



Governing Body of Sutton CofE VC Primary School

Minutes of a Full Governing Body Meeting.	Date: 15.07. 2025. Time: 6.00pm
Governors Present: Sarah Stant (SS Chair), Rebecca Ayres (RA, vice Chair), Ruth Garbutt (RG- Headteacher), Helen Bradley (HB), Shelagh Partington (SP), Hilary Sanderson (HS), J Steed (JS), Ryan Storey (RS), Peter Townrow (PT) Associate Members Present: Sam Wallace (SW-DHT, SENDCo) Also Present: none Apologies: Jonathon Cooper Absent (no apologies): none Clerk: David Barker Quoracy: the meeting was quorate	

AGENDA ITEM	ACTION	RESPONSIBLE	DEADLINE
1.	To contact SP to support with the on-boarding of her to the Governing Board processes and systems including enabling her to access and use GovernorHub, the sign posting of training and meeting dates for 2025-26.	Clerk	22.07.25
4.	For the clerk to contact JS to support with the on-boarding of him to the Governing Board processes and systems including; enabling him to access and use GovernorHub, the sign posting of training and meeting dates for 2025-26.	Clerk	22.07.25

5.	The Headteacher, school's operations manager and the clerk to meet in September to review the Policy Tracker and plan out the policy review schedule for 2025-2026.	Headteacher, School's Operations Manager and the clerk.	15.09.25
5.	For the GDPR lead governor to report back to the FGB (08.12.25) with regards to his findings and outcomes of the monitoring of the filtering systems.	GDPR lead governor.	FGB: 08.12.25
5.	To complete the Governing Board Effectiveness evaluation tool on GovernorHub by the first FGB in September.	All governors.	FGB: 29.09.25
5.	To explore with the potential candidate the possibility of them being put forward as an LA governor for the school and to inform the clerk to initiate the application process.	The Chair	FGB: 29.09.25
6.1	For data to be presented to governors showing key trends, accompanied by a commentary to give context.	Headteacher	Ongoing and as appropriate.
6.1	For the achievement data of SEND pupils, and for those attending the ERB, to be presented as a discrete set of data for governors to enable review.	Headteacher.	Ongoing and as appropriate.
6.1	For FFT, Y4 multiplication, and teacher assessment data to be shared and scrutinised at the next Teaching and Learning committee meeting.	Headteacher	T+L: 10.11.25
6.	For financial risks associated with the new strategy for managing trees to be added to the agenda and budget risk register for the next Finance and Resources committee meeting.	Headteacher, Chair and Clerk	F+R: 03.11.25
8.	To review the costs of support staff absence over time in terms of days' work lost and to use this information to decide whether an insurance policy would be worthwhile.	Headteacher.	FGB 29.09.25
10.1	For the book bands table in the Reading Policy to align to the school's system and for there to be a dedicated section relating to volunteers added to the policy.	Headteacher.	01.09.25
10.4	To add RA as the named governor within the SEND and Inclusion policy and for there to be an explanation of the Waves within the policy appendix.	Headteacher	01.09.25
10.5	For governors to send an email to the Headteacher regarding their queries and suggestions for the Early Years Policy.	All governors.	01.09.25
10.7	For the Curriculum policy to have example year-two planning and to have the stipulation that teachers should update parents on a weekly basis added to the policy document.	Headteacher	01.09.25

11	For a training folder to be created on GovernorHub and signposted for governors.	Clerk	22.07.25
11.31	For calendar alerts to be sent to all governors, the new meeting dates to be organised on GovernorHub and folders created.	Clerk	22.07.25

Meeting Minutes.

