



MINUTES OF THE MEETING OF THE FULL GOVERNING BODY held on Tuesday 14th October 2025 AT 6pm IN SCHOOL

Attendees: Claire Scott-South (Co Headteacher) Molly Costello
Sarah Costello Dave Hardcastle
Claire Humphreys Mark Newman
Ros Roberts Hannah Wilson
Natalie Wong Luke Zwalf

In Attendance: Sarah Murray (Acting Head of School, SENCO)
Caroline Rigden (Governance Support Officer, Clerk)

		ACTION
1.	<u>Welcome, apologies for absence, consents and declarations of interest</u> The Chair welcomed everyone to the meeting, with new potential governor and introductions were made. Apologies were received with consent from Vincent Lyles. The Chair shared that Vaunda Powell had stepped down from the governing board, effective immediately. There were no declarations of interest pertaining to the meeting.	
2.	<u>Election of Chair and Vice Chair</u> Luke Zwalf was nominated for the role of Chair. There were no further nominations. <i>Luke Zwalf left the room at 6:01pm</i> APPROVED: Governors unanimously approved Luke Zwalf to be elected as Chair. <i>Luke Zwalf returned to the meeting at 6:01pm</i> Mark Newman was nominated for the role of Vice Chair. There were no further nominations. <i>Mark Newman left the room at 6:02pm</i> APPROVED: Governors unanimously approved Mark Newman to be elected as Vice Chair. <i>Mark Newman returned to the meeting 6:02pm</i>	
3.	<u>Co-option of governor</u> Natalie Wong was standing for re-election as co-opted governor following the end of her term of office, which was due to end on 28th November 2025. <i>Natalie Wong left the room at 6:03pm</i> APPROVED: Natalie Wong was unanimously co-opted to the governing board for a further term of four years. <i>Natalie Wong returned to the meeting at 6:03pm</i> Molly Costello introduced herself to governors, giving some background information, as a Primary school teacher, now working as part of the MASH (Multi Agency Screening Hub) team at York and wished to join the Full Governing Board at Dringhouses School as a co-opted governor. <i>Molly Costello left the room at 6:05pm</i> APPROVED: Molly Costello was unanimously co-opted to the governing board for a term of four years. <i>Molly Costello returned to the meeting at 6:05pm</i>	

