



WELLINGTON PRIMARY SCHOOL
 Dudley Hill Road
 Bradford
 BD2 3DE
Head Teacher: Mrs Joy Wood

MINUTES
Of the
Full Governing Body
Held
Monday 12th January 2026 at 6:15pm
Meeting held virtually via Teams

Governors Present	Ambreen Janjua (AJ), Mark Jamieson (MJ, Chair), Andrea Memdonca (AM), Joy Wood (JW, Headteacher), Aaron Sidebottom (AS), Tracy McMahon (TM, SBM), Tanny Yousef (TY) Hanna Johal(HJ) Shaila Hamid (SH) Aaron Sidebottom (AS) Safir Sharif (SS)
In attendance	Emma Marshall(EM, Clerk)(attended virtually) Claire Lower (CL)(Science Lead)

Agenda No.	Minutes	Action
30/25	Welcome & apologies for absence The meeting opened at 6:15pm. The Chair welcomed all governors and confirmed that the meeting would be held online for reasons communicated in advance by the Headteacher. No apologies for absence were received, and all governors were present. It was agreed to vary the order of the agenda to allow the Science Subject Leader presentation to be taken first. Due to technical issues it was agreed that TY would chair the meeting.	
	Subject Lead Presentation – Claire Lower (WPS Science Lead) The Science Subject Leader delivered a detailed presentation outlining the intent, implementation and impact of science teaching and learning at Wellington Primary School. Governors were informed that science was recognised as a core subject, sitting alongside English and mathematics, with a clear emphasis on developing pupils’ natural curiosity, confidence and motivation to explore and understand the world around them. The Subject Leader explained that pupil voice activities over time demonstrated a growing depth in pupils’ understanding of what science is, moving beyond early perceptions of “explosions and potions” to more accurate references to topics such as electricity, space, friction, marine biology and scientific discovery.	