AGENDA ITEM.	MEETING MINUTES.	REFERENCE.
	Opening Prayer PT led the opening prayers.	
1.	Welcome & apologies for absence/note of absenteeism. SS, who was the acting Chair, welcomed governors to the meeting, including the new Foundation governor Shelagh Partington and a prospective co-opted governor Jotham Steed. Action: The clerk will contact SP to assist with on-boarding to Governing Board processes and systems. This includes providing access to GovernorHub and sharing information about available training and meeting dates for 2025-26. No apologies were received.	V2 Sutton Primary FGB 15.07.25 AGENDA.docx - GovernorHub

2.	Declarations of Interest. No pecuniary of other interests were declared.
3.	Election of Chair and Vice-Chair. SS and RA exited the room while governors discussed nominations for the roles of Chair and Vice-Chair of the Governing Board. Both individuals were then elected unanimously to the positions of Chair and Vice-Chair. Decisions: That Sarah Stant is appointed as Chair of the Governing Board for 1 year, term of office end 1st September 2026. That Rebecca Ayres is appointed Vice-Chair of the Governing Board for 1 year, term of office end 1st September 2026. SS and RA were thanked for offering themselves for these roles.
4.	Item 5; The introduction and voting to co-opt a potential new co-opted governor, Mr J Steed (JS) was brought forward. - JS introduced himself, informing governors that: He has a daughter at the school and has an interest in special educational needs (SEN), with experience related to SEND pupils. He is a chartered engineer and fire engineer, currently employed as a consultant. His background includes work in building control and regulatory roles. He has led teams, managing training, performance, and staffing, and holds responsibility for departmental budgeting while overseeing a regional office and stakeholder engagement. Additionally, he is involved in charity work promoting sport. Governors thanked JS for the introduction he gave. - JS left the room while governors discussed his nomination which was unanimously approved by the Governing Board. Decision: That JS be appointed as a co-opted governor to the Governing Board of Sutton Primary school. Action: For the clerk to contact JS to support with the on-boarding of JS to the Governing Board processes and systems including; enabling him to access and use GovernorHub, the sign posting of training and meeting dates for 2025-26.
5.	Minutes of last FGB meeting, and matters arising – FGB 29th April 2025 and EFGB 17.06.25 Decisions: The Minutes of the FGB held on 25th February 2025 were approved. The Minutes of the FGB held on 29th April 2025 were approved.

[Draft Sutton Primary EFGB meeting 17.06.25](#)

The Minutes of the FGB held on 17th June 2025 were approved.

[minutes..docx - GovernorHub](#)

Review of outstanding actions.

Outstanding actions arising from the 13th of February 2024.

3 7.3 For the Headteacher to explore the options available to the school for alerting staff members of the need to carry out the planned invacuation procedure and to feed back to the Governing Board about these options.

Action update: an invacuation practice is planned for later this week; action completed and closed.

Question: a governor wanted to know what the fire alarm procedure was for the children in the Enhanced Resource Base (ERB).

Governors were advised that the fire alarm does operate in the ERB, and a fire alarm practice is planned for early in September.

3 7.7a For JW, RG and the clerk to meet to discuss the policy review cycle and to return to the FGB with suggestions.

Action update: a meeting has taken place between RG, the school's operations manager and the clerk to discuss the management of policies for the school. It has been decided to use a system called Policy Tracker which enables the school to more closely track policy review and renewal dates and plan to address these over the year.

Action: for the Headteacher, school's operations manager and the clerk to meet in September to review the Policy Tracker and plan out the policies for review for 2025-2026.

3 7.7 b For the school to upload appropriate policies, with changes to previous policy versions being highlighted, as indicated by the policy update schedule, on GovernorHub for Governors to review. Action completed and closed.

3 7.7c For Governors to review policies uploaded on GovernorHub prior to meetings, giving their approval of policies as appropriate and identifying those that they would like to discuss further for inclusion in meeting agendas. Action update: Governors discussed that policies could only be formally approved at meetings, however that the process of posting policies on GovernorHub prior to meetings was very helpful in enabling the process to operate effectively. Action completed and closed.

Outstanding actions arising from the meeting held on 2nd December 2024.

Action 4b: completed and closed.

Outstanding actions arising from the meeting held on 25th February 2025.

[Draft 29.04.25
Sutton Primary
FGB
Minutes Reviewed
RG.docx -
GovernorHub](#)

3b To contact Governor Services to seek advice for the Board regarding escalation options should the response from the LA to the complainants' actions be unsatisfactory. Action update, governors had been advised that they should raise any issues with the LA's Senior Leadership Advisory team and seek resolution to their concerns. Action completed and closed

3c To inform governors when the next meeting with the LA is taking place regarding the complainant's actions and invite governors to attend this meeting. Action update: the final meeting has taken place, which have included the presence of the Access and Inclusion team. The outcome of the meetings held is that progress has been made in relation to the issues raised, although the school and parents are continuing to find a route through.

