

DRINGHOUSES PRIMARY SCHOOL

Minutes of the meeting of the Full Governing Body held on Wednesday, 1st July 2026 at 6pm, in school



Present:	Claire Scott-South (Co-Headteacher) Molly Costello Jay Kindelan Ros Roberts	Mary-Kate Swiers (Co-Headteacher) Claire Humphreys Mark Newman Luke Zwalf
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In Attendance:	Caroline Rigden (Governance Support Officer, Clerk) Stacey Banks (Governance Support Officer, Shadow Clerk)
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	Quorum: 7 of 11 (15)	ACTION																		
1.	Welcome, apologies for absence, consents and declarations of interest The Chair welcomed everyone to the meeting. Apologies were received with consent from Hannah Wilson, David Basset, Natalie Wong, and Sheron Amidkhonov. There were no declarations of interest pertaining to the meeting.																			
2.	Minutes of the last meeting held on 5th May 2026, action points and matters arising <i>Previously distributed.</i> APPROVED: The minutes of the meeting held on 5th May 2026 were agreed as a true and accurate record and were marked as approved. <u>Action points</u> <table border="1"> <thead> <tr> <th></th><th>Action</th><th>Update</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Complete Safeguarding link report.</td><td>On agenda</td></tr> <tr> <td>2.</td><td>Double check whether E-29 loan interest was coded properly.</td><td>The School Business Manager confirmed that it had been a coding error.</td></tr> <tr> <td>3.</td><td>Give governors an in-depth update on achievement data in autumn term.</td><td>Carried Forward. Autumn 2026</td></tr> <tr> <td>4.</td><td>Give access to the Ofsted presentation for new governors.</td><td>Complete.</td></tr> <tr> <td>5.</td><td>Send link governor visit template to all governors.</td><td>Complete.</td></tr> </tbody> </table> <u>Matters Arising</u> There were no matters arising.		Action	Update	1.	Complete Safeguarding link report.	On agenda	2.	Double check whether E-29 loan interest was coded properly.	The School Business Manager confirmed that it had been a coding error.	3.	Give governors an in-depth update on achievement data in autumn term.	Carried Forward. Autumn 2026	4.	Give access to the Ofsted presentation for new governors.	Complete.	5.	Send link governor visit template to all governors.	Complete.	C-HTs
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3.	Headteacher's Report <i>Previously distributed: Co-HT report, Safeguarding review report</i> Claire Scott-South, Co- Headteacher, reported that it had been a busy, productive, and challenging year, with complex SEND (Special Educational Needs and Disabilities) increasing which the team had reacted to and had stretched capacity to support. Teachers were hard working and determined to give the best they could to support all pupils to achieve. It was difficult to have interventions delivered by teaching assistants as these were now all 1:1 support for pupils with high needs. The appointment of the two new Assistant Headteachers would help drive the skill set of day to day teaching. Both new staff members had been in the previous week, looking at the roles and																			

