



OAKWOOD PRIMARY SCHOOL MINUTES of the GOVERNING BODY MEETING

HELD VIRTUALLY

16th March 2026, 6:00-8:00pm

Name	Post	Attending	Apologies accepted	Apologies not received / accepted
Governors				
Maria Whitmarsh (HT)	Headteacher	✓		
Rachel Gander (RG)	Foundation Trust Gv/ Chair		✓	
Gemma Fawcitt (GF)	Staff Governor	✓		
Joe Crook (JC)	Co-opted Governor	✓		
Ben Hammond (BH)	Co-opted Governor	✓ (from 6:05)		
Jayanand Kumarguru (JK)	LA Governor	✓ (from 7:10)		
Laurence Harding (LH)	Foundation Trust Governor	✓		
Amy Ryan (AR)	Parent Gov / ViceChair Meeting Chair	✓		
Foteini Stavroulia	Parent Governor	✓ (from 6:35)		
Other attendees				
Raylene Poppleton (RP)	Clerk	✓		
Quoracy - 50% of Governors (5)				

Actions arising from this meeting

Item		Action
7a	Clerk to follow up to have technical issues with training resolved and request National College access to be able to see Governor training log.	Clerk
7b	HT & Safeguarding gov to arrange SCR check	HT/BH
12	Clerk to add the review of the Equality Objectives & Policy to the next agenda.	Clerk
14.1	HT to re-share the SIP with governors	HT
14.2	JC to arrange QR code for easy access to visit report log	JC
15.3	AR to go through the NGA site with governors at the next GIS day to show them what they can get from it.	AR

Minutes

Item		Action
1.	Welcome, apologies and absences.	

	AR chaired the meeting, opened the meeting at 6:04pm and welcomed everyone. The HT apologised for the short notice change to a virtual meeting due to heating issues at the school. Apologies had been received from RG and BH. BH joined the meeting but advised they were working so may need to leave. Due to FS not having yet joined the meeting, it was agreed to delay item 2.	
3.	Declaration of Pecuniary/Business Interests	
	Declarations had been received and added for FS. No governors had pecuniary/business interests to declare in this agenda.	
4.	Items of Urgent Business	
	The clerk advised that a Pay Committee meeting had taken place on 06/03/2026 and the Chair would provide a report and minutes for the next meeting.	
5.	Reflection	
	The headteacher advised there was no reflection question for this meeting.	
6.	Minutes of previous meetings	
	The draft minutes and confidential part 2 minutes of the FGB on 02/02/2026 were reviewed. DECISION: The minutes were agreed as a true and accurate record by those present. The Meeting Chair's electronic signature was used to sign the minutes after the meeting and the final version filed on the governor drive.	
7.	Matters Arising & Actions	
	Item 10.1 - LH advised that they had met with the Phonics Lead during Governor In School (GIS) week and was happy with the interim plan for pupils failing to keep up. The schema didn't have something in place for this but the school had plans for this. Question: Were there concerns that there was a 3 month wait to assess impact (June assessments) and see whether gaps had been reduced? What plans did the school have if the gaps had not closed by June? Response: Mock phonics tests took place last week. The pass mark was 32 and the expected benchmark for this point in the year was 24. 80% met the 24 or above which the school was reassured by. For those that didn't meet the standard they would continue to receive intensive phonics provision and take it again in year 2. Governors discussed the scope for changing phonics providers but it was felt each scheme had its positives and negatives. BH left the meeting. The Action Log was reviewed and updated at the meeting. The following key points were noted:	