Question: a governor wanted to ensure whether staff were happy with the situation.

Governors were advised that the School Improvement Advisor (SIA) will be Rachael Schofield for the forthcoming academic year who has background knowledge relating to this case.

Question: a governor wanted to know whether the LA had been supportive through the process.

Governors were advised that at the last meeting, boundaries were set which have been recognised. It was helpful that and LA representative was present allowing the school to present some powerful messages.

4 To investigate the practice, and its implications, of withdrawing children from RE lessons to receive other targeted input. Governors were advised that the previous Headteacher had reviewed this issue, and children are not being removed from RE teaching or Collective Worship, apart from one pupil who has specific permission from his parents to have piano lessons during the above sessions. There are some children who do not attend the above sessions due to their Special Educational Needs.

8.1b To contact the online security and General Data Protection Regulation (GDPR) governor to request that this check is carried out, or if this is problematic, to ask the Foundation governor to carry this task out. Action update: meetings have been held and there is a plan in place to test the filtering systems operating across the school. This will take place next term.

Action: for the governor leading the GDPR to report back to the FGB (08.12.25) with regards to their findings and outcomes of the monitoring of the filtering systems.

8.3 To carry out a new skills update using the Governing Board Effectiveness evaluation tool on GovernorHub. Action ongoing, some still need to be completed done. To be completed by September.

Action: for governors to complete the Governing Board Effectiveness evaluation tool on GovernorHub by the first FGB in September.

8.4c To write a piece about being a governor in the newsletter.

Governors were advised that there are 3 parents interested in 2 spaces, therefore parental governor elections will be held in the Autumn term. Governors discussed how one of the interested parents had the skills to be an LA governor with.

Action: for SS to explore with the potential candidate the possibility of them being put forward as an LA governor for the school and to inform the clerk to initiate the application process.

Outstanding actions arising from the meeting held on 29th April 2025.

3 Clerk (DB) to amend minutes accordingly and create confidential minutes to capture– section 3c draft non confidential minutes. Action closed.

4 Governor (RS) to work with Headteacher, specifically at finer details behind the safeguarding concerns graph, and identify ways of presenting the data in an efficient and effective manner for presentation and further discussion at FGB. Action completed and closed.

4. The Headteacher to explore my concerns training with staff focusing on categorisation of incidents, noting the intervention and assistance required if applicable. Action is ongoing, but the issue has been discussed with staff.

4 All Governors to re look at the Injury/First aid policy at next the FGB for Governors to make recommendations and focusing on communication channels.

Action ongoing for next year and to be an agenda item for the FGB in September.

Action: for a review of the Injury/First Aid Policy to be an agenda item at the first FGB of the new academic year.

5.1 Clerk (DB) to liaise with Chair and Headteacher and amend draft Finance and Resources committee (24.03.25) and (05.11.24) meeting minutes accordingly. Liason has taken place and the minutes will be reviewed more closely at the next Finance and Resources committee meeting.

6.2 For the clerk to ensure that the agenda item: 'budgetary risk identification and monitoring' be included on future F&R meeting agendas. Action completed and closed.

9.2 AHT to collate a schedule for academic year 2025/26, timetable, insert days, LA adviser visits etc to aid the

planning of Governor monitoring visits. Action update: this is ongoing and will be presented at the next meeting.

10 For the clerk to send out proposed meeting dates for next academic year to the Headteacher, Co-Chairs and FGB for consideration. Meeting dates are included in the papers for this meeting, action completed and closed.

6.

Headteacher's report.

6.1 Statutory data report.

Governors were advised of the following:

- Y1 phonics data: 91.4% of children met the expected standard, marking a significant improvement over the past three years. Both the school and governors expressed strong approval of this result.

Question: a governor wanted to know whether these outcomes reflect the implementation of the Little Wandle scheme.

Governors were advised that this was the case.

