



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

MINUTES
Of the
Full Governing Body
Held
Monday 15th September 2025 at 6:15pm
At the school

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)
In attendance	Emma Marshall(EM, Clerk)(attended virtually)

Agenda No.	Minutes	Action
01/25	Welcome & apologies for absence Apologies were received from Richard Dempsey (RD) and Laura Sheffield (LS), prior to the meeting and were accepted. The meeting was quorate.	
02/25	Declarations of interest in items on the agenda There were none.	
03/25	Minutes of the last meeting, held 12/05/2025, and matters arising not covered elsewhere on the agenda (<i>Minutes and action log circulated with this agenda</i>) The minutes of the meeting held on the 14 th of July 2025 were accepted as a true record. Proposed by TM, seconded by JW, all in favour. It was noted that there were no amendments required and that all matters arising had been addressed.	
04/25	Teaching and Learning update, with curriculum input on history. (<i>NOTE: Rebecca Halliwell, history lead had requested for this agenda item to be postponed until the November meeting</i>)	
05/25	Election of new governors The Board noted that a vacancy had arisen following the end of tenure of Laura Sheffield, who had served as a co-opted governor for approximately ten years. The Chair invited governors to consider the approach to recruiting a replacement.	

	Discussion - Governors reflected that while there are currently a good number of parent and staff governors, the Board would benefit from an external member to provide greater balance and independence. - It was agreed that personal qualities and willingness to commit are as important as specific professional skills, given the comprehensive training available to new governors. Questions and Answers Q: Is there a specific skill set we are looking for in a new co-opted governor? A: The Board should consider both the skills and the personal qualities needed. While financial or HR experience would be valuable, it is equally important to identify someone with commitment and the capacity to learn. Q: Should we complete a skills audit before appointing? A (Clerk): Yes. A recent example at another school demonstrated the benefit of conducting a skills audit to establish what the governing body needs most. However, it was acknowledged that many boards are currently struggling to recruit external governors, meaning it may be more important to secure a willing and suitable candidate, even if they do not fully match the identified skills gaps. Q: Do we have potential candidates in mind? A: Suggestions for contacts were welcomed. Any interested individual should be asked to provide a short written introduction, which the Board would review before considering appointment. Q: Would finance be an area where we particularly need expertise? A (Discussion): Finance was identified as an area where additional expertise would be helpful, though governors recognised that the Resources Committee was already well supported. Other areas, such as curriculum, safeguarding, and community engagement, may also benefit from additional oversight. Next Steps / Action Points 1. Governors agreed that any expressions of interest should be sought through personal and professional contacts. 2. The Chair would actively seek suitable candidates. 3. Any prospective candidate would be invited to submit a written statement of introduction prior to the next meeting.	
06/25	Nominations for Chair, Vice Chair and Resources Chair Chair: Mark Jamieson had been nominated and was re-elected as Chair. Proposed by JW and seconded by AM Vice Chair: TY confirmed their continuation in post. Proposed by MJ and seconded by TM Safeguarding Governor: RD SEND Governor: HJ and MJ	All gobs

	Action: RD had since resigned his post as governor therefore a new governor would need to be elected. Resources Committee Chair: AM had been nominated and seconded. Election of Committee Chairs – Resources Committee The Chair invited nominations for the position of Chair of the Resources Committee. Nomination AM was nominated by JW and seconded by MJ. AM confirmed that she was willing to accept the nomination. Discussion on Support for the Role • Governor Comment: AM had a strong background in HR and was therefore well placed to provide leadership on staffing matters. • TY explained: He had been a member of the Resources Committee for several years and was a qualified accountant. Although unable to commit to the Chair role due to work pressures, he confirmed that he would provide his full support, including budget analysis and interpretation of financial reports. • JW: AM would receive support from the Senior Leadership Team, particularly in relation to budget planning and monitoring. The SBM and consultant bursar would continue to provide technical support to governors. • Chair confirmed: Both he and the Vice Chair would also offer advice and guidance to AM in her new role. Proposed by JW and seconded by MJ Action Point Clerk to update the records of committee membership to reflect Andrea’s appointment.	
07/25	Correspondence AJ reported that one item of correspondence had been received from a parent. The issue raised concerned the timing and clarity of information sent to families at the start of the school year, specifically relating to PE days and requirements for kit. Discussion • The parent felt that information had been circulated late, which created difficulties for families in planning and ensuring children had the correct equipment. • Governors acknowledged the importance of clear, timely communication, particularly at key transition points (e.g. moving from Reception to Year 1). • It was noted that some parents had been accustomed to a daily handover in Reception and found the transition to Year 1—where information was posted on classroom boards or sent by newsletter—more challenging. • Governors reflected that this may have contributed to a sense that information was not being shared as openly, although the school had posted all relevant details in class and circulated newsletters. Leadership Response • The Headteacher confirmed that the information was indeed sent out slightly later	