a	Some training was still required for new governors and technical issues accessing the systems had not been resolved. Action: Clerk to follow up to have technical issues resolved and request National College access to be able to see Governor training log.	Clerk
b	- SCR Check required as part of next Safeguarding governor visit Action: HT & Safeguarding gov to arrange SCR check - JC to meet with DHT after Easter to look at application of wellbeing and disadvantaged pupils policies - Adaptive teaching in maths to be the focus for the next GIS week.	HT/BH
8.	Finance & Resources Committee	
	The last meeting took place on 06/03/2026 and the draft minutes were shared with governors ahead of the meeting. The SFVS had been scrutinised by the committee but required approval at FGB. The SFVS had been shared in advance of the meeting. There were no additional questions. DECISION: The SFVS was APPROVED.	
9.	Bridge Education Trust	
	The Trust meeting took place on 25/02/2026. The HT advised the meeting had covered: - Vision and Values - these had been set up at the start of the Trust and there had been many changes in personnel since then. An external advisor was being brought in to facilitate this. - Changes in Governance at Shirley Warren Primary & Nursery School - an Interim Executive Board (IEB) was now in place to work with RISE to support rapid improvement.	
10.	Headteacher's Report	
10.1	The Leadership Report to Governors was provided ahead of the meeting but the HT apologised for governors not having it early due to several urgent events that happened at the school, including a gas leak. <u>Mock SATs</u> Mock SATs results were available that day and were shared with governors at the meeting. Governors were informed that the school was now staggering the tests in 2 groups. This was done in other schools and allowed for space and more adults in the room as support. It also meant other classrooms could be used rather than the hall. The school had ensured children did not cross and could not share information between the groups. Feedback had been positive. 4 pupils were disapplied and the reasons shared - The school was pleased with the results when compared to last year. Apart from SPAG all the 'Expected' results were above 2025 results. For those who hadn't met the expected results, there was work that would take place over the next few weeks.	

Question: Were there any guidelines requiring pupils to sit them at the same time?

Response: No. They had to sit them on the same day but not at the same time. Staggering tests was an established practice and covered in the guidance. All pupils would complete their tests in the morning - none in the afternoon.

Question: Would targeted interventions be taking place for those with borderline results?

Response: Yes. Booster groups were taking place. The pupils had already been identified for the groups, with some further from reaching the target and others closer. Some were chosen for the groups because they would benefit from being in a smaller group. Feedback was that it was good for them to be with a known adult for the tests.

Question: Were there any disappointing unexpected results?

Response: No. There were more the other way, with some significant progress since the previous practice tests.

Governors were told that this cohort was different from the previous one but were doing well against their own targets.

The written questions submitted in advance were then reviewed and responded to with key points discussed at the meeting. *Written answers were shared with all governors before the meeting and were included in the Appendix at the end of these minutes.*

Attendance

The "In It To Win It" program at other schools was explained and governors discussed whether they thought this would impact attendance at Oakwood. Views differed. It was thought there were potential cost implications and that it wouldn't have any effect on choices made to attend. It was raised that it could encourage those who wouldn't be recognised for high attendance, but might enjoy it. The HT advised that certificates were given for high attendance but no other rewards. This year non-school uniform days were being awarded for the house with best attendance.

For attendance the whole school achieved higher than National figures, but needed to look at what could be done to barriers for those from the disadvantaged and SEN groups.

Behaviour

The HT advised in response to a written question that exclusions could not always be prevented but the school had a range of things in place as a package of support for those at risk. Most who were at risk of exclusion were in receipt of some of these but, occasionally, one may not fit that profile and be excluded for a specific incident.

	<u>CPD</u> The use of Teaching Sprints with TA's had only been done once and this could be followed up by governors on their visits. <u>Wellbeing</u> The school had a wellbeing charter and the staff survey (item 10.6) showed that staff felt supported and trusted, and this contributed to their wellbeing. A range of support was shared in answer to the question (see Appendix). Governors agreed that wellbeing was reflected in whether staff liked doing their job. SLY wellbeing was easy to overlook and how this was addressed was shared. The HT advised that they had received gifts from staff and they were trying to set boundaries, but the pressure of being in an Ofsted inspection window had an impact. <u>Parental Engagement</u> The key relationships the school developed with parents was discussed. FS joined the meeting. <u>School Improvement</u> Governors were pointed to the information that had been included in the answers and the meeting pack. The meeting was then taken out of agenda order to cover item 2.	
2.	Governor Appointments	
2.1	The Chair welcomed Fonteinini Stavroulia as the school's new parent governor, appointed by election on 10/02/2026. Their term of office would be for 4 years. (10/02/2026- 09/02/2030)	
2.2	The Trust had ratified the appointment of LH as Trust Foundation Governor at the meeting on 25/02/2026 and a letter of confirmation sent/received.	
2.3	Governors reviewed the Governor Role Appointments and FS appointed to share the role of Attendance Governor with AR.	
10.	Headteacher's Report continued ...	
10.2	School SEF The SEF had been revised in line with the new Ofsted framework. An SIO visit with representatives from the SCC Education Team was to take place that week. The HT had asked for the visit to focus on support for evidence gathering in the areas of Teaching & Learning and Attendance & Behaviour to develop the SEF which was in a formative stage.	
10.3	SIP Update This had been included in the Leadership Report.	
10.4	KS1/KS2 Testing Arrangements This had been included in the Leadership Report.	

