



FULL GOVERNING BOARD MEETING

6.30pm Tuesday 24th February 2026
held at the school

ATTENDEES:	Janice Freeman	Alison Kiln
	Samantha Grimwade	Laurence Saunders
	Michael Hickey	Andy Scutt
	Anthea Hickman	Ian Snudden
	Sarah Jones	Lara Virgo
APOLOGIES FOR ABSENCE:	Sana Wasiq	

Questions, challenge and supportive comments are shown in red italics

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	d) Review of governance: It was agreed that Roz Burch (School Improvement Advisor) would be approached to conduct an external review.	JF																																													
4.	Minutes of the Previous Meeting a) Approval of minutes 21st October 2025: there being no comments or queries the minutes were approved as circulated. b) Matters arising: matters arising were updated as follows:																																														
	<table border="1"> <thead> <tr> <th>No.</th><th>Ref.</th><th>Action</th></tr> </thead> <tbody> <tr> <td>1</td><td>3a</td><td>Promote Parent Governor vacancy: an announcement had been placed in the school newsletter with no response. JF to repeat.</td></tr> <tr> <td>2</td><td>3e</td><td>Develop an annual plan of work: closed, see item 3b above.</td></tr> <tr> <td>3</td><td>4b</td><td>Pursue review of governance: see item 3d above.</td></tr> <tr> <td>4</td><td>4b</td><td>Review DfE well-being guidance and the youth sports strategy: outstanding.</td></tr> <tr> <td>5</td><td>5</td><td>Conduct attendance link visit: outstanding.</td></tr> <tr> <td>6</td><td>5</td><td>Circulate well-being strategy: MH to circulate.</td></tr> <tr> <td>7</td><td>5</td><td>Circulate self-evaluation: closed see item 6.</td></tr> <tr> <td>8</td><td>5</td><td>Conduct Governor skills audit: closed see item 3c above.</td></tr> <tr> <td>9</td><td>7a</td><td>Undertake parent survey at parent afternoons during November: completed and results shared with governors at Curriculum Committee. Survey results in CC meeting 18th Nov folder. Separate folder to be created on GovernorHub.</td></tr> <tr> <td>10</td><td>7d</td><td>Conduct GDPR/cyber security link visit: closed see item 8d</td></tr> <tr> <td>11</td><td>7d</td><td>Appoint new IT provider: Closed, Soft Egg appointed.</td></tr> <tr> <td>12</td><td>7d</td><td>Develop data protection guidelines for Governors: closed see item 3c above.</td></tr> <tr> <td>13</td><td>8</td><td>Populate risk register and review at every FGB meeting: outstanding</td></tr> <tr> <td>14</td><td>9</td><td>Review Early Years framework: outstanding for 17.03.26 meeting.</td></tr> </tbody> </table>	No.	Ref.	Action	1	3a	Promote Parent Governor vacancy: an announcement had been placed in the school newsletter with no response. JF to repeat.	2	3e	Develop an annual plan of work: closed, see item 3b above.	3	4b	Pursue review of governance: see item 3d above.	4	4b	Review DfE well-being guidance and the youth sports strategy: outstanding.	5	5	Conduct attendance link visit: outstanding.	6	5	Circulate well-being strategy: MH to circulate.	7	5	Circulate self-evaluation: closed see item 6.	8	5	Conduct Governor skills audit: closed see item 3c above.	9	7a	Undertake parent survey at parent afternoons during November: completed and results shared with governors at Curriculum Committee. Survey results in CC meeting 18 th Nov folder. Separate folder to be created on GovernorHub.	10	7d	Conduct GDPR/cyber security link visit: closed see item 8d	11	7d	Appoint new IT provider: Closed, Soft Egg appointed.	12	7d	Develop data protection guidelines for Governors: closed see item 3c above.	13	8	Populate risk register and review at every FGB meeting: outstanding	14	9	Review Early Years framework: outstanding for 17.03.26 meeting.	JF SW SJ MH LS LS/JF Curr. Comm.
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5.	Headteacher's Report The report had been circulated in advance of the meeting and questions were invited. Mobility data: <i>Q: What are the reasons for 25 children leaving since last term?</i> A: There are high levels of mobility and reasons for leaving will be collated going forward. Reasons are usually relocation with a small number due to dissatisfaction and a couple awaiting places becoming available at a higher preference school. As families in social housing grow they outgrow their properties and have to move out of the area. There has also been an increase in refugee children who don't tend to stay very long. <i>Q: Which year groups are the 35 new children entering?</i> A: Mobility occurs across all year groups with losses of higher achieving pupils and a larger proportion of incoming SEN pupils. <i>Q: If parents remove children due to dissatisfaction is that followed up?</i> A: There are usually extensive discussions with families but often when trust is lost there is little that can be done to repair the relationship. <i>Q: Would you be able to see a trend in the reason(s) why they have lost trust?</i> A: Parents can have unrealistic expectations of what the school can deliver for their child which can also impact staff morale.	JF																																													

Q: Is that something to address in the newsletter?

