



MINUTES OF THE MEETING OF THE FULL GOVERNING BODY HELD ON TUESDAY, 5TH MAY 2026 AT 6PM IN SCHOOL

Attendees: Claire Scott-South (Co Headteacher) Molly Costello
Ros Roberts David Hardcastle
Hannah Wilson Natalie Wong
Luke Zwalf David Bassett
Jay Kindelan

In Attendance: Caroline Rigden (Governance Support Officer, Clerk)

	Quorum: 9 of 12 (15)	Action												
1.	<u>Welcome, apologies for absence, consents and declarations of interest</u> The Chair welcomed everyone to the meeting. Sarah Costello had resigned from the governing body, effective immediately. Apologies were received, with consent, from Claire Humphreys and Sheron Amidkhonov. Mark Newman was absent without consent. There were no declarations of interest.													
2.	<u>Co-option of new governors</u> The two new governors in attendance gave a brief introduction of themselves, with all other governors introducing themselves to the new governors. <i>David Bassett and Jay Kindelan, stepped out at 6:08pm</i> APPROVED: Governors voted to appoint David Bassett and Jay Kindelan to the governing board for a term of four years. APPROVED: Governors ratified the appointment of LA governor, Sheron Amidkhonov. <i>David Bassett, and Jay Kindelan, returned at 6:10pm</i>													
3.	<u>Minutes of the last meeting held on 13th January 2026</u> <i>Previously distributed: minutes from 13th January 2026</i> APPROVED: The minutes of the meeting held on 13th January 2026 were agreed as a true and accurate record and were marked as approved. <u>Action plan and matters arising</u> <table border="1"> <thead> <tr> <th></th><th>Action</th><th>Status</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Complete Safeguarding link report.</td><td>Carried Forward. See below.</td></tr> <tr> <td>2.</td><td>Detail on leadership model and FTE reduction to be shared with governors at the next meeting.</td><td>Complete. See below.</td></tr> <tr> <td>3.</td><td>Double check whether E-29 loan interest was coded properly.</td><td>Carried Forward. The Clerk shed some light on the situation</td></tr> </tbody> </table>		Action	Status	1.	Complete Safeguarding link report.	Carried Forward. See below.	2.	Detail on leadership model and FTE reduction to be shared with governors at the next meeting.	Complete. See below.	3.	Double check whether E-29 loan interest was coded properly.	Carried Forward. The Clerk shed some light on the situation	MN SBM
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		which would need to be confirmed by the School Business Manager.	
4.	Send further information to governors about supporting the SATs process	Complete.	
In regard to action point 1, the Headteacher explained that Mark Newman, safeguarding link governor had attended a meeting in school with the Headteacher and the local authority's safeguarding adviser, Sophie Cole. The single visit had developed into three visits, not due to any concerns but because the visit had gone into depth on safeguarding pupil voice and how it would impact on recording and staff support. The safeguarding adviser would be returning to view the Single Central Record (SCR), with a further visit to look at different recording systems, and how, as co-headteachers, shared DSLs (Designated Safeguarding Leads) would work together to ensure nothing was missed. There were some resources that would help tighten up systems and were proven to be effective and underpin communications between the two headteachers. Once the last visit had taken place the report from the adviser would be shared. In regard to action point 2, the Headteacher gave a verbal update, explaining the new leadership structure would have two Assistant Headteachers, with one overseeing EYFS (Early Years Foundation Stage) and KS1, and the other overseeing KS2. There had been a wide pool of high-quality applicants, which had been shortlisted down to six candidates, three for each role. Following a robust interview process two external candidates had been appointed. Both candidates would bring in knowledge and experience, with one currently working with the Maths Hub, which was a resource the school did not currently have. The appointments supported good subject leadership in Maths, which would be on the School Development Plan (SDP) for next year and would strengthen existing capacity and experience. The appointments would be announced to parents once the final checks were complete, with staff already aware. By appointing external candidates this meant that two fixed term contract teaching staff would not be continuing. The Chair shared that there had been a strong field of candidates, with the appointments made being exceptional. The Headteacher shared that there had been internal candidates for the roles and following the outcome, while they may have been disappointed staff had remained professional, and relationships were intact as it was clear that the appointments had been made for the best interests of pupils and the school. There were no further matters arising.			
4.	<u>End of year outturn and Start Budget</u> <i>Previously distributed: P12 (outturn) CFR, Start Budget Summary level, Notes for committee, Start budget CFR</i> Ros Roberts, Chair of the Resources Committee, explained that the committee had thoroughly considered the outturn from the previous financial year and scrutinised the start budget for this financial year. The outturn position had been very positive, coming in £55k better than predicted in the start budget to have a small in-year deficit of £11k. The start budget would have a predicted in-year deficit of £50k and, after carefully reviewing this, the Resources Committee recommended approval as it was a realistic picture. The Headteacher explained that while working with the School Business Manager on the start budget there had been a reduction in the planned deficit to the -£50k position. The appointment of two new Assistant Headteachers, who also had teaching responsibilities, meant that the staffing budget was still high. With such good staff retention, where staff were also moving onto the Upper Pay Scale (UPS), there was value of having experienced and expert staff, but this came at a higher cost. With less support staff in the classroom, it was essential to have strong teachers in place. While the school did support new teachers in their early careers where possible, this was not much		