4.	Minutes of the last meeting held on 1st July 2025 <i>Previously distributed: Minutes from 1st July 2025.</i> The minutes from the previous meeting held on 1st July 2025 were agreed to be a true and accurate record of the meeting and were marked as approved. Action Plan <table border="1" data-bbox="151 398 1369 967"> <thead> <tr> <th></th><th>Action</th><th>Update</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Run elections for one staff governor and one parent governor.</td><td>Carried forward. The Headteacher shared that the staff governor election was currently running, although no one had stepped forward yet. Governors agreed that parents should be canvassed at Parents Evening and the process would run after that.</td></tr> <tr> <td>2.</td><td>Pupil Premium Link Governor report to be presented at the next Standards and Effectiveness Committee meeting.</td><td>The PP Link Governor was planning to visit the school soon.</td></tr> <tr> <td>3.</td><td>Headteacher to take pupil voice on what clubs' pupil premium pupils would be interested in attending.</td><td>Complete. See below.</td></tr> <tr> <td>4.</td><td>Clerk to email governors a full list of meeting dates for the 25/26 academic year.</td><td>Complete.</td></tr> </tbody> </table> In regard to point 3, the Headteacher had shared the document following the PE lead gathering pupil voice on what clubs' pupil premium pupils had attended and what they would like to see offered. Some clubs run in school were not available for all years at this time. It was noted that not many actively of the pupils surveyed attended clubs out of school, which could be for financial or other reasons. A governor asked whether the survey had been just for pupil premium pupils and what actions would be taken from this. The Headteacher confirmed it had been only pupil premium pupils, and the PE lead would look at existing clubs that could be extended to include other years as well as assessing how external club providers could be supported to provide further opportunities, although there was limited availability of the school hall to be able to do this. Senior leaders knew which pupils were pupil premium and encouraged them to be aware of the opportunities and tracked the take up. A governor asked whether clubs had been split by year had been a deliberate choice or through necessity. The Headteacher shared several activities that had no age barrier, explaining staff were trying to think creatively. A governor asked whether clubs could be run in the church hall instead of in school. The Headteacher explained that there were risks to clubs run off-site, particularly around impact on staff and safe travel. A governor asked whether there was only a girl's football club or if there was a mixed sex one too. The Headteacher explained that a girl's only club had been put in place as the participants preferred it to a mixed sex club. The club was part of the Girl's Primary Sports League. Matters Arising There were no matters arising.		Action	Update	1.	Run elections for one staff governor and one parent governor.	Carried forward. The Headteacher shared that the staff governor election was currently running, although no one had stepped forward yet. Governors agreed that parents should be canvassed at Parents Evening and the process would run after that.	2.	Pupil Premium Link Governor report to be presented at the next Standards and Effectiveness Committee meeting.	The PP Link Governor was planning to visit the school soon.	3.	Headteacher to take pupil voice on what clubs' pupil premium pupils would be interested in attending.	Complete. See below.	4.	Clerk to email governors a full list of meeting dates for the 25/26 academic year.	Complete.	
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5.	Headteacher's Report <i>Previously distributed: Headteacher's report, Inclusion Adviser report, School Development Plan, School Development Plan Update, SEN parent voice, Residential offer feedback, EYFS Benchmark, Phonics Benchmark, KS2 attainment summary list. Taken as read.</i> The Headteacher explained there was a new format to the Headteacher's report to be more narrative to give the context of the school around data outcomes.																