A: It's better dealt with on an individual basis. A communication policy will be developed to set out expectations.

Q: Is there anything we can do to improve the level of satisfaction/trust in the school?

A: We are good at meeting with parents and involving the inclusion team and Family Liaison Manager (FLM), don't believe there is any more we can do. We deal appropriately, robustly and fairly with challenging behaviour and involve the inclusion team where required.

Following significant and prolonged efforts to support a child in year 6 with extremely challenging behaviour, it was noted that a permanent exclusion had been issued and subsequently rescinded within timeframe as a result of a move to a specialist setting being agreed via an education, health and care plan (EHCP).

Governors considered whether earlier pursuit of an alternative placement would have been appropriate in this case but noted that specialist provision is only secured via an EHCP which had been in progress for some time.

Q: What effects are there on these children's attainment, and therefore on overall attainment, by their joining part way through the academic year?

A: Impact on attainment is difficult to track but there will be potential impact on KS2 data due to a child who joined part way through but over the two year threshold for disapplication.

Q: How are these cases documented?

A: In this case poorly. The child came from another LA with safeguarding issues and date of entry to the UK is uncertain.

Q: Can relevant information can be produced when challenged?

A: It's all on CPOMs.

Q: Is it obvious within CPOMs?

A: Yes and the FLM has information.

Q: How does Ofsted choose pupil case studies?

A: The school provides a list of all vulnerable children and inspectors make a selection.

Attendance data:

Q: Please tell us about any success there has been in reducing absenteeism by 'the steps in place'?

A: 28 pupils have improved attendance.

Q: Have any new strategies been put in place?

A: Weekly meetings held with Lucy Cannon (Attendance Officer and Erica Searle-Yearwood (FLM). Reports are run on Insight, action plans are devised, and families closely tracked.

Q: The data shows that the level of absenteeism reduces slightly with age. Is anything particular being done to target pupil absence in early years?

A: Absenteeism is worse in Reception as there are a large number of SEN children on part time timetables.

	<i>Governors noted that GIAS data shows positive improvements year on year, with persistent absence and severe absence below national average. Whole school attendance is 0.2% below national average.</i> <i>Q: Can you decline to authorise absence requests?</i> A: Yes but wouldn't do that unless attendance was below 95%. We do request medical evidence where absence becomes a concern. <i>Q: Does absence data include Reception?</i> A: Yes. However, only children that are statutory school age. <i>Q: Is there anything more that can be done to address term time holidays?</i> A: We do issue fine (£160) but it's not clear how the LA follows this up in event of non-payment. <i>Q: Do you have a DfE AI generated target?</i> A: No. It was noted that nursery absence data is monitored but does not contribute to absence rates as children in nursery are below compulsory school age. JF advised that most nursery places are allocated in September each year (nursery 1) with another intake in January (nursery 2). <i>Q: Have you had pressure from LA to increase hours for those on reduced timetables?</i> A: No. Reduced timetables are usually on-going and the impact of reduced timetables is monitored. One child on roll doesn't attend at all and receives in-home tutoring with bi-weekly staff check-ins. JF to pursue 'eyes-on' approach. <i>Q: Is that child B coded (i.e. marked as attending an approved educational activity not absence)?</i> A: JF to check. <i>Q: Is flexi schooling different to a reduced timetable?</i> Yes Flexi-schooling is reviewed less frequently and usually relates to specific needs. Reduced timetables are reviewed every 4 weeks. <i>Q: How do you code those on flexi?</i> They are recorded absent when not in school. None of these children have EHCPs and there is an impact on staff morale. <i>Governors noted the significant proportion of SEN children on roll and the impact on non-SEN children and staff, with specialist provision likely to become even more difficult to secure and insufficient school budget to provide further staff to support.</i> Discriminatory incidents: <i>Q: How has the school dealt with children making racist comments and what years are these children in?</i> SLT follow up, there is re-education of children and monitoring. There has been a significant reduction in the number of incidents as a result. <i>Q: Has there been any record of bullying since the last meeting?</i> Six incidents since September.	JF
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	<i>Q: What was the nature of bullying?</i> Racist name calling. Staffing: <i>Q: Which member of teaching staff is leaving and why?</i> One who teaches 0.6 due to retirement. <i>Q: Will this person be replaced?</i> A: No, the staffing freeze will have to be extended to teachers due to budgetary constraints. <i>Q: One staff member on long term sick is returning and one is on long term sickness absence, is that correct?</i> There have been a few staff unwell or injured, equivalent to five people each term. Staffing is already at its lowest limit so absence increases pressure on staff. <i>Q: How has absence been covered?</i> Either internally or external supply in some cases. There has been an additional unbudgeted spend of £30k on supply this year. JF assured Governors that health and attendance procedures are put in place with involvement from occupational therapy when required. Safeguarding: <i>Q: What makes pupil safeguarding strong at the school? Do you have evidence that this view is shared by parents?</i> Evidence is high levels of daily reporting, there is a good number of DSLs (five), regular staff training, safeguarding is at the forefront of everyone's mind. Governors were encouraged to ask about safeguarding during visits. Ethnicities data: <i>Q: The 2 biggest single groups of children in the school are Pakistani and white British. Have you made a direct comparison of attainment of these groups?</i> Yes there is data available which will be shared at the next Curriculum Committee meeting. White British are doing slightly better than Pakistani. It was noted that Governors should have received an invitation to view the IDSR and were encouraged to familiarise themselves with the data. <i>Q: What are the results of looking at SEND and pupil premium attainment data when analysed by ethnicity?</i> In both ethnic groups SEN and pupil premium pupils are not achieving as well as their peers, i.e. ethnicity is not impacting as this pattern is the same across all groups of SEN and pupil premium children. JF was thanked for her report and answers to queries.	
6.	Self-evaluation Review The initial RAG rated SEF had been circulated in advance of the meeting and Governors noted that supporting evidence will be added over the course of the next few weeks. Governors further noted that standards rated green are secure and standards rated yellow are not yet certain.	