	Curriculum intent and structure CL outlined how science teaching began in the Early Years, where learning focuses on “Understanding the World” through first-hand experiences, outdoor exploration and structured interaction with the environment. This provision then built progressively through Key Stage 1 and Key Stage 2, with each year group teaching specific science units mapped directly to the national curriculum. Governors were shown long-term curriculum plans demonstrating: • Clear progression across year groups • Deliberate revisiting of key concepts such as plants, animals and living things • Standalone units such as electricity, light, sound, states of matter and earth and space taught at age-appropriate stages CL explained that a science progression map had been developed several years ago to eliminate unnecessary repetition and ensure a coherent build-up of knowledge and skills. This document continued to be reviewed and refined as planning evolved. Working scientifically and disciplinary knowledge It was emphasised that “working scientifically” was not taught discretely, but was embedded throughout all science units across the year. Governors were informed that pupils were exposed to the five types of scientific enquiry: • Observing over time • Identifying, classifying and grouping • Pattern seeking • Research • Comparative and fair testing Visual prompts relating to these enquiry types were displayed in classrooms. While younger pupils may not explicitly name each enquiry type, they become increasingly familiar with them, and by Upper Key Stage 2 pupils are expected to recognise and select the most appropriate type of enquiry to answer a scientific question. CL explained how professional development had been used to audit enquiry coverage across topics and year groups, leading to deliberate planning adjustments where certain enquiry types were underrepresented.	
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	Vocabulary development A strong emphasis has been placed on scientific vocabulary, with bespoke vocabulary lists developed for each unit and year group. These include both: • Substantive knowledge vocabulary (topic-specific terms), and • Disciplinary vocabulary linked to working scientifically Teachers introduced vocabulary explicitly at the start of each unit. Pupils self-assessed their understanding, allowing teachers to quickly identify gaps and tailor instruction accordingly. In addition, concept maps were used as a diagnostic and evaluative tool. Pupils recorded their prior knowledge at the start of a unit and returned to the same document at the end, using a different colour to demonstrate new learning. This approach also supported inclusion, with adaptations made for pupils with SEND. Retrieval practice and long-term memory To support retention of knowledge, science “flashback” activities had been introduced across the school. These short retrieval tasks were used at the start of lessons and included: • Questions from the previous lesson • Questions revisiting earlier topics within the same year group • Questions linked to prior learning from previous years Resources such as Explorify were used to stimulate discussion and deepen conceptual understanding. Governors were informed that both staff and pupils had responded positively to this approach. Enrichment and wider opportunities CL outlined a wide range of enrichment activities designed to enhance science learning and promote aspiration, including: • Annual whole-school participation in British Science Week • A science competition involving families • Workshops and visitors, including STEM ambassadors • Educational visits such as Eureka (Year 1), Cannon Hall Farm (Year 2), Rodney Nature Reserve (Year 4) and the Space Dome (Year 5) • Use of visiting experts from a range of scientific fields Governors were also informed of the planned inclusion of significant scientists from diverse backgrounds within science teaching, helping pupils to understand real-world scientific careers and challenge stereotypes.	
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	Leadership and future development CL highlighted the use of Association for Science Education planning resources to support progression, address misconceptions and benchmark pupil outcomes. These resources continue to inform subject leadership evaluations. Future priorities included: • Increasing outdoor learning opportunities • Using visual and symbol-based resources to further support SEND pupils • Strengthening cross-curricular links with maths, geography and library provision • Monitoring national curriculum review developments in science Governors noted the strength of curriculum leadership, clear progression and strong focus on vocabulary and retrieval. The enrichment offer and real-world science links were particularly welcomed. A governor commented on the value of sharing best practice between schools, and the Headteacher formally commended the Subject Leader for her proactive leadership and the positive impact on teaching and learning. The governing board thanked the Science Subject Leader for a comprehensive and informative presentation. CL left the meeting.	
31/25	Declarations of interest in items on the agenda There were no declarations of interest in relation to items on the agenda.	
32/25	Minutes of the last meeting, held on 18/11/2024, and matters arising not covered elsewhere on the agenda Governors noted that due to access and IT issues, not all governors had been able to review the minutes in advance. It was agreed that approval would be deferred and brought back to the next meeting. Matters Arising/ Action Review The Chair led governors through the actions from the previous meeting. Key updates included: • Deficit management plan: In progress. A written plan reflecting the three-year forecast was being developed and would be presented to the Resources Committee on 4 February 2026. • Curriculum monitoring: The Science presentation had now been delivered. A governor volunteered to undertake a monitoring visit focusing on science and/or History and will feedback to the governing board.	

	• Safeguarding governor appointment: Confirmed. A visit was being arranged. • Online safety / Securly: Parent presentation delivered; resources shared with parents. Further reinforcement to take place through open mornings. Implementation of Securly remained in progress; governors to be updated once a firm date was confirmed. • Evacuation procedures: Policy in place; drill to be carried out during the spring term. • Complaints policy: Remained outstanding and would be brought back to a future meeting.	
33/25	Correspondence Governors were informed of correspondence relating to a request for leave of absence and two complaints, one of which had been resolved and one which remained ongoing due to staff absence.	
34/25	Head teacher's Report JW presented a detailed report covering staffing, SEND pressures, finance, operational matters and strategic risks. Staffing Governors were informed that a member of staff was leaving the school under a settlement agreement. The agreement had been brokered between PACT HR and the relevant trade union, in full consultation with the Headteacher. Due process had been followed and confidentiality was being maintained. Governors noted that there would be a short-term cost to the school, which may be mitigated by longer-term savings. Governors were also advised that a Teaching Assistant appointed in September had tendered her resignation after being offered a permanent post at another school closer to her home. It was noted that the school had incurred a £3,000 agency introduction fee and that a refund was not available as the staff member had completed a full term. This was recorded as an unfortunate but unavoidable cost. Staff absence Governors were informed of a long-term absence within the premises team. The staff member had a chronic condition and had previously attempted a phased return and light duties. A referral to Employee Wellbeing was being made to seek medical advice on whether the condition was likely to improve or whether it may prevent a sustained return to work. Governors noted that this may lead to consideration under medical capability procedures, depending on advice received.	

