



OVER PRIMARY SCHOOL
Minutes of the Full Governing Body meeting held on
Thursday 22nd January 2026 at 6pm in School

Membership of the Full GB of Over Primary School:			
Emma Clayton	EC (Headteacher)	Juliet Heald	JH
Cathy Martin	CM (Chair)	Emily Jones	EJ
Will Bidwell	WB	Victoria Moody	VM
Simon Birch	SB	Emma O'Brien	EO'B
Abi Carter	AC	Gemma Stannard	GS
Hannah Hackett	HH		

Charlene Monk	CMonk (Clerk)
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FGB 3 2025-26	Minutes	
Order	Item	Lead
1	Welcome by the Chair of Governors, Apologies for Absence and Declarations of Interest	
1.1	The chair welcomed all to the meeting. Governors present in person were Emma Clayton (EC Headteacher), Cathy Martin (CM -Chair), Will Bidwell (WB), Abi Carter (AB left at 7.32pm) Hannah Hackett (HH), Juliet Heald (JH), Emily Jones (EJ), Victoria Moody (VM), Emma O'Brien (EO'B), and Gemma Stannard (GS). In attendance was Charlene Monk (Clerk - CMonk). Apologies were received and accepted from Simon Birch (SB). CM (Chair) chaired the meeting in her capacity as chair. The meeting was quorate.	
1.2	Declarations of Pecuniary Interest relating to items on the agenda None	
2	Governor Business	
2.1	Election/Re-election/Resignation A resignation was received from Claire Blewett on 16 th December 2025.	
2.2	Vacancies on the Governing Board and recruitment The Chair noted the following Governing board vacancies: - • Two Co-opted Governor • One Local Authority Governor • One Staff Governor Co-opted & LA Governor vacancies The co-opted vacancy, had been re-advertised by AC, seeking candidates with a financial expertise and experience in chairing a committee; however no applications have been received.	

	Action: AC to re-advertise/re-post the Co-opted Governor vacancy, more widely, again seeking candidates with a financial expertise and an experience in chairing a committee. Decision: Governors agreed for that the advertisement for the Co-opted Governor vacancy, again seeking candidates with a financial expertise and an experience in chairing a committee, should be re-advertised/re-posted. If no applications are received, Governors will review the recruitment strategy at the March FGB. Action: Chair to prepare a notice for the school newsletter outlining current governing body vacancies. The Chair also noted that the balance between parent and non-parent governors is appropriate, explaining the rationale in relation to panel coverage and governance requirements.	AC Chair
3	Minutes, including any action points of the last meeting held on 20th November 2025, including confidential minutes for approval.	
3.1	The minutes were agreed as a true record and will be signed electronically by the Chair on Governor Hub. Matters Arising No matters arising from the minutes. Action points from meeting held on 18th September 2025 1.2 All Governors to complete the Declaration of Interest statement on Governor Hub before the next meeting, ongoing. 4.4 All Governors to complete the Declaration of Interest statements and confirmation statements on Governor Hub before the next meeting, ongoing. 9.0 Clerk to confirm requirement for a Diversity, Equality, and Inclusion (DEI) Link Governor role. closed. New follow-on action 20.11.25 Review the Governor Skills Audit and align it strategically with the DEI role and other Link Governor roles to ensure governance capacity and coverage. This will be brought forward for discussion at FGB03. The Chair reviewed the individual Governor skills audit relating to the DEI role. Most board members have experience in, or feel comfortable with, DEI matters; however, no one is currently able to take on the specific DEI Governor role. Governors will continue to reflect on this during their monitoring visits. Action points from this meeting held on 21st November 2025 2.2 AC to re-advertise the Co-opted Governor vacancy, to a wider audience ideally seeking candidates with a financial expertise and an experience in chairing a committee. action closed. 9.2 Clerk to add Prevent training to be added as an agenda item for FGB03 , action closed. 12 Headteacher to share data on vulnerable groups (e.g., EBSA, EAL) will be shared at FGB03 in preparation. , action closed. 12 Clerk to create on Ofsted folder in GovernorHub to store all related documentation. action closed.	
3.2	Governors to agree any urgent items for discussion under AOB. - WB and VM are the Link Governors for Literacy and Maths, and would like to request an additional Governor to be allocated to each area. - A governor wished to discuss the length of the school day.	
4	Raising Standards	