responsibilities they would have and making use of their wealth of experience. Mary-Kate Swiers, Co-Headteacher, highlighted that the new staff members were coming from very different settings, which was a positive for the school. Claire Scott-South shared how positive it had been to meet with the new Assistant Headteachers and agree responsibilities, noting where help would be used to help them settle into their new roles. There had been honest discussions about the upcoming Ofsted inspection in autumn term and what would be needed to bring the new staff members up to speed. There had been a staff meeting about what priorities would be the focus for the next year. A governor asked how well the meeting with staff had gone. Mary-Kate Swiers shared that it had been positive, with staff voice gathered around what priorities would continue next year, what had been completed, and what new priorities could be put in place without losing the essence of Dringhouses Primary School. There had been a document of suggestions created, and this would feed into the new school development plan. Claire Scott-South noted there had been a lot of agreement and discussion on priorities and it was key that staff felt heard and included in the process. Claire Scott-South reported that pupils, and staff, were ready for the school holidays. Unfortunately, there had been three suspensions within the past week, due to violent behaviour, with the need to hold the line of acceptable behaviour. Pupils were excited about next year though. The Y1 Phonics screening pass rate had not been as high as previous years but the pass rate at Y2 had been successful, with 95% of the Y2 cohort secure on Phonics by the end of the key stage. Pupils who did not pass had a record of interventions and support from staff to teach it, as it may take longer to acquire the skills than was available. Some pupils had barriers that meant they were not able to pass Phonics by the end of the key stage, which was reflected in the report by the gap of SEND (Special Educational Needs and Disabilities) pupils achieving a pass. A governor asked what the previous Y1 cohort's results had been for Phonics. Claire Scott-South reported it had been 81%, compared to this year's 76%, and for that Y1 cohort the pass rate was 95% by the end of KS2. Claire Scott-South reported that the Y4 Multiplication Check had gone well, although the national benchmark had not been released yet, and staff had reflected on what went well. Mary-Kate Swiers added that the average score was over 21 was positive, even if those achieving full marks had been lower than previous years. Claire Scott-South explained that the school improvement priorities would be updated and continued into next academic year. Progress would be captured under the inclusion priority next year and would include academic progress and holistic progress for vulnerable groups. The priority wording would be changed to reflect the impact wanted. Subject leadership would not be continued into next year, as this was strong. While no longer a school priority there would be a creative approach to ensure subject leads felt supported and could do what needed, as there would be an inability to facilitate as much time to work on it over the year as had in the past due to the change in Sports Premium funding. With the withdrawal of PE funding by the DfE (Department for Education) this meant the Ignite programme, which had also been in place to cover PPA (Planning, Preparation and Assessment) time, would be cancelled and HLTAs (Higher Level Teaching Assistants) would be pulled across to cover PPA and would give less time to release staff to work on subject planning. Mary-Kate Swiers added that this would also mean less available time for intervention work by the HLTAs. The School Business Manager explained that there would be some funding for inclusion coming in, but it was unclear what this funding could be used for, although it was known it was not to be used on staff. Claire Scott-South noted that the expectation that great learning could take place without adult intervention was unrealistic. The priority on Oracy, led by Helen Floyd who was highly skilled and knowledgeable, had been broken down into manageable actions for staff to follow through modelling, bitesize activities, and sentence starters. This was well embedded and that pupils could talk about their own learning was commented on by visitors. Mary-Kate Swiers added that while the skills needed to be further	
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supported to have further positive impact, the priority would be adapted to another aspect of English. Claire Scott-South highlighted pupil roll would be at 315 as of tomorrow, when a refugee child would be joining Y6 to make friends before transitioning onto secondary school. It was hoped the next two weeks would give a good start to their education in the UK, and while it was unlikely anyone could imagine what the child had been through, it was hoped that having positivity and belonging in school would help them. There had been a Y1 pupil with an EHCP (Education, Health and Care Plan) placed at the school despite saying that school could not meet need. The pupil needed a staff ratio of 1:3 and sometimes 1:4, with very high and complex needs. Mary-Kate Swiers added that the Co-Headteachers were often needed to support. A governor asked what support for the pupil had been given from the Local Authority. Claire Scott-South explained that there had been additional funding for the child, with agency staff used to give the ratios needed. Mary-Kate Swiers highlighted the challenges with relationship building if using agency staff. The School Business Manager explained that this funding was not lagged, so costs had been covered for the support needed. Claire Scott-South reported that an email had been sent to the Local Authority saying that while