- KS1 data: although the test results are not reported, it appears that the teacher assessments (which are reported to parents) do not match the test results.

Question: a governor wanted to know why it appears that the achievement of pupils in receipt of the pupil premium has declined for KS1 pupils.

Governors were informed of a teacher change in Year 2, with a supply teacher assigned until Easter. Senior leaders are planning strategies to address student needs next year. The Teaching and Learning Committee will review related data at their meeting on 10th November 2025, and governor visits should focus on Year 3 next year.

Question: a governor requested that data trends be highlighted for governors, with some commentary, to enable them to better understand the key trends.

Governors were advised that data can be presented in this way.

Action: for data to be presented to governors showing key trends, accompanied by a commentary to give context.

- KS2 outcomes are below national averages, but reading has improved, likely due to the Destination Reader strategy funded by the Priority Area initiative. Maths results remain below national levels. The school is reviewing tutoring effectiveness and considering shorter-term options, while the Standards

[HT Report 08.07.2025.pdf - GovernorHub](#)

[June SDP 2024-25.docx \(1\).pdf - GovernorHub](#)

[Letter to schools Tree Services.pdf - GovernorHub](#)

[Letter to schools Tree Services.pdf - GovernorHub](#)

committee will analyse data further. Year 6 includes several students with complex needs; five have EHCPs, and two will attend special schools next year. For some, participation in assessments was itself a notable achievement.

- Governors were advised that the school is aiming for 80% to achieve national expectations in the future.

Question: a governor wanted to know why the table referring to the achievement of pupils with Special Educational Needs and Disabilities (SEND) was blank.

Governors discussed how it would be helpful to have the achievement of SEND pupils set out discretely, along with Enhanced Resource Base (ERB) pupils' achievement. This was agreed.

Action: for the achievement data of SEND pupils, and for those attending the ERB to be presented as a discrete set of data for governors to enable them to review the data.

- Progress: shows that all children have made progress even if the national expectations have not been achieved.
- Achievement in reading, writing and maths combined would be in the order of 60%.

Question: a governor wanted to know how it was that combined outcomes appeared to improve whilst attainment in writing and maths had declined.

Governors were advised that this phenomenon would be due to the way the combined results worked out and would show the impact of the improvements made in reading. This also shows the impact of the Destination Reader initiative.

Question: a governor wanted to know how the data for 2024/25 compared with that from 2023/24.

Governors were advised that writing attainment for 2023/24 was 73% but for 2024/25 is at 60% and that a similar trend could be seen in maths. Governors discussed how the contextual needs of each cohort should be considered when comparing achievement across different groups and years.

Question: a governor wanted to know what could be done to improve achievement in writing and maths.

Governors were advised that there will be an enhanced focus on writing and maths next academic year. It was noted for governors that writing was moderated this year, therefore the outcomes for writing are accurate. For maths, the PiXL approach is in place which provides strategies for interventions to address gaps in learning. Achievement will be further supported through the mastery curriculum approach and

with the non-negotiables which have been highlighted for children. For writing, the curriculum improvements will support improvements in achievement.

Question: a governor wanted to know when the achievement data for Cambridgeshire is published.

Governors were advised that the data for Cambridgeshire would be published on 18th July.

Question: a governor wanted to know how they could find out what the data suggests as being significant and requiring action.

Governors were advised that Fischer Family Trust (FFT) data would be very helpful in showing which aspects of the data are most significant. There will also be teacher assessment data for the rest of the school available which governors can review along with the Y4 Multiplication check data.

Action: for FFT, Y4 multiplication check, and teacher assessment data to be shared and scrutinised at the next Teaching and Learning committee meeting.

Question: a governor wanted to know if the outcomes for the Year 4 multiplication check had declined since the previous year.

Governors were advised that the children can complete the multiplication problems accurately, but some were unable to do so in the time allowed. Additionally, two new children arrived without the same level of preparation as for children at the school, and there were a number of children with processing difficulties who needed more time to process the questions.

6.3.SDP and SEF update.