4.1, 4.2 & 4.3	Headteacher's Report, SEF & Strategic Priorities (SDP) The Headteacher shared the current Self-Evaluation Form (draft) and curriculum information previously presented to the Standards Committee in advance of the meeting. The Headteacher outlined the strengths, successes, and challenges within each area of the Ofsted framework. <u>Leadership & Governance - Strengths/successes</u> • A positive term overall. Mid-year teacher appraisals completed, with second mid-year reviews scheduled for April. • A positive shift in teacher mindset has been noted, with many teachers bringing notes and evidence, such as planning and books. • If needed, additional support will be implemented in line with the school's Appraisal and Capability Policy. • Termly pupil progress meetings continue to be effective. Teachers are taking ownership of data, completing assessment grids, and engaging confidently with targets and standards. The new assessment system is empowering staff and allowing them to focus more easily on pupil outcomes. <u>Leadership & Governance – Challenges</u> • Headteacher capacity remains stretched due to the volume and timing of management issues arising, including responding to a FOI request. • The SENDCo role is not permanently filled, with only one day of cover currently in place through the LA school improvement team. <u>Safeguarding - Strengths/successes</u> • Safeguarding remains a strength of the school. The Pupil Wellbeing Mentor is now trained as a DSL, which compliments her role and strengthens the DSL team. • All staff have undertaken further Prevent training, in line with the 2-year expectation for refreshing knowledge. Governors are also required to complete it. A Prevent Risk Assessment and Action Plan has been created, to further strengthen the school's Prevent practice. • High-needs pupils continue to be supported effectively through Therapeutic Thinking approaches and coordinated work with external professionals. Action: Headteacher to present the updated Prevent Risk Assessment at the next FGB (FGB04). <u>Safeguarding – Challenges</u> Managing the filing of concerns is challenging due to pressures on management time. However low-level behaviour is now tracked separately rather than logged through MyConcern, making the system more manageable and preventing low-level issues from obscuring higher-priority safeguarding concerns. <u>Governor questions/challenges/support followed:</u> Question: Is any support available from the LA regarding the FOI request? The DPO Officer is providing advice; however, completion of the required actions sits with the Headteacher.	Headteacher
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	Question: Is there a reasonable timescale associated with the FOI request for pulling information together? Yes, the request has to be completed within 20 days. Question: Does the school have a document for recording FOI requests and the action the school has taken. Yes Are any pupils currently in alternative provision? No. If this occurred, attendance checks and regular visits/meetings would be in place. Are staff confident in understanding local risks? Yes. ROTH (Risk Outside the Home) was discussed during training. Staff were able to raise concerns, supporting a contextualised safeguarding approach. Question: How is the school capturing whole-school views and pupil feelings? • Vulnerable pupils' feelings and experiences are explored using the Three Houses model, enabling pupils to express good things, their worries, and their dreams. • The PSHE Lead will gather wider pupil voice through the School Council in January 2026. Governor Monitoring – Pupil Voice: Governors discussed broadening pupil voice activities to include a whole-school questionnaire that would feed into Standards monitoring. Suggestions included an annual wellbeing survey alongside shorter, more frequent check-ins to track how pupils are feeling throughout the year. The Chair highlighted a set of structured pupil-voice questions to support consistent collection of pupils' views and allow trends to be monitored over time. Parent Forum has now reconvened with two co-chairs appointed. Decision: Governors agreed that pupil voice should be strengthened through in-school visits, with governors coming in to speak directly with pupils, ensuring disadvantaged pupils are represented. Action: AC and JH to lead on capturing pupil voice during a governor visit. Question: How safe is the school building, particularly entry from outside? Concerns were raised regarding the office glass window, which cannot be locked securely. Workable solutions include a door buzzer or intercom on the outer gate for an extra level of security. Car park safety was also noted. Action: Headteacher to liaise with Office Staff to identify and implement workable solutions to ensure the safety of the school building and car park. Question: Does the school support families beyond statutory duties (e.g. food banks, laundry)?	AC & JH Headteacher /School Office
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	Yes. Support includes providing snacks for pupils without breakfast, uniform items, assistance accessing foodbanks, HAF vouchers for Pupil Premium families, and £30 Christmas food vouchers where needed. Question: Is bullying recorded on MyConcern and reflected in the SEF? Yes. All relevant concerns, including follow-up actions, parental communication, review dates and pupil voice, are recorded and monitored. <u>Inclusion - Strengths/successes</u> • Teachers completed INSIGHT training on analysing attainment data during the training day; feedback was incredibly positive. • Class provision maps have been created, clearly outlining groupings and the support each child is accessing (e.g., reading interventions, rapid catch-up). The Headteacher is monitoring these. • In response to a Governor question the Headteacher explained that disadvantaged pupils and other identified groups (e.g., summer-born children, quiet girls) are tracked through termly Pupil Progress Meetings. These identify pupils requiring additional support to reach expected standards. Notes are recorded at each meeting. • The Headteacher retains case studies demonstrating progress. Teachers review books in reading, writing, and maths, considering differentiated expectations, scaffolding, and progress evidence. Question: Are there many pupils marked as 'green'? Each class has a small number of pupils across RWM who have made better than expected progress and are now on track for their targets. The new assessment system more accurately identifies the right pupils, and leaders are confident the correct children are being prioritised. <u>Inclusion – Challenges</u> • High levels of need across the school continue to place pressure on staffing, curriculum delivery, and pupil achievement. • Limited interventions are currently available in key areas such as phonics, ERT and SALT. • There is no capacity for maths or spelling interventions, despite this being a significant area of need. • The SENDCo role remains stretched. Question: Will all APDRs (Assess, Plan, Do and Review) be in place and monitored, supporting those pupils with SEND? A: Yes. All ADPRs are in place and are being monitored by the SENDCo. Action: Headteacher to provide a SENDCo report to Governor's summarising ADPR updates and confirming progress across year groups. <u>Curriculum and standards - Strengths/successes</u> • Continued strong progress reported at Standards Committee; minutes now available on GovernorHub. • New writing planning implemented successfully, with clear lessons learned through a well-structured teaching strategy.	Headteacher
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	• “Read for Pleasure” initiative gaining momentum and raising its profile across the school. • CUSP reading staff meeting led to useful refinements, improving consistency and shared understanding of comprehension skills. • Maths teaching remains focused, with morning work focussed on maths fluency four days a week. <u>Curriculum and standards– Challenges</u> • It is difficult to implement the computing curriculum as the school does not have a class set of laptops or ipads; ideally need a bank of 15 laptops. <u>Achievement Data Summary</u> • Headteacher presented initial (“crude”) target data showing notable improvement across cohorts. • A growing number of pupils are now on track to meet expected standards, with targets adjusted to reflect this positive trajectory. • LA School Improvement Adviser meeting scheduled next week to review assessment targets and next steps. <u>Year 1 Phonics:</u> • 93% currently on track based on recent practice screening (32/40 threshold). • 69% scored above this threshold. • Only one term into Year 1—exceptional outcomes in phonics, reflecting strong foundations and high staff effort. • Achievement for disadvantaged pupils remains below peers; this group has been clearly identified for targeted support. Question: Is your target for increasing the number of children reaching the expected standard ambitious and specific enough? What percentage were you aiming for? Targets were set using baseline and projected progress data. Early indicators show a strong upward trend, with significant numbers now on track. Further refinement will follow after the upcoming meeting with the LA School Improvement Adviser. Question: How is progress toward this target feeling from your perspective, and what feedback have class teachers given? Both leadership and class teachers report positive momentum. Tracking shows pupils moving steadily toward expected standards, reflecting focused teaching and consistent practice across year groups. Question: For Target 4, do you have data to show the impact of behaviour improvements? How do you know pupil engagement has improved? Behaviour logs, lesson observations, and engagement tracking indicate improvements. Increased on-task behaviour and stronger participation in lessons demonstrate a clear link between improved behaviour and higher engagement.	
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4.4	Question: What is the current picture for EYFS/Reception, considering the November delay in phonics keep-up sessions? Have a few weeks made a noticeable difference? The Headteacher advised it is still too early to draw firm conclusions. However, early signs are positive, and pupils are beginning to settle well. Continued monitoring over the coming weeks will give a more accurate picture of progress and catch-up needs. <u>Attendance</u> The DHT is leading on attendance. Term-time holidays and illness are being managed through a personalised approach involving phone calls and follow-up letters. The DHT is able to explain patterns and actions take. <u>Behaviour</u> A whole-school Therapeutic Thinking training day is scheduled for 9th April. Staff will train in year-group teams to strengthen shared understanding and consistency. <u>Personal Development and Wellbeing</u> Wider curriculum offer continues to develop for pupils, including two additional clubs. Next steps include embedding an emotional literacy curriculum to support disadvantaged pupils' engagement with the broader offer. Action: School Office to consult with the after-school club provider to explore the possibility of offering a reduced rate for vulnerable pupils. <u>Early Years</u> The Early Years Leader has produced a progression document following the LA Adviser visit, outlining how children present at "expected" and "on track" across areas of learning at each half term in the year. Question: Is this approach applied across the school? No, we do not have a document for each year group and subject which shows what 'on track' looks like for expected/GDS at each half term. Question: Are there restrictions linked to the EYFS physical environment? A: PTA funding has supported fencing and installation of a high-handle inner door to the hall. Permanent fencing is still required, and the current set-up demands separate staffing in two areas. Increasing levels of need are evident yea-on-year in EYFS, particularly around emotional regulation. Teaching approaches have been adapted, with phonics and handwriting now taught in two smaller groups. Leadership reports strong impact from these adjustments. The school is accessing support from a specialist teacher, and the Headteacher meets with the EYFS lead next week to discuss the Therapeutic Thinking graduated response which should be applied with key pupils. The Chair thanked the Headteacher for her report.	Headteacher to ask School Office
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4.5	Report from Resources (Salaries) Meeting 14th November 2025 The Chair of Resources informed the Governing Body that the committee had met in their role as Salaries Committee. Salary recommendations were considered and decision made in line with agreed procedures and policies.	
4.5.	Draft Minutes of Standards Meeting (8th January 2026) The minutes were uploaded to GovernorHub in advance of the meeting for Governors to note. Pupil Voice (item 8.1) Covered under agenda 4.1 Headteacher's Report	
5	Staffing *Confidential Item*	
	Confidential Minutes	
6	Staff Appraisals	
6.1	The Headteacher Appraisal Targets and anonymised teacher appraisal targets were uploaded to GovernorHub prior to the last FGB meeting. Appraisal review meetings are scheduled to take place on 10th February 2026.	
6.2	Teaching Assistant appraisals will begin in April, with a focus on TA-linked pupils and inclusion.	
7	Wellbeing	
7.1	Staff Teachers have completed their mid-year appraisals. Key themes included maintaining a healthy work/life balance, establishing clear working patterns, and managing a short-term increase in workload. Staff expressed appreciation for being kept within the same year groups, and leadership within the team remains stable. The role of Teaching Assistants has been challenging due to the demands of supporting pupils with high needs.	
7.2	Headteacher Governors discussed with the Headteacher the best ways of measuring her wellbeing. Conversations have taken place between the Headteacher and the Chair regarding workload and wellbeing, which had also been recognised by Office Staff. Staff have been supportive, but it was noted that there are limited options available. The Headteacher remains open and realistic, acknowledging the challenges at a high level. Governors suggested that as there was a degree of duplication with the Standards and FGB meetings, it might be possible to conflate the two. Action: Chair and Headteacher to review the scheduling of the summer 2026 meetings to reduce workload.	Chair and Headteacher

