	<p>Urgent matters (as previously notified to the Chair)</p> <p>The Chair confirmed no urgent matters had been notified for discussion.</p>	
3	<p>Minutes of last meeting: (Documents: GovernorHub)</p>	



John Blandy Primary School

<p>a) Approval of minutes of last meeting on 9th October 2025 & arrange for Chair to sign previous minutes</p> <p>b) Matters arising from minutes of meeting on 9th October 2025 – ensure all items are completed and note any that require carrying over</p>	
<p>The committee were invited to comment on the minutes of the last meeting, dated 9th of October 2025. The committee approved the minutes as a true and accurate reflection of proceedings.</p>	
<p>The Chair confirmed she would sign the minutes as approved on GovernorHub. – Action Chair</p>	<p>Chair</p>
<p>It was confirmed that most actions from the tracker had been discharged. The Chair extended thanks to Governors for their prompt work in completing their actions.</p>	
<p>The Clerk was asked to make the action for the finance link Governor and SE to meet ahead of LGC meetings to discuss budget updates a standing action on the tracker. – Action Clerk</p>	<p>Clerk</p>
<p>Regarding her action to contact the Trust to find out why the British Values policy is not entitled Fundamental British Values as is usual, SE noted she discussed with her SIP who had advised she ask Director of Education, Louise Warren. SE asked this action remain on the tracker. – Action SE / Clerk</p>	<p>SE / Clerk</p>
<p>SE updated the committee on her action to follow up with Trust SEND Lead Ruth Ash (RA) on whether the complaints section of the SEND report had been completed as expected, noting that RA confirmed it was as expected, but that it did not need to be shared on the website, only with Governors, which it had been.</p>	
<p>Regarding her action to raise with the Trust the issues experienced completing the baseline assessment electronically, SE Noted that she raised it at an Assessment Leads' meeting, and that other schools had faced the same challenge and the issue was national, rather than a Trust issue.</p>	
<p><i>Can we do it without the electronic system next year?</i> SE confirmed they could not, as the DfE required schools to log in to complete the assessment.</p>	



John Blandy Primary School

	<p><i>We need to be timelier with it next year, to avoid the rush as the deadline approaches and the system being overworked.</i></p> <p>SE concurred, noting that they should do it at the very start of term, as this would also be a more accurate representation of the children's abilities as they entered reception.</p>	
4	<p>Governing Committee:</p> <ul style="list-style-type: none"> a) Updates to the Governing Body, including recruitment and resignations b) Confirm Governor link roles - Governor training and CPD c) Look at Governor training and development inc Hot Topic Briefing Sessions. Update on any training attended / any upcoming to attend. <p>SE noted there had been no changes to the LGC in terms of recruitment and resignations. She shared that she had spoken with Claire Davids, who was a new central team appointment supporting with Governance admin, in particular recruitment, and had provided her with some insight into which skills would be preferable for new recruits.</p> <p>It was confirmed that the Chair would take on the role of Training and CPD link.</p> <p>Governors were reminded of upcoming Hot Topics sessions and encouraged to attend.</p> <p>The Clerk was asked to share where the previous recordings were saved on GovernorHub. – Action Clerk</p>	Clerk
5	<p>Chair's Report (standing item)</p> <ul style="list-style-type: none"> a) Chair to share update, including any feedback received from the Board <p>The Chair provided feedback from the recent Chairs' meeting, highlighting that fellow Chairs had shared Trust-wide focus around finance, budgeting, and Ofsted readiness. She noted that there was increased support available for schools preparing for Ofsted inspection, which SE confirmed was reflected in current arrangements and support she was receiving.</p> <p>The Chair shared their gratitude for the support the school was receiving from the Trust in readiness for Ofsted.</p>	