New staff had settled in well, having been given time and support to get used to the 'Dring Way'. Paul Laycock, previously Executive Headteacher, was supporting the school's leadership transition into their roles and ensuring the school went from strength to strength. The Headteacher had met with Rachel Lanzillotti, City of York Council's School Effectiveness and Achievement Adviser, who was also supporting with raising achievement due to the change in leadership. Rachel Lanzillotti had been pleased with what she had seen and how the team were working together, offering support with whatever the school wanted rather than dictating what the school should be doing, which was a positive. The Headteacher had attended York Maintained School's Headteacher Conference where two regional inspectors presented, having already piloted the new style inspections. The big takeaway was that there were more areas to look at and more judgements within these, with the inspections to be driven by the headteacher. Inspectors would likely say when they had seen enough evidence to give a judgment in an area and then move onto another area. Curriculum deep dives were no longer done, which was frustrating in some ways as these have driven excellence for staff as well as CPD (Continuing Professional Development) opportunities, however the Headteacher wished to utilise these as a tool for the school as it helped drive good practice. Context was a large part of the inspection, so a deeper understanding of vulnerable groups context and the gaps. Pupil Premium (PP) was a focus although there were less support staff available to work with these pupils due to the increase of identified SEND (Special Educational Needs and Disabilities) and increased numbers of EHCPs (Education, Health and Care Plans). It was important to show that as much as possible was done for PP pupils but the issues of being able to fund staff and other resources made it difficult, and these issues were seen on a national level not just at Dringhouses. Having a comprehensive context would help inspectors understand the challenges in the school. The leadership team would RAG (Red, Amber, Green) rate each area for inspection during the year, as the next inspection would likely be in the next academic year, in spring term. There had been a shift towards the Headteacher being central in an inspection, which would be more stressful for the individual than under the previous inspection format. The Headteacher felt that taking time to look at each area over the course of a year would enable sufficient evidence to be gathered and give confidence that the school was doing all it could, and this was supported by the school having excellent KS2 outcomes. The Headteacher explained that staff would be tracking vulnerable groups more closely, looking at the gap in achievement and how this could be reduced by the end of KS2. The Headteacher reported that the target document, which had all key pupils on, was tracking in depth as to what was needed for each child to be able to improve their outcomes by their teacher and monitored by senior leaders. The Headteacher highlighted that the previous year's School Development Plan (SDP) had been completed and the SDP for this academic year was in place, with both shared for information. A governor noted the positive outcomes for the school and in particular for pupils. The Headteacher agreed and had shared comparison data against similar schools in the Local Authority. The Headteacher reported that while the Headteacher's conference had been held on a non-working day, she had attended and was building relationships with Headteachers at other York schools that could be worked with on school-to-school support. The Headteacher reported that on attendance figures, as some groupings were small, they had been amalgamated to keep the anonymity of pupils. Sarah Murray, Acting Head of School and SENCO (Special Educational Needs Coordinator) reported that a fifth of families had responded to the SEND survey, which while not many was a positive as people only tended to complete the survey to either raise concerns or to praise the school. There had been an improvement in feedback from the previous survey which reflected the work done on pupil passports and a strong offer of community support for families with children with SEND. A governor noted that communications had been flagged in the survey. The SENCO replied that she was unsure whether this was a true response, as there were many opportunities given for parents to	
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engage with the school to discuss their children. The survey would be repeated and analysed to see if communications were a recurring issue. A governor asked how the admission of a pupil with an EHCP was able to take a year cohort over PAN (Published Admission Number). The Headteacher explained that class sizes and Pan were not applied when a school was directed to take a pupil with an EHCP. A governor asked whether the school could turn away an EHCP pupil due to lack of resources. The SENCO replied that if a school was named on an EHCP they had to provide the pupil with a place and give the support outlined in the plan. A governor was concerned about the message to the wider community if pupils without an EHCP were turned away as the school was full and yet those with EHCPs could have a place. The SENCO explained that the school was sometimes asked to take a pupil without a school place in-year, but should not go over PAN, however EHCPs were outside of this. The Headteacher acknowledged the frustration when having to turn away pupils but once a consultation form for the school for an EHCP was received the school had to take the pupil. The SENCO reported that there had been some success in increased banding on existing EHCPs, which resulted in a higher amount of funding, however it was lagged. The Headteacher reported that it had an impact on the rest of the school community, with staff wellbeing as they were stretched to capacity. Staff were being reassured that when asking for more support senior leaders stepped in where possible, but this took time from other responsibilities. It had felt fraught at several points already this term. A governor highlighted that noting this in the context for Ofsted would be key. The Headteacher agreed, and transparent conversations had been held with staff to share and breakdown the issues funding resources for SEND, which included staffing. A school had to cover the first £6k of costs when resourcing for an EHCP pupil, and the funding did not cover the cost of a full-time teaching assistant. It was important to be honest that constraints were not from senior leaders, and this transparency should be the same with parents. Staff worked hard to make sure pupils accessed high quality first teaching. A governor was concerned about pupils who did not meet the threshold for an EHCP but did need additional support. The Headteacher replied that school did all it could, but it was, essentially, a broken system. A governor asked about the upcoming potential reform of SEND by the government. The Headteacher replied that she would be interested to see what the reforms would be but noted they would not be quick. There was an emotional aspect from parents about the need for their child to be supported which staff empathised with. At the Headteacher's conference it had been shared about the Local Authority's context, with York one of the lowest funded areas in England for education, and this had a knock-on effect for every school. The school had a good reputation for pupils with SEND, based on the hard work of the SENCO and staff, with parents knowing that the school would do everything possible to support their child. The Headteacher explained that Arbor was the MIS (Management Information System) used and had a dashboard to show a snapshot of the school on attendance. The school had above national average attendance and was rated green by the Local Authority. The School Business Manager explained the process followed if a pupil dipped below 95%, with staff reaching out to the pupil with a light touch approach to encourage them to attend, being seen and valued as part of the school community. Once a pupil dropped below 90%, which was classed as PA (Persistent Absence) the family were contacted even if an authorised absence due to illness, with those that may have taken a holiday being spoken with about the importance of attending. There were weekly SLT (Senior Leadership Team) meetings on attendance with a crossover with safeguarding were held. When the School Business Manager met with the Local Authority's attendance officer, they had been pleased at the approach the school took and following discussions on trickier cases, there was nothing further the Attendance Officer could suggest. A governor praised the light touch approach. The School Business Manager explained that as it was only a short way into the academic year, attendance percentages would balance out during the year, but it was important to flag it up early to families so that the trend didn't continue.	