Governors were advised that:

- The SDP and SEF had been reviewed and were within the documents prepared for, and shared ahead of, the meeting.
- The priorities for 2025/26 will include:
 - Raising standards so more children meet national expectations at the end of KS1 and KS2.
 - Focussing upon improving behaviour, attendance (to include the Pupil Premium attendance), and the use of behaviour logs. Behaviour has improved, however there remain challenges for those on the Special Education Needs (SEN) register. For this

group, the school is exploring developing a system to include early formal discussion with parents, to explore options, issues, and causes, and to develop a plan. The school will be trialling this approach next year; parental engagement is a key element that supports improvements in behaviour.

Staffing.

Governors were advised that:

- The school had received 19 applications for the Teaching Assistant (TA) position at the school.
- The school is recruiting for a cleaner, 2 TAs and a level 3 practitioner for the Paintbox.

Question: a governor wanted to know whether a greater number of Early Career Teachers (ECTs) had been appointed (3), when compared to previous years.

Governors were advised that:

- Each of the ECTs will be supported by experienced teachers and will be working in teams with senior leaders.
- The school had not planned to recruit a third ECT, however, in the last recruitment round, the ECT was the strongest candidate.
- There is enough support for the ECTs and a strong induction plan. The school feels that it is in a good position to support them. Each ECT have links with Senior Leaders, mentors, and the ECT network. Governors commented that this approach seemed like a good strategy as it enables the school to develop their own teachers.

Question: a governor wanted to know what the school has learnt from their previous experiences with ECTs.

Governors were advised that the school has reflected upon past experiences and hence the more developed and significant support systems in place for this new cohort of ECTs.

Question: a governor wanted to know whether the school carries out exit interviews.

Governors discussed the importance of exit interviews, and how this could possibly be a role for governors. Governors recommended that even written feedback would be useful to support reflection and learning from the process.

6.4 Attendance data.

This item was not discussed at the meeting.

6.5 Pupil numbers for 2025/26.

Governors were advised that:

- Pupil numbers have not changed significantly from previous reporting to governors.
- The class structure is as discussed, and there are children on the waiting list for Year 1.
- Regarding spaces, there are no spaces in Year 4 however there will be a need to take in children for the ERB.
- The school is filling up. There are 45 in Reception and children are on the waiting list.
- KS2 classes can go over 30 and can be flexible, but KS1 classes need to keep to no more than 30 in a class.

Question: a governor wanted to know whether the numbers of children in The Woodland (the ERB) could be listed separately to enable better tracking of these numbers.

Governors were advised that there are children in The Woodland who are from Year 3 (3) and Year 5 (1). There will be children starting in Year 1, and older children are being put forward for the ERB, however, the school would like to admit Year 2 children into the provision.

Question: a governor wanted to know whether KS2 children joining The Woodland would take the school over the Pupil Admissions Number (PAN) for KS2.

Governors were advised that this might be the case and further discussions need to be had with the Local Authority (LA). There is increasing interest in the provision and the Special Educational Needs Coordinator (SENDCo) is receiving consultations from the Educational Psychologist and the LA and is processing these.

Tree letter.

Governors were advised that:

- At a recent Chair and Headteacher's briefing all schools were informed that:
 - An up-to-date tree survey will be carried out and shared with schools by September.
 - Any issues RAG rated as Red will be completed by the 1st of September, and the work will be funded by LA.

- From September the LA will commission tree surveys, when these are due, and will cover 50% of the costs of managing the dead, diseased or dying trees.

Question: a governor wanted to know whether this approach was part of a cost-cutting approach by the LA.

Governors were advised that this was the case. Governors commented that the LA's approach to informing schools of this change was unhelpful. The LA had sent a letter out informing schools of this approach giving a 2-month period in which schools could respond. A governor at the school had given a response within the timeframe but was unable to submit it via the LA's electronic systems. Furthermore, this approach will bring with it additional pressures on school's budgets. It would have been helpful to have had this letter, and change, to coincide with the beginning of the financial year.

Question: a governor wanted to know what the costs would be for actioning issues identified by the tree survey.

Governors were advised that the cost could be considerable, and up to £1,000 for a tree. Schools would have to use the LA's tree contractors (although they would be covering 50% of the cost). Additionally, there would be questions about the capacity of such contractors to carry out the work successfully as all schools will require such works to be carried out in the school holidays or half terms. Governors concluded that this issue should be added to the list of budgetary risks and be added to the agenda for the next Finance and Resources committee meeting.