7.3	Pupils Decision: As covered under agenda 4.1 Headteacher's Report, Governors agreed that pupil voice should be strengthened through in-school visits, with governors coming in to speak directly with pupils, ensuring disadvantaged pupils are represented. Feedback will be taken to the FGB for further discussion and progression.	
8	Safeguarding Update	
8.1	Prevent Risk Assessment	
8.2	Defer Prevent Duty Action Plan Defer	
9.	Governor Monitoring and Development	
9.1	Governor Visits The following Governor Monitoring Visit reports were uploaded to GovernorHub in advance of the meeting:- Safeguarding Monitoring Visit completed. There were no questions asked by governors	
9.2 & 9.2.1	Governor training The Clerk uploaded the Governor training report to GovernorHub in advance of the meeting. Training attended by Governors included: JH: Prevent Training – 22 January 2026.	
9.2.2	Prevent Training A link to Prevent Training was also uploaded to GovernorHub by the Clerk. All Governors were reminded to complete this training if they have not already done so.	
	Safeguarding for Governors - It was noted that the Safeguarding refresher training for Governors is required every two years. The next session is scheduled for 24 February on GovernorHub, and the two-year training log is maintained. - Jackie Cannell, Deputy Education Safeguarding Manager, is available to deliver Strategic Safeguarding Training for Governors if required.	
9.3	Skills Audit – DEI Role Covered under matters arising, agenda item 3.1	
10	Policies	
10.1	Review Policy Schedule	
10.2	Deferred Policies for approval Deferred	
11	Ofsted Preparation	
	An Ofsted folder has been created in GovernorHub. Governors agreed to hold a meeting with the Headteacher to prepare for an inspection, consolidate all key information, and review potential Ofsted questions.	

