



OAKWOOD PRIMARY SCHOOL MINUTES of the GOVERNING BODY MEETING

HELD at Oakwood Primary School

6th October 2025, 5:30-7:30pm

Name	Post	Attending	Apologies accepted	Apologies not received / not accepted
Governors				
Rachel Gander (RG)	Trust/Chair	✓		
Maria Whitmarsh (HT)	Headteacher	✓		
Gemma Fawcitt (GF)	Staff Governor	✓(v)		
Joe Crook (JC)	Co-opted Governor		✓	
Ben Hammond (BH)	Co-opted Governor	✓(v from 5:46)		
Abbie Foss (AF)	Parent Governor		✓	
Amy Ryan (AR)	Parent Governor/ Vice-Chair	✓		
Jayanand Kumaraguru (JK)	LA Governor	✓		
<i>Vacancy</i>	<i>Trust Governor</i>			
Other attendees				
Raylene Poppleton (RP)	Clerk	✓		
Tom Wills	Maths Lead		✓	
Quoracy - 50% of Governors (4)				

Actions arising from this meeting

Item		Action
6	Governors to review the report and arrange to meet with TW when in school	Gov
7	HT to provide safeguarding related reflection question for next meeting	HT
11.1	All governors to ensure the clerk is copied in apologies so that it can be known if meetings will be quorate	All Gov
11.3	Clerk to arrange access to systems and provide training information.	Clerk
11.3	JK to undertake Induction training before the next board meeting	JK
12.1	Safeguarding Governor and Estate Management Governor to perform site walks looking to identify risks and report to SBM.	BH & JK
14	All governors to read KCSIE2025, complete safeguarding and PREVENT training by next meeting and log when completed.	All Gov
15	Governors to contact the school directly to arrange their own monitoring visits.	All Gov

Minutes

Item		Action
1.	Welcome, apologies and absences.	
	<p>RG opened the meeting at 5:36pm with 4 governors present. The meeting was quorate.</p> <p>Introductions were made to Jayanand Kumaraguru, who was to be appointed as a new governor at this meeting. Apologies were received and accepted from JC and AF.</p> <p>For the minutes it was confirmed that Matt Maiden resigned as governor effective from 01/09/2025.</p>	
2.	Declaration of Pecuniary/Business Interests	
	<p>Governors had received a copy of the Register of Business Interests and confirmed there were no amendments.</p> <p>No governors had pecuniary/business interests to declare in this agenda.</p>	
3.	Election of Chair and Vice-Chair	
	<p>No nominations had been received ahead of the meeting.</p> <p>Nominations were received at the meeting for Rachel Gander as Chair and Amy Ryan as Vice-Chair. Governors discussed whether the previous vice-chair could be appointed in their absence but it was not known if they were willing to continue. No other nominations were received.</p> <p>Governors confirmed their approval for the appointments.</p> <p>DECISION: Governors appointed Rachel Gander as Chair and Amy Ryan as Vice-Chair for a term of 1 year.</p>	
4.	Items of Urgent Business	
	<p>None received</p> <p>BH joined the meeting virtually</p>	
5.	Finance & School Business Manager's Report - Aaron Rattan (SBM)	
	<p>A written report had not been received for this meeting. Governors were advised that there was a Finance & Resources committee meeting scheduled for Friday 10th October 2026 when this would be presented.</p>	
6.	Maths - Tom Wills	
	<p>Apologies had been received from TW and a written report sent for governors. Governors were invited to meet with him when they visited.</p> <p>It was explained that there was a lead teacher for all key subjects who provided updates for governors at meetings or during Governors In School days.</p> <p>Information on subjects other than English and Maths was shared using knowledge organisers which gave an overview of the curriculum for each year group. These were shared on the website for governors and parents.</p> <p>The HT was working with the English and Maths leads on how the information could be best shared on the website and with parents.</p> <p>Action: Governors to review the report and arrange to meet with TW when in school</p>	Gov