10.5	Peer Review For the Peer Review, 3 headteachers from the Trust and a partner federation visited to focus on Maths as a springboard for future development to improve results. They looked at planning, teaching and intent. It was viewed as a productive visit and a follow up visit would take place to review actions taken. The report was shared with governors. Following the review the school asked Solent Maths Hub to provide support and funding. They did a Learning Walk looking at the pace and effectiveness of adaptive teaching. They would also be providing teacher training that week looking at lesson design based around reasoning. This would be a bespoke programme. The KS1 Mastering Number programme would support the move into KS2.	
10.6	Staff Survey The report of the outcomes was shared with governors. The HT advised that the key thing identified was that the response for wellbeing was positive. Question: What does the 1 to 5 scoring represent? Response: 1 = disagree, 5 = positive/agree Question: Following on from the GIS visit where there had been a perception of low morale due to behaviour issues, this was a reassuring survey outcome. Could that be explained? Response: The survey gave a more balanced view. Views on a specific visit could be skewed by talking to staff who had a difficult day. It was felt the survey results were more balanced and realistic. Question: Were Mondays more challenging? Response: Some children found the transition from the weekend and changes to routine difficult. Question: When visiting, governors saw a lot going on but a lot of support and situations being handled well. Was this a realistic view? Response: As an example the Peer Review took place on what was a challenging day - but the school didn't put on a show for reviews or inspections - they were a realistic view.	
10.7	Maths Visit 05/03/2026 This had been included under item 10.5	
10.8	Oakwood Vision Statement It had been found in the staff survey that a minority of staff weren't clear on the vision. Priorities had changed due to the changing landscape of education and the rising SEND provision to meet the needs of all pupils. The vision statement was shared as a single slide pulling together the aim for all children to be the best they can from their differing starting points. “Creating a respectful and inclusive community who believe in themselves and each other and aim to achieve their very best.”	

	This was broken down showing the four goals and how the school works to achieve them. Question: Was this on display in the staff room? Response: The school had chosen to soft lunch and drip feed the message. Many staff were very clear about the vision in the staff survey. Governors felt it would be good to have this in mind for visits. Question: Have you plans for how this can be cascaded more regularly? Response: Yes. The school had a Friday round up and this was being fed into that. It was also shared in assemblies. The children in particular were clear and knew the values. The school would look into other ways of communicating this.	
11.	Safeguarding	
	Safeguarding had been covered under the Headteacher's Report (item 10.1) Safeguarding SEF The Chair of Governors had discussed the Governance page of the SEF with AR at the GIS visit and shared it with the Safeguarding governor. The meeting had nothing more to add. RG had advised that it would be submitted by the deadline.	
12.	PSED Equality Information Annual Report	
	The report had been shared with governors ahead of the meeting. It was highlighted that the school had logged incidents but there had been nothing persistent. When incidents took place the intervention meant that they were not repeated so the school did not see trends or patterns in the data. As a result of the report the HT advised they were to adapt the objectives to make them more measurable and was developing a policy around it to clearly outline the school's duties and intentions. The report would be added to the school website. Action: Clerk to add the review of the Equality Objectives & Policy to the next agenda. The school had less than 250 staff so was not required to report on the gender pay gap, but had included some information. Under Fostering Good Relations - the HT highlighted the positive impact of the work with Communicare	Clerk
13.	Policies	
13.1	SEND This had been developed in line with the Trust as a model policy, and had been consulted on with parents and at the SEND Coffee Mornings. DECISION: Policy APPROVED by governors	
13.2	Data Protection	