	than planned due to staffing shortages in the school office at the beginning of term. • This short period of reduced capacity had delayed the distribution of some communications. The leadership team had since reviewed procedures and resolved the issue, ensuring that dates and arrangements will be included in the termly newsletter as a standard approach going forward. • Governors were assured that the matter was discussed at the senior leadership meeting and that improved systems are now in place. Governor Feedback • Governors agreed that the correspondence highlighted how important it is for parents to have notice of PE days and other practical arrangements well in advance, particularly when parents need to make changes to work schedules to attend events or meetings. • It was suggested that scaffolding the transition from Reception to Year 1 could be strengthened by providing an early communication to parents, possibly with a short reminder email or notice at the start of term. Outcome The Board noted the issue and the steps taken by leadership to address it. It was agreed that future newsletters will contain a consolidated calendar of events and requirements to prevent similar issues arising. Governors welcomed the additional measures and acknowledged that the staffing shortage had been a temporary factor beyond the school's control.	
08/25	Safeguarding report E-Safety Incidents • Governors were reminded that the school now uses the Surf Protect monitoring system, which flags concerning online searches. It was discussed that the system is highly sensitive and generates several false positives. • Between 13 July and 8 September, two online incidents were flagged: • 1. A Year 3 pupil attempted to search for an 18+ rated film (search blocked; incident addressed with pupil and parents). • 2. A search term by another pupil inadvertently led to inappropriate text content. The site was blocked, and discussions were held with the pupil concerned. • In addition, two safeguarding incidents outside of the IT system were reported: • -A child brought a smartwatch with a camera into school. As cameras on personal devices were not permitted, the device was confiscated and images deleted. • -Another case involved a pupil searching online for terms that had unintended inappropriate meanings. Staff addressed this directly, using it as an educational opportunity. Invacuation and Lockdown Procedures • The school operates an invacuation (internal lockdown) procedure which was first introduced in 2017. • A practice fire evacuation was held in July. This term, the school will carry out a practice invacuation drill once new pupils have settled. • Procedures include: blinds down, classroom doors locked, children moved to safe areas, use of whistles and signals to alert staff.	

	• Plans account for children in other buildings (canteen, bungalow, nurture room, or outside on the field). • Governors discussed a past lockdown where communication with parents caused confusion. It was agreed that future practices would include a clear communication plan to parents, assuring them there was no threat if an exercise was underway. Filtering and Monitoring Systems • The school previously used Smoothwall (via local authority consortium), but costs made it prohibitive for a single school. Surf Protect was trialled but found to be cumbersome and prone to false flags. • Following consultation with other local schools, leadership is pursuing the adoption of “Securely”, a more affordable system which balanced sensitivity with accurate monitoring. • Securely is designed to: • - Flag concerning searches while reducing false alerts. • - Provide screenshots and user tracking to enable more efficient moderation. • - Keep filtering lists up to date with current trends and slang terms used by pupils. Safeguarding Training All governors were reminded they have access to the SSS Learning online safeguarding training platform. This will be particularly important for reviewing the 2025 update of Keeping Children Safe in Education (KCSIE). Any governors who have not yet received login details should contact the SBM. SEND Referrals and Record Keeping Governors were informed of a new policy whereby all referrals to outside agencies (e.g. CAMHS, Speech and Language, SCIL team) would now be logged on CPOMs with a date and reference number. This would ensure an audit trail and prevent gaps in record-keeping. Senior leaders would review open referrals each half-term to follow up outstanding cases. Outcome Governors noted the update and welcomed the strengthened systems. They particularly endorsed the move towards Securely as a more effective filtering tool, and the formalisation of referral tracking on CPOMs. Governors supported the planned invacuation drill and agreed that communication with parents should be carefully managed during any future events. Action Points 1. Clerk to remind governors to complete safeguarding training on SSS Learning and review the 2025 KCSIE update. 2. Leadership to proceed with the procurement and implementation of Securely as the new monitoring system. 3. Leadership to carry out an invacuation practice this term, with governors to review the outcome at the next meeting.	
09/25	Finance Report	