Action: for the financial risks associated with the new strategy for managing trees to be added to the budget risk register, and agenda, for the next Finance and Resources committee meeting.

Headteacher's report.

The Headteacher's report had been posted on GovernorHub prior to the meeting and questions were invited.

Question: a governor wanted to know about the reporting of the number of peer-on-peer safeguarding incidents.

Governors were advised that the ten types of incidents that occurred most frequently have been reported and that the report did not contain information of significance for governors. The data reported has been narrowed to fewer categories of concern and the school is exploring a different behaviour reporting system.

Question: a governor wanted to know if the first aid report referred to the numbers of children involved or the number of incidents.

Governors were advised the data referred to the number of incidents.

Regarding premises, the Headteacher proposed that the side PaintBox gate is closed as this is an area used for learning. Governors queried whether the bushes could be cut back in the passageway, which will be investigated.

The Headteacher was thanked for her report.

7. Receive summary feedback from the committees

7.1 T+L Committee 17th June.

Governors were informed that:

- Sara Baugh has joined the committee and will report on RE.
- The positive phonics outcomes (at that point unverified) were noted by the committee.
- The committee reviewed policies ensuring these were aligned to school values. They reviewed the feedback policy, ensuring that it was effective whilst supporting staff's work-life balance.
- The key points from the SIAMs visit were discussed.
- The finances as relating to Paintbox were discussed and agreed as part of the Extra Ordinary Full Governing Board (EFGB) meeting which preceded the committee meeting.
- The school will be reporting on aspects of Pupil Premium outcomes and provision in each meeting.

[Draft Minutes SP T+L 17.06.25.docx - GovernorHub](#)

8. Budget report for June.

Governors were advised that:

Question: a governor wanted to know why actuals were 25% of revenue, as detailed in the finance report.

Governors were advised that the finance report relates to the financial year of which one quarter has now passed, so the above numbers correlate.

- This report can be produced monthly and can be reviewed at each FGB.
- An ECT has now been appointed, and this represents a saving, and the school is now a quarter of the way through the financial year.
- Two members of support staff are long-term sick absentees. It was discussed that the school and governors explore the benefits of taking out a support staff sickness insurance policy as this might have a positive impact on the school's finances. This has been explored in the past; however, it was

[Budget vs Actuals Cumulative June 2025.xlsx - GovernorHub](#)

[Budget vs Actuals Summary- Sutton CofE VC Primary School - June 2025 \(1\).pdf - GovernorHub](#)

[Finance Notes for Governors July](#)

judged that such a policy would not have a beneficial impact on the school's budget. Governors discussed:

- Whether it would be helpful to enquire if other schools have taken out such a policy.
- That if a support staff team member who works in the ERB is not able to attend due to long-term sickness, that this would have a significant impact as an absence in the ERB would need to be covered. Governors discussed whether an insurance policy could be taken out to cover the ERB staff only.
- The varying levels of pay that support staff receive when absent through sickness. The levels of pay are dependent upon how long the member of staff has worked at the school and upon their contracts.

Action: To review the costs of support staff absence over time in terms of days' work lost and to use this information to decide whether an insurance policy would be worthwhile.

[2025.pdf - GovernorHub](#)

[Trustee Governor Snapshot June 2025.xlsx - GovernorHub](#)

9.

Termly SEND report to include impact of interventions.

Governors were informed that RA had visited the school and reviewed the SEND report.

Questions were invited.

Governors commented that the report was very helpful.

[2025 July SEN reflections.docx - GovernorHub](#)

Question: a governor wanted to know more about the Teaching Assistant's (TA's) responses to the questionnaire. Some commented that they felt they did not have enough subject knowledge to support children.

Governors were advised that this response may have been from a new member of staff.

Question: a governor wanted to know if teachers shared their plans with TAs.

Governors were advised that not all TAs are working with teachers on planning, as some work more on a one -to-one basis. The SENDCo viewed the outcomes of the questionnaire as being positive.