	cheaper due to the level of support and mentorship that was required to support them. Schools were chronically underfunded, which was an issue nationwide, and it meant that setting a deficit budget had been unavoidable. The school was in the more fortunate situation compared to other schools, in that it still had a positive carry forward, and this would be reduced to £40k at the end of the financial year. Governors discussed the concerns about schools being underfunded and noted there was nothing further to be trimmed from the budget. The Headteacher talked about the rise in utility costs and explained that there was no support offered to support this. There was no way for the school to raise income other than through lettings, which had been reviewed with regard to continuing the wraparound care offer. Lettings in the evening did cover the costs of site staff. The School Business Manager and Headteacher sought out better deals for resources and, where they could, had cut subscriptions. As already noted, the previous financial year had seen a significant improvement during the year which may be repeated this year but there were no guarantees. A governor asked if schools were allowed to set a deficit budget. The Headteacher explained the budget should be balanced, however that was not currently possible. The local authority would meet with the school and may suggest cuts, however there was nothing left to cut. Ultimately, the school had to have staff in front of pupils and with the same number of pupils and classes the same level of teachers was needed. Pupil needs were increasing and there was pressure to manage it in mainstream settings so everything should be done to ensure they were kept safe. A governor noted that 1:1 support was not covered by the funding given. The Chair of the Resources Committee highlighted that for the previous year's outturn the deficit had been reduced due to reduced energy costs and some staffing cover costs had been less than predicted. APPROVED: Governors approved the start budget for 2026-27.	
5. 5.1	<u>Headteacher's Report</u> <u>Ofsted presentation and IDSR</u> <i>Previously distributed: Ofsted presentation</i> The Headteacher shared the previously distributed presentation on screen. The Headteacher explained that the new Ofsted framework had been in place since November, following a big consultation which had led to significant changes. The Headteacher had attended an Ofsted briefing session earlier in the year. The Headteacher explained how the new report card was laid out, moving from a single overall judgement to areas that were graded separately. Inclusion underpinned all areas. The school's last inspection had been in November 2022, so the school would be in the inspection window in autumn term. During the inspection, which was for two days, there would be an additional inspector on the first day and would look at all areas through the lens of inclusion to understand the context of the school and the local authority. Discussions would take place with school leaders on how pupils needs were met, which was a shift from the previous inspection process which had looked at the wider curriculum and teachers. This change had not lessened the workload or pressure on the Headteacher. The Headteacher shared the IDSR (Inspection Data Summary Report) onscreen, which was updated annually, and explained that this would be looked at in advance of the inspection during the phone call with the Headteacher, alongside the school website. The inspection would use case sampling, so a pupil would be chosen who was identified as vulnerable and followed throughout the school day to see what their experience was. There would also be learning works around inclusion and teaching and learning. A governor asked what the point of the IDSR was. The Headteacher explained that it gave the context of the school and covered everything that would be looked at during an inspection. The IDSR showed the context, which had lower FSM (Free School Meals) and PP (Pupil Premium) than the national average, and York was generally below this too. In the current Y6 there were only	