	The Headteacher and School Business Manager presented the finance report to governors. Current Position • The school was projecting a balanced budget for 2025–26. • However, projections for future years indicated a risk of deficit: • March 2027 – forecast deficit. • March 2028 – forecast deficit. • The Local Authority had therefore requested the submission of a Deficit Management Plan. Key Issues • A small reduction in income had occurred due to the movement of one pupil with high needs funding into a specialist provision. • This followed a successful tribunal initiated by the family, resulting in the Local Authority providing a place at a resource base. • While this outcome was entirely appropriate for the pupil and family, it resulted in a clawback of high needs funding from the school. • Governors were reminded that while the three-year budget plan set in 2024 had forecast a balanced position for the current year, the longer-term outlook remained uncertain and was dependent on funding allocations, staffing costs, and wider financial pressures. Deficit Management Plan • The Headteacher and SBM were preparing a draft plan with support from the external bursar (Sohail Mahmood). • The draft would be presented to the Resources Committee prior to submission to the Local Authority. • Governors were reminded that although future projections were based on assumptions, it was important to demonstrate that the school had considered potential risks and mitigating actions. Governor Questions and Responses • Q: Was the forecast deficit certain or dependent on assumptions? • A: Forecasts beyond the current year were based on the best available information and included assumptions about staffing levels, income, and national funding. These might change, but current modelling indicated a deficit was likely without additional income or savings. • Q: What actions were being considered to mitigate the deficit? • A: Leadership were reviewing staffing models, resource allocations, and potential income generation. Any proposed adjustments would be considered carefully to protect the quality of education. • Q: When would the plan be submitted? • A: The Local Authority had requested it during the Autumn term, and it would first be scrutinised at the Resources Committee. Outcome Governors noted the financial position and endorsed the development of a Deficit Management Plan. Governors acknowledged the positive outcome of achieving a balanced budget for the current year but recognised the longer-term challenges facing	
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	the school. Action Point The SBM and Headteacher to finalise a draft Deficit Management Plan with advice from the external bursar and present it to the Resources Committee before submission to the Local Authority.	
10/25	Staffing Report The Headteacher provided a comprehensive update on staffing matters, including recent appointments, flexible working arrangements, performance management, and pay progression. Appointments and Staffing Changes • Governors were informed that following Resources Committee approval to recruit, three new teaching assistants had been appointed after a strong field of applicants. • Two of the new TAs were deployed in Year 4 and one in Year 2. • Recruitment for lunchtime supervisors and cleaners was ongoing, with temporary arrangements in place. • A new Special Educational Needs and Disabilities Coordinator (SENDCo) had been appointed and took up post on 1 December, working 0.8 FTE (four days per week). The SENDCo had previously supported the school in an interim capacity and brought extensive experience to the role. • Due to the volume of SEND work requiring attention, the SENDCo initially had no class teaching commitment, focusing solely on SEND coordination and record management. • The Assistant Headteacher had assumed oversight of Looked After Children (LAC) to ensure continuity of support. Leadership and Middle Management • A new subject lead for mathematics began in post at the start of term and led a well-received staff training session introducing reasoning and intervention strategies. The new lead modelled the approach in her own teaching and shared practical classroom resources. • The Key Stage 1 Leader remained on maternity leave, with an acting leader continuing to cover the role. Governors noted that maternity costs were now borne by the school rather than the Local Authority, following recent changes to national policy. Flexible Working Arrangements • Several flexible working requests had been received and approved on a temporary 12-month basis, in line with school policy. • Most requests related to maternity returners or health considerations. Governors were reminded that all flexible working agreements were subject to annual review in the context of operational needs. • One member of staff had entered phased retirement, reducing contractual hours to access pension arrangements early. Performance Management and Appraisal	