the school was willing to support pupils with EHCPs and complex needs, there were concerns that this pupil's needs could not be met by the school and for the safety of the overall school community. In response to a governor's question, Claire Scott-South explained the pupil was from out of the catchment area. There was a lot of evidence to show school was unable to meet need and on a personal level, the needs seen were beyond anything Claire Scott-South had seen as an experienced teacher. The pupil had been suspended due to violent behaviour. A governor asked if there was a risk of permanent exclusion for the pupil. Mary-Kate Swiers explained that this was not being considered as an option due to the increased trauma it would have. The situation was very challenging as staff did not understand what triggered behaviour. A governor asked about the impact on the class and wider school community. Claire Scott-South explained that the pupil was not placed in a classroom, but site security had had to be considered to minimise risks to the pupil and to others. Mary-Kate added that it was difficult as the pupil should have an appropriate education, which was not currently possible. The School Business Manager reported that attendance was good and was tracking pre covid levels. There were some attendance concerns for pupils with the crossover of SEND and PP (Pupil Premium), with some part-time timetables used which resulted in absence marks despite still being in school. The families of pupils with lower absence were known well and worked with carefully. The School Business Manager gave an example of a family who were persistently late and how they would be supported by Early Help from September to see what was needed to get them in on time. There had been some patterns identified of pupils on the cusp of being PA (persistently absent), where there may be more days off towards the end of term, and the families of these pupils would be worked with to improve attendance. A governor praised school for the excellent overall figures, noting it reflected the work put in by staff. Claire Scott-South reported that the school was rated as green by the Local Authority, who met with school regularly to discuss what could be done to support pupils with lower attendance. There had been no actions identified beyond what school were already doing and the School Business Manager could talk about each individual case and what was in place to support them. Claire Scott-South highlighted the Safeguarding review report. Mark Newman, safeguarding link governor, noted that the report had been very reasonable, reflecting that safeguarding was good in school and no concerns had been raised, just suggestions on how to improve processes between the Co-Headteachers. The review had been positive overall. Claire Scott-South shared how useful it had been to have the Local Authority's Safeguarding Adviser in for two visits, as it gave staff the opportunity to progress actions in-between the visits. Mary-Kate Swiers showed onscreen the shared document in place between the Co-Headteachers, which ensured that incidents from CPOMS (Child Protection Online Monitoring System) were properly actioned and followed up on. A governor asked what MASH was. Molly Costello explained it stood for Multi Agency Safeguarding Hub, which had all concerns about children and young people going through it, reported from	
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schools, police, and doctors, and would match these with external agencies needed to be involved and worked with partners, such as the school, to ensure a child was safeguarded. Mary-Kate Swiers explained that the shared document helped focus discussion and actions, with another document in place that tracked cases and referrals on a monthly basis. While this document would be in place for September, it had been suggested by the Safeguarding Adviser that it was backfilled to learn how the full recording process worked. Mary-Kate Swiers shared an additional document onscreen which contained a 'one stop' point of information for all pupils in school. Claire Scott-South explained this would be populated by school admin staff, and while this information was available on the school's Management Information Software (MIS), Arbor, it was easier to have all this information in one place for easy update and access. It would help the new Assistant Headteachers to feel confident during the Ofsted inspection, as it would show key vulnerable pupils and where they were. A governor asked whether all staff would be able to access these documents. Claire Scott-South explained that there was a separate shared drive for the Co-Headteachers which had all the safeguarding documents on, and the other documents were in an SLT (Senior Leadership Team) drive. The safeguarding link governor noted that recommendations and actions from the safeguarding review would be looked at during the net link visit in autumn term. Governors noted the comprehensive update on behaviour from Sam Hardcastle on behaviour and asked thanks were passed to him for his work during the past year. Claire Scott-South agreed that Sam Hardcastle had had a positive impact during his temporary role as Assistant Headteacher, noting he had given the school much needed consistency. The Co-Headteachers had been considering how to facilitate whole school leadership opportunities for Sam Hardcastle as they were aware of his leadership ambitions, whether that was here or elsewhere, and wanted to support him with experience that would support him achieving those ambitions. A governor clarified whether the earlier mentioned three suspensions were on top of those in the Co-Headteachers' report and if it was the same pupils. Claire Scott-South reported that the recent suspensions were in addition to those reported and had involved two other pupils than those in the report. A governor was