six pupils classed as PP, with only two PP pupils in Y5. Some data was not valid due to the small size of the cohort, but they would still be looked at. SEND (Special Educational Needs and Disabilities) support was close to average, although it did not always feel it. EHCPs (Education, Health and Care Plans) were below average, with the school only having seven EHCP pupils who were in Y5 and Y6. This number was rising though. There were few EAL (English as an Additional Language) pupils. CIN (Child in Need) was also below average, and the school would be asked how they worked with multiagency support. Case studies were in place that were tracked over time in school against academic expectations, support needed, and wider school life. There was stability around in-year movement to and from the school. The levels of deprivation were low. There was context around ethnicity. A governor asked if there was additional income to support the groups mentioned. The Headteacher confirmed there was funding for some of these, although it did not cover the cost of the support put in place. SEND had increased, with SEMH (Social, Emotional, and Mental Health) being the main need, and the inspection would look at how needs were identified then look at whole school provision and day to day practice, as well as how staff worked with families and external agencies. Attendance expectations were back to pre-covid times. Attendance was 96.2% and pre covid had been 96.7%. There was a push on attendance and there were clear documents and processes on how staff supported PA (Persistent Absence) and EBSA (Emotion Based School Avoidance), including how it was reported to the local authority. Attendance had been rated as green by the local authority for what was in place. Attendance data would be looked at for patterns to try and get as close to the target as possible. Suspensions would be an area to be scrutinised, as pupils with SEND who were suspended meant that the suspension was counted twice. This data was for a period of three years and would be evidenced with the reasons for suspension. The Headteacher did not take lightly the decision to suspend a child, and the reasons were often due to violent or destructive behaviour. There had been no permanent exclusions in the past three years, with suspensions working to avoid this. There would be an in-depth look on achievement data, and it may be useful to cover this with governors at the first FGB in autumn term so that governors will be able to speak with confidence about it. ACTION: Give governors an in-depth update on achievement data in autumn term. A governor agreed that, having experienced an Ofsted inspection previously, this would be of use to prepare for an inspection. The Headteacher noted that governors were active, with a keen interest in school, but should not be expected to retain full knowledge of the school. A summary of key IDSR information had been included in the presentation. A governor suggested governors familiarise themselves with the language used in the IDSR. The Headteacher agreed and offered to support governors by pulling out key information during meetings that would give governors confidence. There was little to look at in regard to achievement data as the three-year average was at or above the national average. Boxes that were grey on the IDSR would link to the School Development Plan for achievement, with Maths in general but a focus on the challenge for higher achieving pupils, and an improvement on the Y4 Multiplication check so that these areas moved to green. Phonics and Early Reading would be on the development plan, as while Phonics was in line with the local and national averages it could be higher. Government targets would be raised to 90%, with the school currently averaging high 70s to low 80s. There would be one priority around inclusion and would link to the other priorities in Maths, Phonics and Early Reading. The Headteacher noted that while the IDSR broke down all areas, there were some points marked as N/A (Not Applicable) for example progress data, which had been limited due to covid, but would be used more in future years. In response to a governor's question, the Headteacher explained that HS stood for Higher Standard, also known as GD (Greater Depth), and ES was for Expected Standard, sometimes written as EXS.	HT
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EGPS (English Grammar, Punctuation and Spelling) replaced SPAG (Spelling, Punctuation and Grammar). A governor asked how the data was input into the IDSR. The Headteacher explained that the data was all sent to the local authority by set deadlines, which was then pulled into the DfE (Department for Education). During the inspection there needed to be a nominated person to support organisation during the inspection, and this would likely be the School Business Manager. There had been a change to the planning call, which would now take place on a Monday, with the inspection then the following two days. This call was with the Headteacher and other senior leaders, and as there was notification of the call, this gave time to gather the information together and would enable Mary-Kate Swiers, Co-Headteacher, to join the call. The call would talk through the IDSR and start lines of questioning which led into the creation of the inspection timetable. Day one would be the heaviest day, with day two vaguer to ensure that everything needed could be covered. There would be a check of the SCR (Single Central Record) on day one, which the School Business Manager was well prepared for and should be no concerns about it. The inspectors would gather a lot on pupils' experiences and will be in the playground to gather parent voice. Senior leaders were often around the playground in the morning and afternoon, so this would not be unusual for parents. Inspectors would also be out with pupils during social times. There was a focus on EYFS (Early Years Foundation Stage) and foundational knowledge. Throughout day one there would be focused meetings. Day two would then cover the rest and look at KS2 that afternoon. There were no longer deep dives into curriculum subjects, although Maths and English were still scrutinised. Sections of the inspection may be ticked off through the day and may update what remained to reflect this. There were more reflective meetings and more checks on the Headteacher's wellbeing. There would also be a meeting with the SENCO (Special Educational Needs Coordinator), who was a strength of the school. The Chair added that the golden thread of inclusion would run through the inspection and if a concern was seen this could reopen a section previously closed to review its criteria. The Headteacher explained that there were eight areas being judged. The Ofsted inspection toolkit gave the criteria for each area to be judged against, which had to be fully met to reach that judgement grade instead of best fit as in the past. Ofsted were keen to stress that schools who had had very positive previous inspection outcomes could not be guaranteed to meet expected standard. With smaller numbers of disadvantaged pupils, the data was not as strong as needed and while leaders could explain the individuals and what was done to support these children, it may not be enough to meet expected standard. All areas had been pitched as expected standard rather than strong standard, although there may be a case to be made for this judgement. Exceptional felt unachievable but if there was enough support and funding this could be reached in the future. The Headteacher explained the lower grades and highlighted the link for governors to read about the criteria and how it linked to the report card issued following the inspection. Safeguarding did not have a judgement but was with met or not met. Safeguarding felt strong at the school, and it had been raised at the previous inspection so had been worked on. There were no concerns raised, and the safeguarding audit report from the local authority would support this. The report card had been created to be more accessible and to give more information to parents. The previous inspection report had not felt reflective of the school, so this new report would hopefully give a more comprehensive overview of the school. If the school received a judgement for an area of Needs Attention, there would be support from Ofsted to move this on and there would be a visit to check progress on the area to move it to Expected Standard before the next formal inspection. The Headteacher highlighted the links in the presentation which would support governors and offered time to talk through any questions may have to help them prepare for the inspection. ACTION: Give access to the Ofsted presentation for new governors.	CLERK