John Blandy Primary School

6	<p>Headteacher's Report (standing item) (Documents: GovernorHub)</p> <p>a) HT to share updated report with the LGC</p> <p><i>Under school improvement and SEF, what has led to point 7 being included: is there evidence that teachers and TAs are not already aware of disadvantaged pupils and how to support them? How will we ensure that TAs and teachers are aware now? Is point 8, regarding TA training, a consequence of this?</i></p> <p>SE clarified that some points were included to support the Governors' understanding in anticipation of an Ofsted inspection, highlighting that they ought to be aware that the teachers and TAs knew their disadvantaged pupils. In terms of children known or previously known to social care, SE noted that they needed to be careful regarding how widely shared this information was, as there was a risk of an element of bias. She noted they were stressing to staff that if they could get their provision right for their disadvantaged pupils then they would get it right for all of them.</p> <p><i>Are TAs less aware of the focus children as they move around supporting multiple classes across the week?</i></p> <p>SE confirmed that TAs are mobile across the school, supporting a range of children. She confirmed that they knew who their focus children were, but may not know the nature of the vulnerability or disadvantage experienced by every child, and school was keen that children do not experience prejudged responses from staff. She noted that evidence stated that school and TAs should be homing in on disadvantaged children to ensure the children received daily, high-quality interactions, and where the balance was not quite right, the school was taking active steps support TAs.</p> <p><i>What evidence do we have that inclusion strategies are consistently improving outcomes for SEND and disadvantaged pupils?</i></p> <p>SE noted they would be having a SEND review on the 9th of December, which would be conducted in the same style as Ofsted would, to allow the school the opportunity to reflect upon the experience. The SEND link Governor confirmed he would meet with SE the day prior. In terms of the success of the strategies applied, SE noted that, when visiting classrooms, it was evident those children who would benefit from sensory control had a fidget toy or could be sat on a wobble cushion to support higher levels of concentration in the classroom. She shared that there was a child in one</p>	
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John Blandy Primary School

class, who had an EHCP, who used clicker writing software, which had made their creative schoolwork legible, when their handwriting was not. She continued by noting some improvements could also be seen with children with high levels of anxiety about attending school, who were now attending regularly, having been given 'soft starts' to the school day.

What is driving the lower Year 4 data set, and what targeted interventions are in place to reverse this trend?

SE commented that, though the data in year 4 was low, further interrogation of the data showed four children with a dip in attainment, and that these had been identified as focus children for the cohort. She commented that they were aiming for higher attainment than indicated by the FFT data generated for the meeting, which was 65%.

Please could you provide an update on the progress with the Risk Assessments, noting that they are still amber in Term 2.

SE clarified that progress had been made with the risk assessments, but the amber risk rating could not yet be lifted. She stressed that staff had a great deal of reading to complete and she needed to be mindful of their wellbeing and give them ample time to do so.

Is there a triage system where you could ask staff to focus on completing certain ones first?

SE confirmed that activity-specific risk assessments were prioritised when an activity was planned, and that the activity would not go ahead without all staff reading the associated risk assessments. SE confirmed that the vast majority of risk assessments had been read through and were signed, but it remained an amber risk as the newer staff were still in the process of working their way through them.

Do you have actual tangible progress, with dated confirmation of when these are complete?

SE confirmed that she did.

The risk assessment folder was shown to the Governors and SE demonstrated evidence of progress from within the folder. Governors were satisfied that the folder showed recent and consistent activity, and were reassured by the evidence of progress provided.

SE noted she provided staff with assembly time to read through and sign the documents as she did not wish to take away from the children's



John Blandy Primary School

	<p>learning by removing staff from the classroom. She reassured Governors that risk assessments for trips and similar events were done at the time of planning and were always read and signed by all staff involved prior to an event taking place.</p> <p><i>It is great to see there is a good system in place and risk assessments are prioritised when needed. Thank you for sharing that with us.</i></p>	
7	<p>Appraisal and Pay Progression Report</p> <ul style="list-style-type: none"> a) LGC to receive appraisal report from the Headteacher b) Headteacher to feedback on staff CPD and wellbeing <p>SE reminded the committee that teachers were now awarded automatic pay progression, unless they were moving from M6 to UPS, or in cases where a member of staff progressed two points on the pay scale, at which point these recommendations required LGC approval.</p> <p>Discussion regarding pay progression for individual, anonymised members of staff is held within confidential note.</p> <p><i>Do teachers need to complete any paperwork ahead of their appraisal meetings?</i></p> <p>SE confirmed that they did, though noted the template was due to be updated for the following year.</p> <p>Regarding CPD and wellbeing, SE noted they had been asked to report on the CPD available to all staff, commenting that it felt like a healthy amount of CPD had been undertaken with clear alignment with the objectives of their SDP.</p> <p><i>Is there good uptake of the CPD offered?</i></p> <p>SE confirmed that there was, noting that some of the CPD was provided through staff meetings and TA meetings, and that staff were put forward for training where a need was identified.</p> <p><i>Do you discuss with Richard Evans (CEO) and Louise Warren (Director of Education) what CPD is considered most pertinent?</i></p> <p>SE confirmed there was guidance from the Trust, but it was also down to the needs of the school at present, noting that they currently had lots of new staff so were prioritising 5-a-day approach training and adaptive teaching training for those individuals.</p>	