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ACTION: Present in-depth attendance report on attendance at next meeting. The Headteacher talked about the three priorities for safeguarding were ongoing, with external safeguarding training for staff having taken place at the start of the year. The feedback from staff had been positive, with different sessions tailored for staff groups. There was also online training support for those who had been unable to attend the session. The Headteacher's Conference had had a presentation on Smartphone Free Schools, highlighting what young people could access online. While not comfortable to sign up to be a Smartphone Free School, the Headteacher wanted to explore running a parent workshop to inform parents to support making decisions themselves. Online things changed quickly, with some apps being more dangerous than they seemed. Supporting parents to navigate the world but it was not school's job to tell them what to do. Governors agreed with this approach noting it was a difficult decision for the school. There was a discussion about online safety and how even informed parents may not be aware of the ever-changing risks, highlighting that age controls were not necessarily indicative of suitability. The Headteacher was also concerned with the risks from AI (Artificial Intelligence), so would look at costs of training to give parents knowledge of the risks, and while it may not reach all parents it would be of use for those who engaged. The School Business Manager explained that there had been weekly newsletters around online safety in the past but was unsure how much impact they had had. The Headteacher reported that it had been a calm and positive start to the year, with the behaviour curriculum having supported transition times and continuing expectations of being ready, respectful, and safe being embedded. There were sometimes peaks in behaviour, often later in the term when pupils were more tired. The Headteacher had shared staff CPD for information and highlighted that leaders were proactively supporting staff wellbeing. Senior leaders were at the school gates at the start and end of the day to increase visibility and further parental engagement opportunities. The residential offer had been sent out, with 13 pupils not signed up, so staff wanted to find out the barriers for these pupils. These were due to anxiety or mental health reasons, so more work was needed before the deadline to share positive social stories and an extra meeting to make clear what the benefits were. It was key to be sensitive when presenting the options and there was clear support with finances if that was a problem. Staff need to keep asking why pupils were not going, as some may be parental anxiety, and this barrier should also be addressed. Residential was a valuable experience and following the feedback it would be looked at as to what the offer would be the next year. A governor highlighted that the short deadline for payment could be an issue for signing up to residential. The Headteacher agreed and it would be planned better by working backwards from the date of the residential for key dates. A governor suggested earlier engagement with parents who may not want their child to attend. The Headteacher replied that the offer for the next year would likely be shared as a brochure, so parents and pupils knew what to expect of a residential trip. A governor asked whether there was an option for pupils to attend for just a day. The Headteacher explained that while it was an accommodation that could be made for identified pupils, it relied on parents' ability to collect them. Mrs Clarke, teacher, had started a preschool community group, which gave the opportunities for potential families and pupils to see the school and get to know it. More advertisement was needed to increase numbers, and it would be a valuable addition for transition. The group did bring in some funds for the school which was another positive as well as supporting child development. A governor asked how many children were attending the group. The Headteacher explained the group was growing, with no additional costs for the school as it increased. Governors praised the initiative. The Headteacher shared that it had increased the confidence of the teacher, working in front of parents. There had been positive feedback received about the group already, which could be shared and built on to increase attendance. A governor asked where the group was advertised. The Headteacher shared that it had been advertised on social media, in local nurseries, and York Mumbler, aimed at the wider community not just Dringhouses families.	HT
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6.	<u>Committee updates</u> <u>Standards and Effectiveness Committee</u> <i>Previously distributed: Draft minutes from 17th September 2025, S&E committee ToR</i> Governors acknowledged the S&E Committee minutes. The Chair noted a lot from this meeting had also been shared in the Headteacher's report and praised the staff's exceptional teaching and learning practice. <u>Resources Committee</u> <i>Previously distributed: Resources committee ToR</i> The planned Resources committee meeting had been cancelled due to not being quorate. APPROVED: Governors approved the Terms of Reference for the Standards and Effectiveness Committee and Resources Committee. Governors discussed committee membership and noted the link governor roles to be filled. These would be shared via email for governors to volunteer for. ACTION: Send list of link governor roles to all governors. ACTION: Complete safeguarding link report.	CLERK MN
7.	<u>Chair's Items</u> Nothing to report.	
8.	<u>Governing body development</u> Governors noted there were several vacancies, as mentioned earlier in the meeting.	
9.	<u>Approvals required</u> Covered under relevant items.	
10.	<u>Policies for approval</u> <i>Previously distributed: Pay Policy, Appraisal Policy, Financial Management Policy, Special Educational Needs Policy, Extremism & Anti-Radicalisation Policy, Emergency plan, Child Protection and Safeguarding.</i> The School Business Manager explained that some policies were from the Local Authority, then personalised for the school and other policies had been developed from templates from other sources. APPROVED: Governors approved the previously distributed policies en masse. The Headteacher thanked the School Business Manager for her work on policies.	
11.	<u>Any Other Urgent Business</u> A governor asked if there was an update on catering. The School Business Manager replied that the meal price had been increased but was still not enough to cover the cost per meal. The costs had reduced by taking catering in-house but had not had an increase in meal price for several years, when costs had increased, particularly salaries. The Headteacher shared that a long-term absence of a kitchen worker had had an impact on the kitchen team, which had been resolved with the staff member having resigned and an advert for a replacement now running. It was hoped the kitchen team would be back to full strength by January. A governor asked if there had been any feedback from parents about the price increase. The School Business Manager reported that there had been no impact seen in meal uptake, but the increase hoped for had not been realised either, so further analysis would be needed. Governors who were parents shared positive feedback from their children on the menu choices. The School Business Manager expressed hope that more special menu days would increase take up and	