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5.2	The Headteacher reported that the Self-Evaluation Form (SEF) was nearly complete and would be 32 pages long. The full context of the school was at the start of the document before covering all inspection aspects and how the criteria was met. There was a brave approach to how the school self-judged and this was backed up by impact and evidence of work done in school. The SEF would be shared with governors once complete. It would be a useful document, with links from it to the evidence gathered. Governors noted a lot of work had gone into the preparation for an Ofsted inspection. The Headteacher explained that senior leaders of the school wanted to be held accountable and be the best for those the school served. A governor asked for further clarification of when the inspection would be due. The Headteacher replied that the previous inspection had been in November, and as Ofsted were on track with their inspections, it was likely to be around then, although it could be earlier or later in the term. There was more understanding of how the inspections worked as more schools were going through it and this would help prepare the Headteacher further. <i>Molly Costello stepped out at 7:17pm</i> Headteacher's report <i>Previously distributed: HT report, Pupil Safeguarding feedback, Families survey feedback, Staff survey feedback.</i> The Headteacher invited questions on the Headteacher's report. Governors noted that the staff survey had raised some concerns with communications, workload and wellbeing and highlighted that workload was a national concern. <i>Molly Costello returned at 7:19pm</i> Governors listened to the Headteacher's comments about how staff were supported and how she had offered different ways to communicate. Sometimes things happened which required a change at short notice, but the Headteacher was mindful to give as much notice as possible in advance. It was difficult to fit a five-day role into three days while the other Headteacher was on maternity leave, and there were some things which could not be delegated to SLT (Senior Leadership Team). Staff were right to be concerned about giving up lunch breaks to deal with incidents, however this was part of working in a school. In response to a governor's comment, the Headteacher explained that she had never made anyone give up lunchtime and would often protect staff breaks to the detriment of herself. Other senior leaders did the same. A governor asked whether PPA (Planning, Preparation, Assessment) time was protected if it fell on a bank holiday. The Headteacher replied that it was protected, and it was a positive for staff retention as to how the school supported workload which may not happen at other schools. Staff were able to complete PPA at home whereas other schools made it be worked in school. Planning was shared across three teachers. Staff meetings gave dedicated time to things that took a lot of time to do. The Headteacher was unsure that teachers recognised it as a positive as it was the norm. There was a hope that the introduction of new to the school experienced staff may give new perspectives. In response to a governor's comment, the Headteacher highlighted that there were challenging incidents where staff were hurt, but the pupil and their needs had to be considered rather than suspending or permanently excluding at the drop of a hat. The increase in these incidents which may be verbal or physical was an ongoing concern for all. By having the survey as anonymous it would encourage open and honest answers, which was the point of the survey. A governor asked whether any response to the survey had been communicated to staff. The Headteacher said there was a 'You said, we did' approach or it was discussed as a broad concern addressed in a staff meeting. The Headteacher gave a recent example of discussions, to get ideas on how to cover lunchtime when there was a shortage of staff. This had meant senior leaders shared what had already been considered and explained how it had got to that point. It had been a useful exercise and had raised some suggestions that would be looked at.	
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	Governors noted the Family Survey feedback had been well engaged with, with 134 responses which were overall positive. There had been some issues about communications, with governors noting there was a difference between communications being sent and being read. <i>Ros Roberts left the meeting at 7:31pm</i> The Chair thanked the Headteacher for her extensive report.	
6. 6.1	<u>Committee updates</u> <u>Standards and Effectiveness</u> <i>Previously distributed: Minutes from 3rd February 2026</i> Governors acknowledged the minutes from the Standards and Effectiveness Committee, with nothing to be raised. <u>Resources Committee</u> <i>Previously distributed: Minutes from 11th February 2026</i> Governors acknowledged the minutes from the Resources Committee, with nothing to be raised as it had been covered earlier in the meeting.	
7.	<u>Chairs Items</u> The Chair had thanked Sarah Costello for her time as governor and support of the school. The Chair also thanked Dave Hardcastle, whose term of office was ending later that month, for Chairing the Standards and Effectiveness Committee and supporting the school during his time as a governor.	
8.	<u>Governing Body Development</u> <i>Previously distributed: Membership April 2026</i> Governors noted the vacancies. After a brief discussion, governors agreed to link roles as follows: EYFS and SEND/Inclusion - Hannah Wilson and Molly Costello. KS2 - David Bassett Health and Safety - Jay Kindelan The Headteacher gave an overview of a link governor visit which used the opportunity to meet with pupils and gather pupil voice. ACTION: Send link governor visit template to all governors. There was a brief discussion about which committee new governors wished to join, with David Bassett joining the Standards and Effectiveness Committee and Jay Kindelan and Sheron Amidkhonov joining the Finance committee. <u>Collaboration Agreement</u> The Clerk explained the agreement was to provide increased flexibility and make better use of neighbouring governors' expertise, particularly around governor panels. The Headteacher echoed the value of having an independent member on panels for the school. APPROVED: Governors agreed to adopt the Collaboration Agreement between the governing bodies of with York Maintained Schools <u>Link governor visits</u> Nothing to report. <u>Training update</u> Governors were encouraged to consider training for panels.	CLERK
9..	<u>Policies for approval</u> <i>Previously distributed: GDPR Policy, Complaints/Grievances Policy, SEND Policy, Air-Tag Policy, Exclusion Policy, Use of restrictive interventions</i> The Headteacher explained there had been no major changes to the policies, with the Air-Tag policy being new.	