	This policy was still being reviewed by the SBM. It was proposed that this should be delegated to the next Finance & Resources Committee so that it could be reviewed with the SBM present. DECISION: Policy DELEGATED to Finance & Resources Committee	
13.3	Behaviour DECISION: Policy APPROVED by governors	
13.4	LA HR Policies This policy was postponed to the next meeting DECISION: All LA HR policies APPROVED by governors	
13.5	Safeguarding & Child Protection This was a Trust policy. It needed to be amended to add school specific information. DECISION: Policy APPROVED by governors with school specific information added.	
13.6	The following non-statutory policies were delegated to the headteacher but presented for information. Freedom of Information (FOI) Question: Should this policy include timeline information? Do parents ever push back on the timing? Response: The ICO definition states a reasonable amount of time. The school did not get many FOI requests and was more likely to get SAR requests. The last one that could be recalled was approximately a year ago and related to specific PSHE books that the school didn't have. The timeline was discussed but timing would be determined by the level of information required.	
13.7	Managing Drug Related Incidents	
13.8	Positive Handling and Physical Intervention	
14.	Governor Visits	
14.1	Governors reviewed the updated visit log. The HT had included some visit suggestions under the Leadership report questions. Action: HT to re-share the SIP with governors Focus on Leadership and Governance Attendance visit planned by AR and FS More information on what to follow up on for visits would follow the SIO visit	HT
14.2	Feedback on the new visit report logging system was positive Action: JC to arrange QR code for easy access to visit report log JK joined the meeting.	JC
14.3	Governors had found the LA governor visit training session useful and it had generated ideas that had been used that day. It covered a lot of material in a short time.	

14.4	The focus for the next GIS day would be Maths. Other visit ideas raised at this meeting were: - Following up on TA Teaching Sprints training - Parental Engagement	
15.	Governor Training & Skills	
15.1	Training had been discussed under item 7	
15.2	The Skills Audit was amended to add FS	
15.3	Governors discussed their NGA membership. It was found that some governors were not using it but would like more information about how to get the most from it. Some used it and preferred it to other options. DECISION: Governors AGREED to ask the Trust to look at Trust level membership Action: AR to go through the NGA site with governors at the next GIS day to show them what they can get from it.	AR
16.	Governor Correspondence & Clerking Matters	
	No items to raise.	
17.	AOB	
	Governors were thanked for being able to change arrangements to make it online at short notice and AR thanked for chairing the meeting. There being no other business the meeting closed at 7:36pm.	

Dates of Remaining Meetings 2025 - 2026		
Full Governing Body 6:00-8:00pm	Finance Committee 12:30-1:30pm [Hybrid]	Governors In School Days (visit during the week)
18/05/2026	08/05/2026	w/c 11/05/2026
06/07/2026		

Appendix

Questions asked and answered in advance of the meeting		
Topic	Question	Response
Attendance	How do we distinguish between unavoidable absence and preventable absence?	Absence was coded according to the reason- there were codes for exceptional circumstances. At the next Trust Attendance Group meeting they will be looking at a consistent approach to C coding. We try to take a case by case approach as we know our families well and their circumstances.

	What patterns are we seeing in attendance over time, not just this term? Do we see trends with particular cohorts, or does attendance improve/decline over time?	We are looking to see whether there has been a rise in term time holiday requests. Our attendance was one of the best in our trust and ebbs and flows across the year depending on illnesses.
	How do we track whether interventions are actually working? What early measures are put in place to address attendance concerns and is there anything else that could be considered?	We monitor, write letters and meet with parents to put in place support for attendance. Consideration for the future is something other trust schools do which is called 'In it to Win It' but that would need staff buy-in to work.
SEN/LAC/Pupil Premium	How do SEN Support, EHCP, and LAC/PLAC/Pupil Premium figures compare locally and nationally?	Following the pupil progress meeting (currently ongoing) we will update our SEN document and share this at the next meeting. The last update we were in line with national comparisons.
	How have pupils with SEN been supported with the testing arrangements / Mock sats compared with other pupils?	Four children had been disapplied. Two because of extremely high levels of absence (EBSA) meaning they haven't completed the KS2 programmes of study. Two because they are working well below the level of the tests. There were 10 pupils who the school would be applying for access arrangements (likely 25% extra time). The children were grouped in ways that meant that, for some of them who will benefit, the teachers who work most closely with them were in the same room as them.
Behaviour	How does the school prevent future exclusions?	Packages of support were used which may include: • Individual risk assessments • Behavior response plans • Adapted teaching • Individual timetables to incorporate brain/movement breaks • Sensory breaks • 'check ins'