	Solar panel installation As discussed in previous meetings JW advised that the school had been selected as part of a national initiative for the installation of solar panels. Structural, mechanical and electrical surveys had been completed, including a drone survey of the roof. Installation was expected to be completed by the end of February 2026. It was confirmed that no financial contribution was required from the school. The system was expected to generate approximately 50 kilowatt hours per day, with energy stored via an installed battery and used on site. Governors noted the potential financial benefit and agreed that projected savings should be reflected in future budget planning and the deficit management plan. Residential visits The Headteacher raised concerns regarding participation levels for the Year 5 residential visit to Nell Bank. The provider required a minimum of 40 pupils and at the time of the meeting 32 pupils had signed up. Governors noted the educational value of the visit and agreed that cancellation would be undesirable. It was proposed that, should pupil numbers not increase, an estimated £700 shortfall would be met from the Education Materials budget to enable the visit to proceed. Governors discussed the impact of cost-of-living pressures and parental anxiety and supported further communication with parents to ensure information had been received. As a longer-term solution, governors supported the proposal to move to a joint Year 5 and Year 6 residential visit in future years to ensure viable numbers and financial sustainability. SEND pressures and pupil admissions JW reported ongoing pressures relating to the admission of pupils with SEND. Governors were informed that the school was experiencing increasing pressure to admit pupils with complex needs, often at short notice and sometimes beyond the level of provision the school was reasonably resourced to meet. It was noted that while the school remained fully committed to inclusion and meeting the needs of all pupils, there were concerns about the cumulative impact of these admissions on staffing capacity, classroom balance and the wellbeing of pupils and staff. The Headteacher explained that the level of additional funding attached to some admissions did not always reflect the level of need presented. Governors discussed the situation in detail and acknowledged the tension between inclusive practice and the practical constraints faced by the school. It was agreed that the Headteacher would continue to challenge decisions where appropriate, work closely with the local authority and ensure that governors were kept informed of any significant developments or risks arising from SEND admissions. Governors thanked JW for the detailed report, supported the proposed actions and requested that relevant financial implications be incorporated into future budget planning.	
35/25	Safeguarding Governors discussed e-safety, including how online safety incidents were identified, recorded and responded to.	

	JW confirmed that any e-safety or online safety concerns were logged in line with the school's safeguarding procedures and recorded appropriately. Incidents were reviewed promptly, with actions taken depending on the nature and severity of the concern. It was explained that where required, incidents were escalated in accordance with safeguarding thresholds, parents were informed as appropriate, and support was provided to pupils involved. Patterns and trends were monitored to ensure that any emerging risks were identified early. Governors were informed that online monitoring systems were used to support e-safety. An update was provided on the transition to the Securly monitoring system; technical delays had been encountered, and a phased implementation approach was being adopted to ensure effectiveness prior to full rollout. Governors requested to be updated once a confirmed implementation date was available. Governors also discussed parental engagement in relation to online safety. It was noted that attendance at the recent parent e-safety session had been lower than anticipated; however, resources from the session had been shared with all parents. Governors agreed that e-safety messages should continue to be reinforced, including through future open mornings. Governors were advised that evacuation procedures remained in place. It was confirmed that staff would be reminded of procedures and that an evacuation drill would be carried out during the spring term. Governors noted the safeguarding updates and agreed the actions outlined.	
36/25	Teaching and Learning, including • December 2025 Progress and attainment data • Attendance data Governors received an update on Teaching and Learning, including progress and attainment information, statutory assessments and attendance. The Headteacher reported that December 2025 assessment information had been reviewed by senior leaders and was being used to identify pupils requiring additional support and intervention. Early indications within the data were described as encouraging, with over half of pupils currently working at the expected standard in reading, mathematics and spelling, punctuation and grammar at this point in the academic year. Governors noted that this represented a positive position for this stage of the year, particularly in comparison to the same point in the previous year. It was explained that leaders were focusing on building on this position through targeted teaching, support and intervention, including analysis of group data (boys, girls, pupil premium, SEND and pupils with English as an additional language) to inform next steps and targeted support. Governors were also updated on preparations for statutory assessments, including the Year 4 Multiplication Tables Check. It was reported that 22% of pupils were already	