	APPROVED: Governors approved the previously distributed policies.	
10.	Any Other Urgent Business A governor asked if the school supported PGCE (Post Graduate Certificate of Education) student placements. The Headteacher reported that the school had not been in a position to support students in recent years, but it would be explored by the Co-Headteachers. Having a student teacher meant a lot of paperwork and with a strong student it worked well but there was a risk if the student was not as good. The school wanted to support the next generation of teachers but had to be able to do it well. A governor asked if it cost the school to have student placements. The Headteacher replied that it did not and there may be some support from the training provider.	
11.	Determination of confidential items None.	
12.	Date and time of next meeting Wednesday 1st July 2026, 6pm	
	The meeting closed at 7:46pm	

Minutes approved at the FGB held on 1st July 2026.

ACTION PLAN following the meeting of the FGB held on 5 th May 2026				
Action		Item	Person(s) Responsible	Timescale
1.	Complete Safeguarding link report.	3.	Mark Newman	01/07/2026
2.	Double check whether E-29 loan interest was coded properly.	3.	School Business Manager	01/07/2026
3.	Give governors an in-depth update on achievement data in autumn term.	5.1	Headteacher	Autumn 2026
4.	Give access to the Ofsted presentation for new governors.	5.1	Clerk	Complete
5.	Send link governor visit template to all governors.	8.	Clerk	Complete

Items for the next FGB

None raised.

Items for Committees

None raised.