		• ELSA sessions • Structured playtime arrangements • Individual reward/sanction systems • Close working with parents • Educational Psychology involvement • Work with SIP (Southampton Inclusion Partnership) • Team around the child meetings • Support from SLT with provision
	How has previous experience informed practice? Are the children that have been on exclusions in receipt of SEN support/EHCP/LAC/Pupil Premium?	Those children who had been suspended this period were on the SEN register. The bulk of the suspensions were accounted for by a child with an EHCP who had since moved to a specialist setting.
CPD	What has been the impact of the use of teaching sprints with Teaching Assistants and developing independence. How do you/will you know if it's working? What evidence is used?	This was a very recent CPD exercise for TAs and may not be visible immediately, due to the nature of the pupils they work with. Success may look different for different pupils. Evidence would include observing pupils access their learning, speaking to pupils and the TAs. This could form part of visits for governors during the next GIS week.
Wellbeing	Staff wellbeing - How are staff (including SLT) supported in relation to their own mental health and wellbeing? What strategies are taking place? Do staff have access to support services such as counselling?	The following services were available for staff: • Wellness sessions with Yoga teacher offered to all staff on a Thursday • Open door policy and family first approach • Testlands offer free gym membership to partner schools. At last count, 14 Oakwood staff were making use of this. • MyHappyMind staff portal where they are able to access information and support • Signposting to Education counselling where appropriate • Results from the staff survey

		(shared at this meeting) indicated that people feel that their wellbeing was taken seriously and they felt well supported. • Mental health and wellbeing was about the culture, not just 'events' or add ons. The link to the wellbeing charter was in the report. • Staff were signposted to the Education Support charity which offered free counselling and support for anyone working in the education sector. • SLT mental health and wellbeing was the most overlooked. As a team, they support each other and have frequent 'informal' offloading sessions, and, where possible, try to make big decisions together. Some staff were great at 'checking in' when they know things are tough, and the occasional treat gets left on our desk! However, by nature of the role, often other staff forget the invisible pressures. SLT try to set their own boundaries around things, but this can then be perceived as us being unsupportive. • Related to SLT wellbeing, it was important to note that the school was coming back into the inspection window, which caused additional pressure and anxiety around ensuring readiness for that process.
	What is the staff sickness rate, has it changed and how does it compare to other schools?	Staff sickness rate on the whole was low with the exception of key individuals. These individuals were monitored and the school followed the attendance procedures.
Parental Engagement	How does the school define effective parental engagement, beyond attendance at events?	• SEN Coffee sessions - high attendance in comparison to other trust schools

	What does this look like at other schools? Is there any learning there?	• SLT on the playground • SLT have key families allocated to them for key pupils Much of the day-to-day engagement was on a very individual and needs-led basis and fluctuated depending on the family circumstances. Some families had contact with a member of SLT, either in person, via email or phone, at least once per day if not more. Governors could monitor this by meeting parents on the playground and speaking to them about their engagement.
Site and Building	Do we have timescales on when the work may start and the likely impact on the school, eg. kitchen operation etc?	Week beginning 23 March - shouldn't impact on the kitchen
SIP	My Happy Mind -what has been the impact on pupils with SEND? How does the impact compare to those without SEND?	Through monitoring it was clear that the majority of children with SEND were accessing the learning and appreciating the science behind it. For those identified as finding it challenging, ELSA support helped to access the MyHappyMind learning by covering sessions from previous years in order to close the gaps or completing it individually. MyHappyMind had resources and blogs to support teachers with SEND access.
	How does the school ensure technology decisions align with the SIP?	Technology decisions were aligned with pupil need. For example, additional Chromebooks enabled flexibility in their use amongst classes. The new maths and reading assessments were online and needed pupils to be able to access them on an iPad or Chromebook. We're currently putting in a SEN cluster funding bid for two additional smartboards on wheeled

		stands - these would be to enable flexibility with interventions.
	How do we know that our focus on reducing cognitive overload is improving long term retention, not just short term performance? Is there a way of measuring this?	There was qualitative and quantitative data to measure this. Teachers were reporting that pupils were making progress lesson by lesson, but also internal and external assessment data. Longer term retention should result in improved assessments scores.
	Following the peer review, there was a visit arranged on the 18th March. Was there anything else that can be put in place/learned from or introduced to ensure continued success and embedding key skills?	The peer review led to the Maths Hub support, part of which is the training session on 18th March. We are also going to look at documentation shared by our advisor looking at both our longer term plan (White Rose Hub), and re-prioritising some of the maths topics (including moving some into different year groups in order to reduce some of the content in some year groups).
	What is the feedback from staff around teaching sprints? Have you seen increased reflection?	We have completed a midway 'check in' survey which was positive - the opportunities to discuss practice with colleagues has been rated highly valuable.