	working at the expected standard, with an average score of 18, which was described as an encouraging early position. Governors were informed that regular practice and targeted support were in place, including developing pupils' confidence with completing the check on screen. Due to the length of earlier agenda items and the late circulation of the data, there was limited time for detailed scrutiny of progress and attainment information. Governors therefore agreed that detailed discussion of progress and attainment data would be deferred to the next Full Governing Body meeting, where sufficient time could be allocated. Attendance information was presented. Governors were informed that whole school attendance was 92.1% year to date, with autumn term attendance recorded at 92.07%, compared with a national average of 93.08%. Persistent absence was reported at 24%, which was acknowledged as being significantly above national levels. Governors discussed the factors contributing to attendance and persistent absence, including extended holidays, school avoidance linked to anxiety, and individual family circumstances, including SEND-related needs. Governors noted that the school continued to work closely with families, including regular communication, meetings and use of support and challenge where appropriate, including penalty notices in line with guidance. Governors emphasised the importance of continued focus on attendance and discussed the value of benchmarking attendance data against local schools and national figures. It was noted that support from the local authority attendance team could be used to support this work. Governors noted the update, the encouraging early attainment indicators, and the attendance position, and agreed that progress, attainment and attendance would continue to be monitored closely.	
37/25	Policies to ratify Governors considered the Attendance Policy and Behaviour Policy. It was noted that both policies were due to expire at the end of March 2026. Due to time constraints at the meeting, governors agreed that neither policy would be discussed in detail at this meeting. Governors therefore agreed that the Attendance Policy and Behaviour Policy would be rolled forward and considered for discussion and formal ratification at the next Full Governing Body meeting. Consideration of the Attendance Policy and Behaviour Policy was deferred.	
38/25	Membership of the full governing body/ appointment of safeguarding governor Governors considered matters relating to the membership of the Full Governing Body. It was confirmed that there were no vacancies on the governing board at the time of the meeting. Governors also confirmed that the appointment of the Safeguarding Governor had been agreed. Arrangements were being made for a safeguarding monitoring visit, which would be reported back to the governing board at a future meeting.	

39/25	Governor matters • Training completed • Training requested • Visits made Governors discussed governor visits. It was noted that a monitoring visit focusing on curriculum areas, including Science and/or History, would be undertaken. Feedback from the visit would be reported back to the governing board at a future meeting.	
40/25	Any Other Business and Actions No further business was discussed. Actions: • Approval of minutes: Minutes from 18 November 2024 to be reviewed and brought back for approval. Timescale: Next FGB • Deficit management plan: Develop and present a written deficit management plan reflecting the three-year forecast. Action owner: Timescale: Resources Committee – 4 February 2026 • Curriculum monitoring visit: Undertake a monitoring visit focusing on Science and/or History and report back to the governing board. Timescale: Next FGB • Complaints Policy: Bring the Complaints Policy back to a future meeting for consideration. Timescale: Future FGB • Securly monitoring system: Provide an update once a confirmed implementation date is available. Timescale: Next FGB once confirmed • Residential visit – Nell Bank: Continue to monitor pupil numbers and confirm budget mitigation if required. Timescale: Ongoing • Progress and attainment data: Include progress and attainment data as a substantive item for detailed scrutiny. Timescale: Next FGB • Policies – Attendance and Behaviour: Include Attendance Policy and Behaviour Policy on the agenda for discussion and ratification. Timescale: Next FGB	All governors / Clerk Headteacher / Resources Committee Nominated governor Headteacher / Clerk Headteacher Headteacher Clerk Clerk / Headteacher

41/25	Dates of next meetings, all to commence at 6:15pm Apologies from TY and AM were noted in advance of the meeting.	
	Resources	Wednesday 4 th February
	FGB	Monday 16 th March
	Resources	Wednesday 26 th March
	Resources	Wednesday 6 th May
	FGB	Monday 11 th May
	Resources	Wednesday 24 th June
	FGB	Monday 13 th July

The meeting finished at 20:22