concerned that the school was not resourced enough to support and understand the behaviours that led to suspension. Claire Scott-South explained there was a clear stance on what was acceptable, and while staff understood dysregulation, no matter what the behaviour it was never okay to hurt other people. There had been bigger behaviours seen and staff needed to say that it was not okay to act in this way, as it did not help set up pupils for the real world if ignored. A governor noted the increase in suspensions reflected the increase in challenging needs. The Chair agreed and shared he had discussed concerns with the Co-Headteachers about different cohorts and how some pupils presented. A governor asked whether the Nest provision was used to support with behaviour concerns. Claire Scott-South replied that it had been used where possible and gave an example of how it had supported one pupil who had previously had suspensions, and while it had not eradicated behaviour, but it had increased staff and the pupil's own understanding. A governor asked if case studies had been created around pupils. Mary-Kate Swiers confirmed there were case studies. Claire Scott-South added that they did all they could as a school, with all staff confident that they knew their pupils and knew where to pull data from to support it. A case study could include CPOMS reports and suspension and behaviour incidents. The case studies were able to show positive impacts of support while still having the line not to be crossed. Claire Scott-South explained that from the safeguarding audit, bullying and risks would be reported on in a new format at every FGB meeting. Mary-Kate Swiers added that it would include suspected and confirmed cases of bullying, which may look high due to over reporting. Claire Scott-South explained that pupils would be educated on what bullying actually looked like for consistency and tracking. Claire Scott-South highlighted staff wellbeing was good, although staff were fatigued as it was near the end of the year. Mary-Kate Swiers added that when she had returned to work, she had observed	
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	the staff team pulling together to support each other. Claire Scott-South explained that following the staff survey that had been a bit negative, more opportunities had been given to share how staff were listened to and communications were clearer with them. A governor asked why the toddler music sessions would not continue. Claire Scott-South explained the decision had been made to stop it was not due to it being unsuccessful, with positive feedback having been received about increased confidence of children and the excitement of coming into school. The issue was around facilitating the sessions, and it could be looked at again in future, perhaps linking with a local pre-school group. In response to a governor's question, Claire Scott-South confirmed it was due to staff availability, as cover would be needed to free up the staff member running it, and it would be challenging to do next year. Governors asked that thanks were passed onto Claire Clark for running the sessions, noting how positive it had been for the community. Claire Scott-South suggested that the sessions could be used in summer term, to aid transition, and this would be explored closer to it. There was a discussion about the lack of parent volunteers to run the summer fair, with concerns that staff were being heavily relied on to try to make events work. The Co-Headteachers suggested that consideration should be given as to the point of FODS (Friends of Dringhouses School), as either a school community engagement opportunity or the funding that came from them running events. Governors agreed that these concerns were raised with the FODS committee.	
4.	<u>Committee updates</u> <u>Standards and Effectiveness Committee</u> <i>Previously distributed: S+E draft minutes from 19th May 2026</i> Governors acknowledged the Standards and Effectiveness Committee minutes. Mark Newman, who had chaired the most recent meeting, highlighted that most of the information from the meeting had been covered in the Co-Headteachers' report. There had also been challenge of the data not backing up the statements of improvements and governors had requested evidence to see the impact made. The positive picture was that pupil outcomes were always good against the national average. Claire Scott-South added that there had been questions raised about assessments used and staff CPD. <u>Resources Committee</u> <i>Previously distributed: Resources draft minutes from 29th April 2026</i> Governors acknowledged the Resources Committee minutes. Ros Roberts, Chair of the Resources Committee, noted that everything discussed had been at the previous FGB meeting.	
5.	<u>Chair's Items</u> There were no items to report on. A governor shared information about AI in schools' workshops that would link with the curriculum and would forward the information to the Co-Headteachers.	
6.	<u>Governing body development</u> <i>Previously distributed: Committee Membership, FGB membership</i> Governors noted the previously distributed documents.	
6.1	<u>Link governor visits</u> Claire South-Scott explained that, with the upcoming Ofsted inspection, it would be useful to map out link governor visits and reporting deadlines for the next FGB. Ofsted were looking at how governors were assured of what was happening in school and how involved they were. The Clerk shared that this linked into the new governance framework that had been developed by the governance service that would launch in September and this planning could be easily added to it, and suggested consideration of how regularly visits should be taking place. ACTION: Send annual date planner with reporting deadlines to Chair and Co-Headteachers. A governor asked what happened on a link governor visit for Health and Safety. The School	CLERK