	<i>Q: How much evidence can you find to argue against inspectors findings?</i> A: It's unknown as it's too early in the new framework. External data is limited and there is no progress data. The only evidence is likely to be in books, which is open to interpretation. JF assured Governors that 'requires attention' isn't a 'requires improvement' judgement and can be reversed. JF reported that when prospective parents visit the school there are no questions on the school's Ofsted judgement and word of mouth is generally a more reliable source of evidence for parents choosing the school. <i>A Governor advised that on a recent visit to the school classes were found to be well-behaved and respectful.</i> <i>Governors were assured that the school is making the required improvements since the previous inspection.</i> The Chair asked Governors to consider during visits how well the school is meeting the standards within the framework and suggested using an additional self-evaluation meeting to consider the inspection of leadership and governance.	
7.	School Development Plan Progress Update The SDP had been circulated in advance of the meeting and questions were invited. JF reported that she and LS had met with Yvette Thomas and Roz Burch from the LA school improvement service on 23.02.26 who were pleased with progress and verified the school's own judgements. Roz Burch took part in a book look exercise. It was noted that the Early Years Advisor will visit next Tuesday 03.02.26. <i>Q: Have you had a White Knights visit?</i> A: A Read Write Inc Review Day will take place next week. The school is no longer part of the White Knights English hub anymore but MH is attending the training.	
8.	Governor Feedback a) Chair's report: LS reported two actions undertaken in capacity as Chair, i) LS attended the RIG meeting yesterday with JF and ii) a report has been written in response to a parent complaint. b) Resources Committee report: The Spring term meeting has been re-scheduled for 3rd March. Governors were directed to the minutes of the meeting held on 11.11.25 which are available on GovernorHub. c) Curriculum Committee report: AK reported that the meeting held on 20.01.26 noted a possible concern with middle attainers being less pushed and that attainment in writing is expected to be less than phonics this however, evidence is positive so far. The Committee has been reviewing its terms of reference and AK will circulate a draft for consideration. AK reported that the behaviour and relationships policies are undergoing significant review and will be presented for approval at the next meeting. AK is undertaking a maths visit on Thursday 26.02.26. d) Link governor reports: <i>Attendance:</i> Link governor visit is still outstanding but SJ assured Governors she is fully appraised of the latest data.	