	Governors expressed confidence in approaching this work and agreed that the meeting will take place virtually in the evening. A Governor reported that recent training placed particular emphasis on Governors' understanding of vulnerable groups and the ways in which the school supports them. Action: Headteacher to provide Chair with availability, Chair to schedule virtual Ofsted preparation meeting with Governors.	Headteacher /Chair
12	Communication to Parents	
	- The Headteacher informed Governors that the school now has two parents who are willing to be co-chairs of Parent Forum. Class reps are to be appointed and the parent forum to take place as soon as possible. - As noted under agenda item 2.2 (Governor Business – Vacancies), the Chair will include an item in the end-of-term school newsletter outlining the current Governing Body vacancies and providing a brief summary for parents.	
13	Any Other Business	
	Link Governors – Literacy and Maths An email has been circulated to remind Governor to arrange their Spring Term visits.	
14	Impact of meeting - reflect on effectiveness and impact of governance from this meeting.	
	At this meeting Governors have continued to raise standards by: - reviewing the demands on both the Headteacher and Governors, considering how workload pressures can be reduced, and exploring ways to improve the Headteacher's work/life balance - discussing the SENDCo role and agreeing an action plan to support improvements in SEND provision - strengthening Pupil Voice processes, setting out a clear plan for capturing evidence of pupil wellbeing through enhanced Pupil Voice activities and School Council feedback - identifying actions for Governors to support school improvement and ensure responsibilities are clearly allocated - scrutinising the outcomes of the assessment system, providing appropriate challenge, confirming that ambitious targets are in place, and ensuring robust tracking of vulnerable groups so that all pupils can succeed - receiving and reviewing the Headteacher's report, offering constructive challenge, and gaining assurance that performance will continue to be monitored and evaluated effectively to ensure that pupils progress	
16	Dates of next meeting – all IN PERSON at the school	
	FGB – Thursday 5 th March 2026 (to start at 6pm):	
17	Close of meeting	