	Business Manager explained that there were external inspections for health and safety, so the link governor for this area would be invited to attend if possible. By linking to external visits meant workload was not repeated and also gave the opportunity to witness the external inspections. <u>Training update</u> <i>Previously distributed: Training Tracker, Training Recommendations, Training Offer 2026-27</i> The Clerk highlighted the training recommendations document to governors, suggesting that training could be completed over summer and in autumn term. The governance service had added a safeguarding training refresher course that was recommended to be completed in early September. Claire South-Scott shared the safeguarding training plan for the school and how this was recorded to ensure training was complete.	
7.	<u>Policies for approval</u> <i>Previously distributed: Records Management Policy, AI Policy, Information Security Policy, New Privacy Notices: Pupils, Parent & Guardians; Workforce; Website & Cookies; Governors, Trustees and Volunteers; General.</i> The School Business Manager explained that there had been some changes to policies following an audit around GDPR (General Data Protection Regulation) that had meant privacy notices had been tweaked. A governor asked if staff were comfortable to have senior information manager roles and whether the responsibilities were made clear in the Records Management Policy. The School Business Manager replied that the roles aligned with responsibilities in school around record management, with each area of responsibility made clear who was responsible for it, being either Headteacher or School Business Manager. In response to a governor's question on Multifactor Authentication, the School Business Manager confirmed it was in the policy, and shared that there were several applications that needed it, such as CPOMS (Child Protection Online Monitoring System) and some financial programmes. Staff also had to use it to access school systems when working offsite. APPROVED: Governors unanimously approved the previously distributed policies above.	
8.	<u>Any Other Urgent Business</u> Claire Scott-South explained that a staff member had requested two weeks of additional leave following two weeks of statutory leave, potentially as a shared parental leave request, in September 2026. Governors held a confidential discussion about the request, noting that it was at the Headteacher's discretion to approve it, and highlighted concerns around the impact it would have on pupils to have their class teacher absent for a period of four weeks at the start of the school year. The Co-Headteachers assured governors that there was a plan in place to minimise the impact on the class using existing staffing. Governors agreed to the request by a teacher to take two weeks of additional leave under the shared parental leave arrangement. The Clerk shared that Stacey Banks, Governance Support Officer, would be clerking for the school from September. Governors and staff thanked the Clerk for her support over the year. The Clerk noted it had been a privilege to work with the school and governors and was sad to be leaving.	
9.	<u>Determination of confidential items</u> Discussions around the shared parental leave request.	
10.	<u>Date and time of next meeting</u> All meetings held on Wednesdays at 6pm in school unless otherwise stated.	

FGB: 7th October 2026 13th January 2027 5th May 2027 7th July 2026 S+E: 16th September 2026 11th November 2026 27th January 2027 19th May 2027 Resources - 9am, online: 30th September 2026 18th November 2026 3rd February 2027 28th April 2027	
	The meeting closed at 7:32pm.

Minutes approved at the FGB meeting held on 7th October 2026.

Action Plan following the meeting of the FGB on 1 st July 2026				
	Action	Item	Responsible	Timescale
1.	Give governors an in-depth update on achievement data in autumn term.	2.	Headteachers	07/10/2026
2.	Send annual date planner with reporting deadlines to Chair and Co-Headteachers.	6.1	Clerk	Complete

Items for the next FGB

Items for Committees

None raised.