	• The teacher appraisal cycle had begun and was due to be completed by the end of September. • Governors were reminded of their duty to appoint an external advisor to support the appraisal of the Headteacher. • It was noted that an external advisor who had supported the process previously had confirmed availability to continue. • Appraisal and pay progression for teaching staff were reviewed in line with the Teachers' Standards and school policy. • One application for Upper Pay Spine (UPS) progression was due for consideration by the Resources Committee. Pay Progression Discussion • The Headteacher reported that national guidance describes the criteria for UPS progression as 'substantial and sustained,' but does not provide a clear definition. • Governors discussed the importance of developing local criteria to ensure consistency and fairness in decision-making. • It was agreed that the Resources Committee would define what constitutes 'substantial and sustained' contribution within the context of the school. • Governors recognised the need to ensure transparency and alignment between performance management outcomes and pay decisions. Non-Teaching Staff Appraisal The Headteacher confirmed that appraisal processes for administrative, premises, and support staff had previously been inconsistent. A new cycle had been introduced to ensure that all staff groups now participate in a formal annual performance management process. Senior leaders would monitor completion and ensure the system was applied consistently across all areas. Outcome Governors noted the staffing updates and endorsed the leadership team's approach to recruitment, flexible working, and appraisal. They welcomed the strengthened oversight of non-teaching staff performance management and supported the intention to clarify UPS criteria. Action Points 1. Resources Committee to define and document local criteria for UPS progression. 2. Leadership to monitor implementation of the non-teaching appraisal cycle and report progress at the next meeting.	
11/25	Policies to Ratify Several policies were presented for review and ratification. Governors were reminded that policies were reviewed on a rolling cycle to ensure compliance with statutory guidance and alignment with local authority and trust frameworks. Policies Presented • Complaints Policy – This had been updated in line with the Department for Education	

	(DfE) model and PACT HR guidance. Minor adjustments had been made to reflect the school's internal procedures and revised timelines for response. Governors noted that the policy provided clear stages and escalation routes for formal complaints, and that the Clerk would act as the first point of contact for any written complaints received by the governing board. • Live Learning Policy – This policy had been originally introduced during the period of remote education and subsequently updated following recent snow and closure days. Governors noted that it remained relevant to ensure continuity of learning in exceptional circumstances such as adverse weather or building closure. It was confirmed that all online learning platforms remained secure and compliant with the school's E-safety and Data Protection policies. • Remote Learning Policy – The policy outlined procedures for delivery of learning when pupils were unable to attend school physically. Leadership confirmed that remote learning would only be used in exceptional cases, and not as a substitute for in-person attendance. Governors agreed that it was appropriate to retain the policy in the event of localised closures or temporary restrictions. Questions and Discussion • Q: Were these policies consistent with the local authority model documents? • A: Yes, they were all based on current PACT HR and DfE model templates, with only minor school-specific adaptations. • Q: Would these be shared with staff once approved? • A: Yes. All updated policies would be uploaded to the shared drive and signposted in the staff bulletin. Governors also requested that copies be made available on the school website for transparency. • Q: Were there any policies currently overdue for review? • A: The Headteacher confirmed that the Behaviour, Safeguarding, and Health and Safety policies were already under review and would be brought to the next meeting for ratification.	
12/25	Headteacher's Report The Headteacher presented the termly report, providing governors with an overview of pupil outcomes, attendance, behaviour, and progress towards the School Improvement Plan (SIP) priorities for 2025–26. Governors were invited to ask questions and provide challenge throughout the discussion. Pupil Outcomes and Data • Governors received and reviewed the end-of-year attainment and progress data for 2024–25. Overall outcomes were described as strong, with particular success noted in phonics, multiplication tables, and Key Stage 2 combined results. • In phonics, outcomes rose to 89%, remaining above the national average and reflecting the continued impact of early reading interventions and staff consistency in delivery. • The Year 4 Multiplication Tables Check results showed above-average attainment, with strong recall and fluency across cohorts. • At Key Stage 2, the combined reading, writing, and maths results were above national, with particularly strong performance in reading. Writing remained the main area for development, particularly at greater depth. School Improvement Priorities (2025–26) 1. Raise attainment in writing, particularly at greater depth, through improved	