The meeting closed at 8.05pm

APPROVED BY THE GOVERNING BODY:

DATE:.....**Chair**.....

Action Log:

FGB 1 2025-26	Action points from meeting held on 18th September 2025	Lead	Timeline
1.2	All Governors to complete the Declaration of Interest statement on Governor Hub before the next meeting.	All Governors	FGB03
4.4	All Governors to complete the Declaration of Interest statements and confirmation statements on Governor Hub before the next meeting	All Governors	FGB03
11.1	All Governors to read and sign the Keeping children safe in education (KCSiE) 2025 on Governor Hub before the next meeting.	All Governors	FGB03
11.3	Safeguarding and Child Protection Policy - Governors to read and sign	All Governors	FGB03
13.2.4	All Governors to re-sign the Whistleblowing Policy on Governor Hub before the next meeting.	All Governors	FGB03
FGB 3 2025-26	Action points from meeting held on 22nd January 2026		
2.2	AC to re-advertise/re-post the Co-opted Governor vacancy, more widely, again seeking candidates with a financial expertise and an experience in chairing a committee.	AC	FGB04
2.2	Chair to prepare a notice for the school newsletter outlining current governing body vacancies.	Chair	FGB04
4.1	Head to present the updated Safeguarding Risk Assessment at the next FGB (FGB04).	Headteacher	FGB04
4.1	AC and JH to lead on capturing pupil voice during monitoring visits.	AC & JH	FGB04
4.1	Head to liaise with Office Staff to identify and implement workable solutions to ensure the safety of the school building and car park.	Headteacher & School Office	FGB04
4.1	Head to provide a SENDCo report to Governor's summarising ADPR updates and confirming progress across year groups.	Headteacher	FGB04
4.1	School Office to consult with the after-school club provider to explore the possibility of offering a reduced rate for vulnerable pupils.	Headteacher & School Office	FGB04
7.2	Chair and Governors to review the scheduling of Standards and Resources meetings to better distribute workload. Explore options for adjustments moving forward and trial changes in the final half-term of the summer. FGB01 September 2026, to covers Standards and FGB combined.	Chair	FGB04
11	Head to provide Chair with availability, Chair to schedule virtual Ofsted preparation meeting with Governors.	Headteacher & Chair, All Governors	FGB04