	GDPR: LS had circulated a visit report in advance of the meeting. During the visit LS queried what happens in the event of a data breach when the DPO is not available as there is no deputy in place, due to law changes in 2027 which requires notice of data breach to be given within 72 hours. It was noted that the back-up action will be for JF to report directly to the relevant body. A recent near miss incident was noted and action will be taken to address this. <i>Q: What would have happened if solicitor hadn't noticed the errant document?</i> A: It would have been a data breach and discussed with the DPO. <i>Q: Has appointment of the new IT provider has gone through due process?</i> A: Yes three quotes were obtained and discussed at Resources Committee. The new provider is a company known to the school. <i>Q: Is that to the school's specification?</i> A: DfE specification. JR reported that a new website provider has also been sourced following a review of three. The appointed provided is Juniper Education and the aim is for the new website to be live by Easter. <i>Q: The school remains non-compliant on certain standards, how serious is that?</i> It is a mild concern. The deadline for full compliance is 2030. Once new connectivity and filtering is in place work can commence on compliancy. The school is probably ahead of many others as there is a dedicated member of staff. SEN: The report has been uploaded to GovernorHub and AH advised that on the next visit there will be further scrutiny on progress and attainment of SEN pupils. <i>Q: There are 60 pupils identified as requiring language link support. How quickly do children come off language link support?</i> A: It depends on progress, some remain on it into KS2. JF advised that the assessment is completed by staff and those who require intervention have it delivered by LSAs in house. Only children in the ARP have direct access to external specialist support. The school has just purchased Little Link and training to provide support to nursery children has started. <i>Q: There are 12 education, health and care needs assessments (EHCA) in progress, are they likely to come through by the end of term?</i> A: The LA has a huge backlog and has committed additional funding to address this. <i>Q: What's the gap between granting of EHCP to receipt of funding?</i> A: Funding is from the date of the EHCP and delivered in 3 tranches. Pupil Premium: SJ link has met with LV and advised that previously most focus on pupil premium children was on behaviour but has been re-focused on attainment and progress. <i>Q: Do you want to consider a non-statutory pupil premium policy?</i> A: No, we have a strategy which is on the website and will be reviewed in depth at next Curriculum Committee meeting.	Curr Comm
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	<i>Q: Does pupil premium carry funding?</i> A: Yes. <i>Q: Do we have to say how that is used?</i> A: Yes, it's included in the strategy. It was agreed that all link governors will conduct a visit prior to the next FGB meeting and any visits usually reported to the Curriculum Committee will be provided to and noted by the FGB.	All
Concluding Business		
9.	<i>National and Local Developments</i> a) DfE Guidance on Restrictive Intervention: The new guidance was noted and the behaviour policy will be reviewed and updated in line with it. b) Government strategy on tackling violence against women and girls: LV advised that Wycombe Youth Action will be visiting vulnerable children in year 6. JF assured governors that the requirements of the new guidance are currently being met and the new PSHE curriculum will comply with the new guidance. Key staff members are trained in sexual harassment in schools and data is collected. <i>Q: Have there been any incidents involving staff?</i> A: Not that I'm aware of. It was noted that this was discussed with the safeguarding link governor on the last visit.	JF
10.	<i>Any Other Business</i> Buckinghamshire school awards: it was agreed to nominate for a whole school inclusion award. SJ to follow up.	SJ
11.	<i>Governance Impact</i> Governors agreed they had all had opportunity to contribute fully to the meeting. LV and MH reported that staff find governor visits very useful and Governors noted the attendance strategies were having a positive impact.	
12.	<i>Next Meeting</i> The following forthcoming meeting dates were noted: Resources Committee 3rd March 2026 Curriculum Committee 17th March 2026 and 5th May 2026 FGB 12th May 2026	

Meeting closed 8.28pm

Signed Chair of Governors

Date

Actions from the meeting held on 21 st October 2025				
No.	Ref.	Action	Who	When
1	3a	Promote Parent Governor vacancy	JF	ASAP
3	4b	Pursue review of governance	JF	12.05.26
4	4b	Review DfE well-being guidance and the youth sports strategy	SW	12.05.26
5	5	Conduct attendance link visit	SJ	12.05.26
6	5	Circulate well-being strategy	MH	asap
13	8	Populate risk register and review at every FGB meeting	LS/JF	12.05.26
14	9	Review Early Years framework	Curr Comm	13.03.26

Actions from the meeting held on 24 th February 2026				
No.	Ref.	Action	Who	When
1	3b	Make agreed amendments to the annual plan of work.	SJ	ASAP
2	3c	Undertake NGA safeguarding training and cyber security training	All	12.05.26
3	3c	Undertake self-evaluation of governance	Chair	TBA
4	4b	Create survey results folder on GovernorHub	LS	ASAP
5	5	Collate leavers' reasons going forward	JF	On-going
6	5	Conduct 'eyes on' check on home tutored pupil	JF	ASAP
7	5	Check attendance code for home tutored pupil	JF	ASAP
8	8	Review pupil premium strategy	Curr Comm	13.03.26
9	8	Undertake school visits and provide written reports	All	12.05.26
10	9a	Review behaviour policy in line with new guidance	JF	ASAP
11	10	Nominate for Buckinghamshire Schools Award	SJ	ASAP