John Blandy Primary School

8	<p>Safeguarding (standing item) (Documents: GovernorHub)</p> <ul style="list-style-type: none"> a) Head to confirm safeguarding policy was approved out of committee. b) Head to confirm the annual safeguarding report has been submitted c) Update on safeguarding monitoring within school / safeguarding link governor visit d) Confirm all staff safeguarding training is in place for staff and Governors <p>The safeguarding link Governor confirmed she had visited the school earlier in the week and had met with SE and conducted a review of the SCR. She confirmed that there was one member of staff returning from leave who had yet to complete all their training, however the training they had completed prior to their period of leave remained in date.</p> <p>She confirmed that she and SE had discussed filtering and monitoring at the school following an incident where an age-inappropriate advert had followed a video shown in class, noting that SE had confirmed staff had been asked that all YouTube videos now be embedded into PowerPoints to mitigate this concern. She noted that parents had been informed about the issue with the advert.</p> <p>The safeguarding link Governor confirmed that there had been one outstanding action from their ESAT report, which was to gain a letter of reassurance from Smoothwall regarding their filtering and monitoring systems, which SE had requested the Trust obtain.</p> <p>She noted that there was a significant increase in Young Carers at the school, however commented this was in part due to an improvement in identifying which children were young carers, and also in understanding what constituted a young carer, with SE adding that if a child needed to translate for their parent, that counted as being a young carer.</p> <p>The safeguarding link Governor continued by noting that SE had conducted an attendance audit and had created an action plan, with support from the Trust Head of Inclusion, Leah Spiers. She commented that the timescales for improvement were timely, however the actions were all things the school already did to support attendance. SE added that the biggest challenge presently was working with some new families on the expectation for punctuality and daily attendance.</p> <p><i>The school community receives frequent emails regarding attendance. Do</i></p>	
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John Blandy Primary School

	<p><i>the emails have a measurable impact on improving attendance?</i></p> <p>SE commented that there had been no measurable impact yet, particularly regarding punctuality. She noted families were now being asked to provide a reason for their lateness, beyond simply 'running late', so that she could identify commonalities.</p> <p>The governors extended thanks to the safeguarding link Governor for her update.</p> <p>SE confirmed that the annual safeguarding report was submitted ahead of the deadline.</p>	
9	<p>SEND (Documents: Govhub)</p> <p>a) Update from SEND Governor on any SEND monitoring visits and / or meetings</p> <p>SE invited the SEND link Governor to attend for a visit on a Thursday, noting that the current SENDCO was conducting handovers with the incoming SENDCO on Thursdays and he could benefit from joining. Furthermore, the Trust SEND lead was attending regularly on a Thursday, supporting the SENDCO, but also observing in classrooms.</p> <p>The SEND link Governor confirmed he would make an appointment with the SENDCO. – Action SEND Link Governor</p>	<p>SEND link Gov</p>
10	<p>Health & Safety (standing item) (Documents: GovernorHub)</p> <p>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</p> <p><i>The Chair asked SE if there were any updates on the three, larger actions from the Worknest audit.</i></p> <p>SE confirmed that they were working with the Trust to arrange for someone to attend site to conduct a safety glass assessment and a fluorescent tube assessment, and that the Trust were considering options for this to be led by the Trust across several schools.</p>	