Question: a governor wanted to know whether there had been any impact upon classrooms of the redeployment of TAs away from the class.

Governors were advised that staff know that TAs have an impact on pupil wellbeing, however they are also employed to impact upon pupil achievement, and this is the focus for them and the rationale for their redeployment. Children are less dependent upon an individual TA now.

Question: a governor wanted to know how many further laptops are needed and how much this would cost.

Governors were advised that 4 or 5 laptops in each classroom would help to provide support for pupils with dyslexia, and the older laptops are going to have to be discontinued. The Parent Teacher Association (PTA) will support with the purchase of laptops and boards of which many are quite old. It would be helpful to find a grant to replace these as a large injection of money is needed. A governor suggested that he would ask at his workplace as they are in the process implementing Windows 11 and there may be laptops that become obsolete (for their purposes) through this. Governors were thanked for this and informed that a chrome book or Ipad would also help.

RA agreed to sign the SEND document.

10.

Policies.

10.1 Policy Tracker

Examples from the Policy Tracker had been shared with governors earlier in the meeting.

10.2 Reading policy.

Question: a governor wanted to know if the coloured book bands table in the Reading policy related to the school.

It was agreed that the book bands table would be reviewed so it aligned with the school's systems.

Question: a governor wanted to know whether it would be helpful to have a discrete section within the policy dedicated to the topic of volunteers.

It was agreed that a section within the Reading policy will be written regarding the role of volunteers.

Action: for the book bands table in the Reading Policy to align to the school's system and for there to be a dedicated section relating to volunteers added to the policy.

Decision: with the above as a proviso, the Reading policy was approved.

10.3 Home school agreement.

The Home-School agreement was not presented at this meeting; however, governors were informed that there were no changes to the existing agreement. The Chair will review the Home-School agreement

[Reading Policy
March 2025
\(4\).docx -
GovernorHub](#)

[SEND and
Inclusion Policy
July 2025
\(Draft\).docx -
GovernorHub
Sutton CE Primary
School Early Years
Policy 2025.docx -
GovernorHub](#)

[Curriculum Policy
2025.docx -
GovernorHub](#)

prior to it being sent to parents later this term and the agreement will be presented in full at the next FGB meeting.

Decision: with the above as a proviso, the Home-School agreement was approved.

10.4 SEND and Inclusion policy.

It was agreed that RA should be the named governor for this policy.

It was agreed that within the policy there should be an explanation of the Waves in the appendix.

Action: to add RA as the named governor within the SEND and Inclusion policy and for there to be an explanation of the Waves within the policy appendix.

Decision: with the above as a proviso, the SEND and Inclusion policy was approved.

10.5 Early Years Policy.

Governors were advised that there is a new Early Years framework and that there will be a need to review the policy considering this. The reviews will be carried out during the next academic year.

Governors questioned why neither the Forest School, nor outside play were mentioned in the document and suggested that the policy be reordered.

The Headteacher requested that governors send an email to her with their queries.

Action: for governors to send an email to the Headteacher regarding their queries and suggestions for the Early Years Policy.

10.6 Writing policy.

The writing policy was not presented at this meeting and will be reviewed next academic year.

10.7 Curriculum policy.

Question: a governor wanted to know if there was clarity within the document that the plans presented showed year 1 of a two-year cycle.

Governors agreed that there should be an example of the curriculum offer for the second year of the two-year cycle to bring clarity to the document.

Question: a governor wanted to know whether the stipulation within the policy that teachers share three or four curriculum updates each week with parents was realistic.

It was agreed that the point regarding updates should be changed to weekly.

[Dog Policy 2025.docx - GovernorHub](#)
[Mobile Phone Policy July 2025.docx - GovernorHub](#)

Action: for the Curriculum policy to have example year-two planning and to have the stipulation that teachers should update parents on a weekly basis added to the policy document.

Decision: with the above as a proviso, the Curriculum policy was approved.

10.8 School Dog Policy.

Decision: the School Dog policy was approved.

10.9 Proposal, SMART Free Site and Mobile Phone policy.

Governors were advised that:

- There is an initiative for schools to be SMART free sites.
- This initiative involves a cluster of Headteachers and builds on the SMART free childhood campaign.
- This would not be insisted upon but encouraged.