	have less waste. The Headteacher shared that pupil voice would be gathered about it, as catering staff had had a positive push on nutrition and homemade meals, as for some pupils it could be the best meal of their day. It could sometimes be cheaper to have fresh ingredients even though it was more labour intensive. A governor asked whether there had been an impact on the waiting list with the increase in places at after school club. The Headteacher shared that there was no longer a waiting list, and it felt full. There had been a negative impact on some extra-curricular opportunities due to the club moving space, however the positives of wraparound care was beneficial for families. A governor suggested that the wrap around care offer was regularly shared with parents at in-person events. The Headteacher reported the club had run several open sessions and would actively promote the wraparound care aspect but as an external provider there needed to be an information leaflet created with clear messaging for parents on how to access it.	
12.	<u>Determination of confidential items</u> None.	
13.	<u>Date and time of next meetings, at 6pm in school.</u> Tuesday 13th January 2026 Tuesday 5th May 2026 WEDNESDAY 1st July 2026	
	The meeting closed at 7:50pm	

Minutes approved at the FGB held on 13th January 2026.

Action Plan following the meeting of the Full Governing Body held on 14th October 2025

Action		Item	Person(s) Responsible	Timescale
1.	Present in-depth attendance report on attendance at next meeting.	5.	Headteacher	13/01/2026
2.	Send list of link governor roles to all governors.	6.	Clerk	Complete
3.	Complete safeguarding link report.	6.	Mark Newman	13/01/2026

Items for the next FGB

Items for Committees

None raised.