John Blandy Primary School

	<p>SE shared that she had conducted a walk-around audit with the cleaning company which had gone very well and she was pleased to share that everything was as expected, with all materials stored in coherence with COSHH guidance.</p> <p>It was noted that there were no further updates on Health and Safety beyond those included in the Headteacher's Leadership Report.</p> <p>SE shared the dates for the Health and Safety reviews with the Health and Safety link Governor, noting that there would be a compliance check on the 13th of January from 9 am to 11 am, and a Worknest Health and Safety audit on the 16th of January between 10 am and 4pm.</p>	
11	<p>Finance & Budget Update (standing item) (Documents: GovernorHub)</p> <ul style="list-style-type: none"> a) Review and discuss latest management accounts b) Update on budget monitoring <p>An update on the finance and budget is held within confidential note.</p>	
12	<p>PP and SEND funding (Documents: GovernorHub)</p> <ul style="list-style-type: none"> a) Governors to review and approve evaluation of spend on pupil premium and service pupil premium for previous year, to be published on website. b) Approve strategy statement on use of Pupil premium c) Head to confirm pupil premium eligible pupils were included in the October census to attract funding d) Review effectiveness of PP and SEND funding during previous year <p>The finance link Governor confirmed that she had attended the school to discuss finance and PP with SE.</p> <p>SE informed the Governors that their strategy statement on pupil premium looked at their concerns for the outcomes of the PP children, and what the school could do with their PP funding to support their attainment, including additional TAs, additional training, and the use of the ELSA (Emotional Literacy Support Assistant).</p>	



John Blandy Primary School

	<p><i>Within the document you make clear the challenges around engagement and how that, and attendance, impacts the exposure to high quality teaching, as well as the need to support the emotional and social wellbeing of the pupils. Would it be reasonable to summarise that better teaching, better pastoral support and better resources is where the money has been spent?</i></p> <p>SE concurred, noting that high quality teaching had the biggest impact, and that if they could get their provision right for their disadvantaged children, they would get it right for every child. She stressed that every interaction was an intervention, and that speaking with the children and supporting them should also be recognised as a key intervention.</p> <p>The Governors approved the strategy statement on the use of pupil premium. SE extended thanks to the Governors.</p>	
13	<p>Sports Premium Funding</p> <ul style="list-style-type: none"> a) Review effectiveness of Sports premium funding during the previous academic year b) Confirm PE & Sports funding plan for this year <p>SE confirmed that the Sports Premium review document had been published on their website. She noted that some of their Sports Premium funding this year would be used with Trust Enrichment Lead, Paul Chadwick, and they would be looking at sporting activities beyond those held at school and would like to utilise the funding to enable more children to attend sports clubs. She informed Governors that they were now offering two targeted children free places at Rocksteady.</p>	
14	<p>Ofsted</p> <ul style="list-style-type: none"> a) Update on Ofsted preparation and discussion regarding inspection under the new framework <p><i>What are the biggest gaps we still need to address to feel fully prepared for an Ofsted visit under the new framework?</i></p> <p>SE noted that they needed to ensure that they were succinct surrounding data outcomes, noting that Ofsted would not only look at end of year 6 data, but would interrogate patterns for SEND and PP children, therefore they needed to ensure those patterns were recorded. She noted that they</p>	



John Blandy Primary School

were meeting stronger foundations in practice, but they needed to ensure all staff were doing exactly what they should be at all times. She noted she was conducting learning walks and asking questions of the staff similar to those they could expect from Ofsted Inspectors, such as which pupils are disadvantaged, which are known to social care etc.

She noted that she felt Governance preparation was a gap they needed to address, in terms of ensuring Governors were confident with the new framework terminology. She informed them that CEO Richard Evans had offered to hold an Ofsted preparation meeting on MS Teams the following week, to support Governors. She noted this would be valuable, and invited Governors to share their availability.

A meeting was scheduled for the following Wednesday.

The Chair commented that they were very grateful for this additional support and extended thanks to the CEO on behalf of the committee.