	modelling, editing skills, and high expectations across all year groups. 2. Strengthen subject leadership in Design Technology (DT), Music, and Computing, ensuring that curriculum coverage and progression are consistent and well-sequenced. 3. Develop and embed SEND systems, including clearer provision mapping, robust graduated response, and early identification of need. 4. Promote equality, inclusion, and diversity, with a focus on anti-racism, inclusive language, and representation across the curriculum. 5. Enhance reading for pleasure, embedding a strong reading culture through new class libraries, author projects, and reading events. Governor Challenge and Questions • Q: What actions were planned to improve writing outcomes? • A: Leadership had identified variation in expectations between classes. A CPD programme was being implemented, focusing on shared moderation and improving subject knowledge. The English Lead was delivering training on vocabulary development, sentence structure, and greater depth exemplars. Intervention groups in Year 2 and Year 6 were already established to support targeted pupils. • Q: How would the school measure success in the improvement plan? • A: Impact would be tracked through half-termly data reviews, book looks, lesson observations, and pupil voice activities. The SLT would report progress termly to governors through the School Improvement monitoring cycle. • Q: Was leadership capacity sufficient to drive these priorities? • A: The Headteacher acknowledged that recent staff changes had been challenging but confirmed that middle leadership was now in place. Senior leaders were supporting subject leads through mentoring, paired learning walks, and co-planning. Attendance • Whole-school attendance stood at 94.6%, broadly in line with national figures. • Persistent absence had reduced slightly compared to the previous year. • Attendance continued to be monitored fortnightly, with letters issued to parents below threshold and early help referrals made where appropriate. Behaviour and Attitudes The Headteacher reported that behaviour across the school remained good, with pupils demonstrating positive attitudes and engagement. Low-level disruption was rare and addressed swiftly. The school continued to promote its core values through assemblies, rewards, and restorative conversations. Next Steps and Monitoring Leadership would continue to prioritise writing and SEND development as key foci for the coming term. Governors agreed that the next FGB meeting would include a curriculum deep dive report, providing an update on SIP progress and subject leadership development. Outcome Governors received and discussed the Headteacher's report and acknowledged the progress made in key areas, while noting that writing and SEND would remain the main improvement priorities.	
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	Governors commended the leadership team for maintaining strong outcomes and a clear strategic focus.	
13/25	Governor Matters Following the Headteacher's Report, governors confirmed that there were no separate items raised under Governor Matters for discussion.	
14/25	Any Other Business Under Any Other Business, governors discussed the upcoming residential trip to Buckden House. It was noted that attendance numbers were currently low, and it was explained that the centre requires a minimum number of participants for the visit to go ahead. Governors explored possible reasons for the limited uptake, acknowledging that while cost may be a factor for some families, cultural preferences and concerns about children staying away from home may also play a role. The Headteacher emphasised that the school continues to make reasonable adjustments to ensure that pupils with additional needs can be fully included in residential experiences. Governors considered whether greater parental communication might help to address misconceptions and improve understanding of the nature of residential visits. It was suggested that future information events could be arranged to explain accommodation arrangements, activities, and safeguarding measures, helping to reassure parents and encourage participation. Further discussion highlighted that some parents had perceived the venue as being either too close to home or, conversely, too far away. Governors also reflected on the potential influence of recent high-profile incidents reported in the media, which may have contributed to parental hesitation. The school confirmed that it remains mindful of cost pressures and will continue to source residential options that balance accessibility, safety, and enrichment opportunities for pupils. In closing, the Headteacher thanked governors for their contributions and invited any further ideas to be shared via email. The Clerk confirmed arrangements for the forthcoming Resources Committee meeting, with an agenda to be circulated in advance.	

The meeting finished at 20:15