	<p>Maths was historically a strength at the school but had dipped. The school was now using maths as a driver for CPD to develop practice. The theme was 'Review' - reviewing knowledge with the children, sharing practice and reviewing to see where progress had been made.</p> <p>Governors asked how they could support this and were asked to focus on formulating questions to hold leaders/math lead to account.</p> <p>Governors were told that whilst core leadership time had reduced this year, the targets needed to be met and the timescales set needed to be realistic.</p> <p>Governors asked the Staff Governor if they had received feedback from teachers and were told that staff felt maths had been strong and children enjoyed it. There was a need to keep on top of basic skills and ensure pupils could use them. It was felt weaker cohorts had affected results.</p> <p>Boosters were taking place in year 6 to prepare pupils for the tests and it was acknowledged that the curriculum was full.</p> <p>Question: Is progress happening in maths lower down the school? Was the dip related to cohorts or the curriculum?</p> <p>Response: This Year 6 cohort was stronger. Weaker maths skills were being seen in other year groups.</p> <p>Question: What can be done for lower years, to help?</p> <p>Response: It was noted that after returning from the summer holidays there had been an obvious relapse and it took time to recall. Consistency and reviewing were key.</p> <p>Governors thanked TW for their report.</p>	
7.	Reflection Question	
	<p>The HT reminded governors that the idea was to have a moment to reflect on a question and the HT would bring one about the theme of safeguarding to the next meeting.</p> <p>Action: HT to provide safeguarding related reflection question for next meeting</p>	HT
8.	Minutes of previous meetings	
	<p>The draft minutes of the FGB on 30/06/2025 were shared ahead of the meeting and governors confirmed they had been read. There were no issues.</p> <p>DECISION: The minutes were agreed as a true and accurate record by those present.</p> <p>The Meeting Chair's electronic signature was used to sign the minutes after the meeting and the filed with Approved Minutes on the governor drive.</p>	
9.	Matters Arising & Actions	
	<p>The Action Log was reviewed at the meeting and updated to reflect completed actions.</p>	

	Governors discussed options for recruiting new governors, including approaching local PCSO or staff at other schools.	
10.	Governance Structures	
10.1	All documents were shared with governors in advance of the meeting for comment. <u>Instrument of Government</u> No change DECISION: Approved	
10.2	<u>Governors Code of Conduct</u> The code had been amended to include a requirement for privacy and the use of cameras in virtual meetings. Governors suggested additions to include clarifying the range of meetings governors were expected to attend and a requirement to complete annual statutory training. DECISION: Approved with the amendments	
10.3	<u>Standing Orders</u> The standing orders had been revised and changes highlighted for governors. There were no questions or comments. DECISION: Approved	
10.4	<u>Finance Committee TOR</u> Minor amendments had been made and highlighted for governors. DECISION: Approved	
10.5	<u>Pay & HTPM TOR</u> Revised in line with the Teacher's Pay Policy DECISION: Approved	
10.6	<u>Scheme of Delegation</u> DECISION: Approved	
10.7	The Policy Schedule was shared with governors for information.	
11.	Governors	
11.1	Governors attendance for 2024-25 was shared with governors and was reported annually to be uploaded to the website. Rules relating to governor attendance at meetings were discussed. Governors were reminded to send apologies to the Chair in advance of meetings with the understanding that it is important to know whether meetings will be quorate before they meet. Action: All governors to ensure the clerk is copied in apologies so that it can be known if meetings will be quorate.	
11.2	Governors were given confirmation of their terms of office and vacancies. No terms were due to end this school year. After this meeting there would be one vacancy for a Trust governor.	
11.3	JK left the room. Governors discussed the appointment of JK as LA Governor. Governors were advised that references had been taken by the LA and the DBS process had been started. Governors felt that JK brought skills to the benefit of the board.	