SE informed the Governors that she had discussed with staff at an earlier meeting the expectations around the new Ofsted gradings, explaining that 'Exemplary' was for the top 6% of schools in the country, 'Strong' was in line with what was once 'Outstanding' and 'Expected' was what once would have been 'Good.' She shared that Ofsted were stating that 'Needs Attention' was going to be far more common within report cards, as to achieve 'Expected' in an area the school had to meet every aspect of that section, otherwise they would be moved down to 'Needs Attention.' SE commented that Leadership assessed the school as a strong 'Expected' grade, and that their outcomes were broadly good, however if Ofsted interrogated their SEND outcomes which sat below national average they could potentially become a needs attention grade for that area, for example. She added that they had identified that there were elements of 'Strong' practice in Early Years, however, were unsure they would meet all the criteria to get a 'Strong' grading. She commented that they had strong teaching staff with lots of experience and good attendance, however Ofsted may feel their PP children do not do as well as they would expect with their attendance, for example.

Will they also consider the efforts you are making to improve attendance, for example?

SE confirmed they would, though explained that area was called 'Attendance and Behaviour' so they would need to meet the criteria for



John Blandy Primary School

	<p>both. She informed Governors that Ofsted had clarified that they did not expect every child to be beautifully behaved 100% of the time, however they would be looking at how the school managed behaviour and supported children whose behaviour was not where it should be.</p> <p>SE continued by sharing that another grading area was 'personal development and wellbeing', noting that they needed to ensure that all children had the same opportunities provided for them, which she commented was difficult to prove. She noted RW had a good tracking document to support this aim, which showed if a child had ever been a lead in a play or had partaken in sports, or been on a school council. She shared that Ofsted had stated that 90% of schools would sit between needs attention and strong across the eight areas, and that the report card provided would be rag rated with a drop down with 100 words about the school's grading in that area. SE added that, at the end of the first day of inspection, there would be a feedback meeting and from that feedback they would be able to determine if they needed to provide more evidence to inspectors the following day.</p> <p>She ended by noting that Ofsted would ideally like to call upon the Chair of Governors, Safeguarding Governor, SEND lead Governor and any Governors with an overview of the curriculum.</p> <p>SE informed the Governors that her SIP (school improvement partner) was coming in to school the next day, and she would discuss Ofsted preparation with him too.</p>	
<p>15</p>	<p>Policies (Documents: GovernorHub)</p> <p>It was confirmed that there were no policies for ratification.</p>	
<p>16</p>	<p>Surveys & Responses (Documents: GovernorHub)</p> <p>SE confirmed there were no results to share but that the parent survey was currently out for response.</p>	
<p>17</p>	<p>Governor Reports & Visits to School (standing item) (Documents: GovernorHub)</p>	



John Blandy Primary School

	<p>a) Update on any Governor reports / visits to the school since the last meeting</p> <p>It was confirmed there were no further Governor visit reports for discussion.</p> <p>A curriculum link Governor confirmed she would be attending the school on Wednesday 14th of January for a writing learning walk, and to meet RW regarding stronger foundations.</p> <p>SE suggested the Governor attend first thing in the morning so that they could observe phonics, including the writing element of phonics.</p> <p>Another curriculum link Governor confirmed she would also be attending in the new year for a maths learning walk.</p>	
18	<p>Correspondence</p> <p>a) Chair to share any correspondence with the LGC</p> <p>There was no further correspondence to share with the committee.</p>	
19	<p>CLT News Update</p> <p>a) Any updates from CLT to share with committee</p> <p>There were no further updates from CLT to share with the committee.</p>	
20	<p>Chairs Report to the Board</p> <p>a) Brief feedback from Governors on what to include in Chairs report to the Board.</p> <p>Governors discussed the strengths and challenges as identified across the course of the meeting with the Chair, to support her in compiling her report to the Board.</p> <p>The Chair extended thanks to the Governors for their input and noted she would submit her report following the meeting. – Action Chair</p>	Chair
21	<p>Any Other Business</p> <p>There was no further business for discussion.</p> <p>The Chair extended thanks to all in attendance for their continued support before closing the meeting at 21:13.</p>	



John Blandy Primary School

	<p>Next Meeting Dates 2025/26</p> <p>Term 3 – Thursday 15th January 2026 in person at 7pm</p> <p>Term 4 – Thursday 12th March 2026 in person at 7pm</p> <p>Term 5 – Thursday 7th May 2026 in person at 7pm</p> <p>Term 6 – Thursday 25th June 2026 in person at 7pm</p>	