Question: a governor wanted to know what would happen if a child brought in a smart phone.

Governors were advised that they would be requested to hand the smart phone in which would be returned at the end of the day. There was some discussion about the merits of a SMART free site.

Some points raised noted the positive points of having smart technology on site:

- They enable parental tracking of children.
- Phones can be adapted so the phone functions at a minimum level.
- Parents can be educated about the effective management of smart phones.
- That learning about the use of smart phones is an important part of growing and developing, especially so for the pupils moving to Year 7.

Other points raised expressed concerns about the availability of smart phones:

- That they become a focus of peer pressure.

Governors suggested that:

- Either a talk or video is placed on the school's website to support parents in understanding better how to manage their child's smart phones.
- That the message the school gives to parents should be that a smart free site is encouraged, that it is recommended to parents that children do not use smart phones.
- That posters should be displayed around the school to this effect.

11

Decision: with the above as a proviso, the Smart Free site and Mobile phone policy was approved.

Governance Business.

11.1 Expectations for governors regarding apologies, training and visits.

The Chair informed governors noted for governors the following:

- That apologies for absence should be given a week in advance where possible.
- That governors should aim to undertake one training session per term. The training offer from Cambridgeshire Governor Services and from the NGA were noted as effective training platforms.
- That there may be some in-house training sessions next term focusing on, for example, GovernorHub and tips for governors
- The link governor roles will be reviewed and allocated in the first FGB meeting of the new academic year and link visits will be organised.
- It was agreed that JS would be the Health and Safety link governor.
- It was agreed that JS would join the Finance and Resources committee, and SP would join the Teaching and Learning committee.
- That mentors will be agreed to link with SP and JS.

Action: for a training folder to be created on GovernorHub and signposted for governors.

11.2 Governor Business:

11.21 Feedback from Governor monitoring visits.

Safeguarding: RS had carried out a safeguarding visit in May and the report from this visit is being finalised, which, when done so, will be shared on GovernorHub.

11.22 Feedback from Governor training and any training planned.

RG has taken part in Safer Recruitment training.

11.3 FGB Business:

11.31 Meeting dates 25/26

Governors were advised that the dates of meetings have been realigned to link with important school deadlines, for example the Teaching and Learning committee will meet after the deadline for data submission. The committee meetings will remain as virtual meetings.

Decision: The meeting dates for 2025/26 were approved.

[11.21 Paintbox
Workplace Safety
Inspection May
2025.doc -
GovernorHub](#)

[11.32 Sutton
Primary
Governance
meetings 2025-
2026..docx -
GovernorHub](#)

[11.33 Draft Sutton
Primary 2024-25
Annual
Governance
Statement..docx -
GovernorHub](#)

Action: for calendar alerts to be sent to all governors, the new dates to be organised on GovernorHub and folders created.

11.32. Annual Impact Statement.

Governors were advised that draft Annual Impact Statement had been placed on GovernorHub for governors to review and were asked to let the clerk know if any amendments were needed.

11.4 'Thank you's' to Jessica Webb and Peter Townrow for their contributions to school governance. PT and JW were thanked for their years of service and commitment to improving outcomes for all at the school.

12 Impact of the meeting on driving the school forward.

12.4 To what extent have we:

- Developed/reinforced the vision and strategy for the school?
Governors have reviewed the SDP and SEF. Policies have been questioned and approved. New governors have been appointed to the Board and a new Chair and Vice-Chair of the Board have been appointed.
- Had oversight of, and input to, the financial performance of the organisation and making sure its money is well spent?
Governors have had oversight of the school's budget and highlighted elements so that risks regarding tree management will be considered. Governors have also questioned the need for a sickness absence insurance policy for support staff; this will be explored in more detail by the school.
- Held the school leaders to account to ensure that every pupil has the best possible education?
Governors have reviewed the data and asked questions, having noted the positive phonics data, and improvements in reading. There have been suggestions for the school in how to share the data more effectively, including SEN data, so governors are more able to quickly see the significant trends.

Meeting close: 6.23pm

DRAFT