	<p>DECISION: Governors unanimously APPROVED the appointment of Jayanand Kumaraguru as LA governor for a term of 4 years from 06/10/2025.</p> <p>JK returned to the meeting.</p> <p>Action: Clerk to arrange access to systems and provide training information.</p> <p>Action: JK to undertake Induction training before the next board meeting.</p>	Clerk JK
11.4	Role descriptions including information about visits and questions for visits were shared with governors.	
11.5	<p>Governors roles were discussed and the following appointments were made for 2025-26:</p> <ul style="list-style-type: none"> • Safeguarding - BH • SEND - RG • Curriculum - JC • Estate Management and Health & Safety - JK • Wellbeing - AF • Information & Technology - AR • Disadvantaged Pupils - JC <p>The following appointments were made to committees:</p> <ul style="list-style-type: none"> • F&R - MW, RG, AR, AF, JC, JK • HTPM - RG, AR, AF 	
12.	Headteacher's Report	
	<p><u>Leadership Report</u></p> <p>The leadership report was shared with governors ahead of the meeting and some questions were submitted in advance, then shared at the meeting. Key headlines were shared at the meeting.</p> <ul style="list-style-type: none"> • 418 pupils on roll for census day and 2 pupils taken on since the report was written. 2 pupils left to go to specialist settings. <p>Question: How were transitions going for those on a reduced timetable and did the school foresee future challenges?</p> <p>Response: Governors were informed that this was challenging but good relationships were being built. Unsafe, challenging behaviours had been seen. Regular meetings being held and receiving support from an external agency.</p> <p>Question: How has the school managed staff given the new demands?</p> <p>Response: Staff have had to be moved to meet the needs.</p> <p>Question: Have classes been adapted to meet these pupils' needs?</p> <p>Response: They have access to other rooms (Acorn Room) or the hall for movement breaks. The meeting discussed potential issues with breaks when attending for full days.</p> <p>Question: Are more pupils likely to move to specialist settings?</p> <p>Response: The school did not know yet.</p> <ul style="list-style-type: none"> • The annual safeguarding report was included in the leadership report • AI training had taken place for staff • EBSA successes with some pupils 	

- Challenges around SEN support. Governors discussed the range of needs and demands on staff.
- Behaviour was generally very good but there were pockets where some children were struggling. There had been 1 exclusion since the report was written and the HT was liaising with Compass.

Question: Has that child been excluded before?

Response: Yes

- Previously governors had challenged the school on the robustness of its absence policies and the HT advised that the policies had been followed resulting in a dismissal.
- 2 Teaching Assistant vacancies had been advertised and enquiries had been received.
- Wellbeing - the HT had received queries relating to the directed time calendar. The calculator showed this was under the limit by 100 hours per year. Staff were invited to contact the HT with queries or if they felt the workload was not taken into account. Governors asked how it was calculated and the spreadsheet was shown in the meeting.

Question: What feedback had there been from staff about workload?

Response: Feedback from teachers was that there had been discussions in teachers social media groups and this had raised the issue. It was felt that staff were well considered at the school and SLT reinforces not asking staff to go beyond boundaries they set for themselves. Governors felt perhaps some teachers put pressure on themselves.

Safeguarding

Question: Do staff have any safeguarding concerns and are they confident about the effectiveness of Oakwood's policies and procedures?

Response: We do have safeguarding concerns about the safety of children who leave the classroom - we have processes in place for this. Our most challenging children have risk assessments in place.

Question: What was the school doing about online safeguarding?

Response: Online parent meetings were held for Years 4, 5 and 6 but only a few attended despite a survey asking for the best time/arrangements. Governors expressed concern about parent's ability to access the information about the meeting and short notice. When discussing the format, governors were informed that the meeting couldn't be recorded and that it required questions and interactions to get the most from it.

Question: What was the reason for the increase in pupils absconding?

A governor shared statistics from the local police that this was a trend that had been noticed in both adults and children locally.

Response: It was noted that the school had fewer issues when the fences were lower but now with higher fences there were more attempts. The reasons and issues were varied - one pupil had no concerns of danger, another as a way of getting collected to go home.

Question: Were MASH referrals done when a child went missing?

<p>Response: When a pupil went missing the school called 999 and contacted their social worker. The school received a PPN but not a MASH referral. In other cases the pupils were not missing as they had eyes on them at all times.</p> <p>Governors expressed concerns that if any child was out of sight there was no knowledge of who they were in contact with. That information should be shared with the authorities and documented.</p> <p>Question: Did the school know if external companies onsite followed the same rules?</p> <p>Response: Yes. They followed the same guidance.</p> <p>Question: Were all outside doors locked to stop pupils absconding?</p> <p>Response: It was explained that the school had a lot of external doors, many of which were fire doors so there were issues of securing them and still being safe in an emergency. Most classrooms had external doors that a child could force open.</p> <p>Governors recognised the increase in needs coming through the school and the challenge this brought. Following detailed discussions about the design of the site, the number of classrooms with external doors, the options for securing doors and whether the costs could be met through the capital budget, governors agreed that the Safeguarding Governor and Estate Management Governor would complete site walks to look at the problem and identify potential weak spots and known issues. A summary would be provided to the SBM to bring to the F&R Committee. The capital spend to be justified by evidence of the actions.</p> <p>Action: Safeguarding Governor and Estate Management Governor to perform site walks looking to identify risks and report to SBM.</p> <p><u>Attendance</u></p> <p>Question: Could the good attendance figures be shared in the next newsletter to demonstrate our ongoing commitment to attendance, and thanking parents for their support?</p> <p>Response: Yes</p> <p><u>SEN/LAC/Pupil Premium</u></p> <p>Question: Are there areas where the allocation of staff/support is working well and areas where it is not working so well? Can any lessons/best practice be learnt from this?</p> <p>Response: Adult deployment and the effectiveness of it is under the spotlight at the moment. It was seen to be working well in some year groups, where teams of support staff were managed well and given good direction. Where teams had less experience in managing larger groups of staff the SLT were supporting them with this.</p> <p>Question: What was the likely impact on progress / meeting the needs of SEN pupils due to SEN support challenges?</p> <p>Response: The school was starting to experiment with Peel Away groups in some year groups where SEN need was high. A visit was planned to</p>	<p>JK & BH</p>
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	<p>Redbridge Primary school to see best practice there and to learn lessons on how to improve the school's own practice. They were also in the early days of targeted interventions where certain TAs had a specific responsibility across the school (eg Speech, Bucket) and were to monitor the effectiveness of this at the end of this half term.</p> <p><u>Site and Building</u></p> <p>Question: What were the timescales for the heating project and what impact was expected on pupils? When might a decision from the LA be expected? Could governors do anything to support this?</p> <p>Response: This wasn't known and the school would only have a better idea when the plans were in place.</p> <p>Question: Was the school or the builder liable for the costs to rectify the problems with the new toilets?</p> <p>Response: The school was in discussion with the company.</p> <p><u>Performance Data</u></p> <p>Question: Was the drop in YrR and Yr 1 due to cohort? Would there be implications for these cohorts as they move through the school and how will that be mitigated/supported? How did the yr2 phonics screening and year 4 check compare with the positions of the same cohort in previous years?</p> <p>Response: The drops were cohort related. Children in both cohorts were disapplied from phonics screening as they were not at the standard to take the screen. In Year R, if we took out the EHCP/non-verbal children the result would have been 72.2%.</p> <p>Question: The 24-25 yr 6 cohort had high needs so, despite that, these were promising results for that group. Will there be similar challenges for the current yr 6 and what measures will be in place to support them?</p> <p>Response: The high level of needs seen last year wasn't replicated this year (no EHCPs this year as opposed to 4 last year), but the new year 6 cohort still had a high level of SEN K (16%). Maths and English boosters were happening every day. Initial testing had been completed using an old SATs paper to identify children who needed support with test technique.</p>	
12.2	<p><u>SIP</u></p> <p>The SIP had been split into 2 documents and shared with governors.</p> <p>The main focus was The Brain, Enhancing Memory Retention and Staff CPD in order to rapidly improve pupil outcomes at all stages.</p> <p>Question: Was retention an issue across the board? Was there an issue with attention span being reduced?</p> <p>Response: There was a significant link between retention and online activity. Focus wasn't being sustained.</p> <p>My Happy Mind taught children how their brain worked and was helping behaviour, regulation and learning.</p>	

	<p>The second SIP target was Sustaining Focus – Reading and Writing, Behaviour. Core subjects were a driver for sustaining focus and through the use of staff CPD.</p> <p>Question: In Year 3 last year the books focussed on words per minute - would that continue?</p> <p>Response: In year 4 pupils moved to a slightly different curriculum that gave access to different text types or for those struggling there was a catch up programme.</p>	
12.3	<p><u>SEF</u></p> <p>The School Evaluation Form was shared with governors to read after the meeting. It showed the schools strengths and where work was being done.</p>	
13.	Policies	
	<p><u>Pay</u></p> <p>Policy provided by the LA and reviewed by Trust HR</p> <p><u>Children with Medical Needs who cannot attend School</u></p> <p>Few changes</p> <p><u>Intimate Care</u></p> <p>Some pupils had intimate care needs. The wording around training needs had been revised and SLT were no longer informed of each occurrence where a plan was already in place.</p> <p><u>ECT</u></p> <p>No changes</p> <p><u>Teaching & Learning</u></p> <p>No changes</p> <p>DECISION: The policies were APPROVED by governors</p>	
14.	Safeguarding	
	<p>The annual safeguarding report written by the DSL was shared with governors.</p> <p>All governors were asked to read KCSIE 2025 and completed safeguarding training. Governors were invited to join Inset day Safeguarding training on 3rd November.</p> <p>Action: All governors to read KCSIE2025, complete safeguarding and PREVENT training by next meeting and log when completed.</p>	All Gov
15.	Governor Visits	
	<p>Following discussion it was agreed that instead of setting a day for governors to visit, Governors would set a week where governors could arrange to complete visits. Visits would support the theme for the term and visits related to the governor's role or other interest at the school. Governors would co-ordinate visits between themselves and the school.</p> <ul style="list-style-type: none"> • w/c 17th November 2025 - Focus on safeguarding and follow up from anti bullying week. • w/c 23rd February 2026 • w/c 11th May 2026 - SATS week 	

	Action: Governors to contact the school directly to arrange their own monitoring visits.	All Gov
16.	Governor Training	
	<p>Governors training needs were indicated in the training log in red. Courses were signposted below the table on the spreadsheet. 3 governors were required to complete Safer Recruitment training.</p> <p>Governors were asked to update the log with dates training was completed. The focus this term was on completing statutory annual safeguarding training.</p> <p>Following further discussion governors identified training themes for the terms as follows:</p> <ul style="list-style-type: none"> • Spring - Inspection and the Ofsted Framework • Summer - Inclusion <p>The LA invited chairs/governor representatives to attend a meeting with Ofsted on November 6th. The HT advised that the unions were pressing on the issue of the new framework inspections and the impact on wellbeing.</p>	
17.	Clerking Matters & Governor Correspondence	
	<p><u>SCC Education Standards Brochure 25-26</u> The document was sent by the LA and shared to governors for information</p> <p><u>Governor Forum - 1st October 2025</u> The slide deck and a summary of the meeting was shared with governors by email ahead of the meeting.</p>	
18.	AOB	
	<p>Governors were advised that the Trust was supporting another Trust school that was facing challenges due to an Ofsted inspection and the HT being off. Oakwood was providing support through the SBM who had experience with a deficit reduction plan.</p> <p>There being no other business the meeting closed at 7:43pm.</p>	

Dates of meetings 2025 - 2026		
Full Governing Body	Finance Committee	Governor In School Day <i>(visits during the week of)</i>
24/11/2025	10/10/2025	w/c 17/11/2025
02/02/2026	06/03/2026	w/c 23/02/2026
16/03/2026	08/05/2026	w/c 11/05/2026
18/05/2026		
06/07/2026		

A handwritten signature in blue ink, appearing to read "R. Gander".