



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

**MINUTES**  
**Of the**  
**Full Governing Body**  
**Held**  
**Monday 17<sup>th</sup> November 2025 at 6:15pm**  
**At the school**

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| <b>Governors Present</b> | 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) |
| <b>In attendance</b>     | Emma Marshall(EM, Clerk)(attended virtually)                                                                                                                                                          |

| <b>Agenda No.</b> | <b>Minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Action</b> |
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| <b>15/25</b>      | <b>Welcome &amp; apologies for absence</b><br>There were none. The meeting was quorate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |
| <b>16/25</b>      | <b>Declarations of interest in items on the agenda</b><br>No declarations were made.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |
| <b>17/25</b>      | <b>Any other business and requests for order variations</b><br><br>JW requested the History Subject Leader presentation be taken first to allow the presenter to leave earlier if required.<br>Decision:<br>Governors agreed to re-order the agenda.                                                                                                                                                                                                                                                                                                                                                                               |               |
| <b>18/25</b>      | <b>Co-option of a new governor Shaila Hamid (statement circulated)</b><br><br>Welcome and Co-option of New Governor<br><br>The Chair welcomed governors to the meeting and outlined the procedure for the formal co-option of a new governor.<br><br>Shaila Hamid left the meeting in line with governance protocol during the discussion and decision relating to her co-option process.<br><br>Governors had previously received the application statement from Shaila Hamid and discussed the benefits of her skills and experience, noting the importance of maintaining a balanced board including non-parent representation. |               |

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|       | <p><b>Resolution:</b><br/>MJ proposed the appointment of Shaila Hamid as a Co-opted Governor. The proposal was seconded by TY and unanimously approved.</p> <p><b>Decision:</b><br/>Shaila Hamid was formally appointed as a Co-opted Governor with immediate effect and was welcomed back to the meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 19/25 | <p><b>Minutes of the last meeting, held 14/07/2025, and matters arising not covered elsewhere on the agenda</b> (<i>Minutes and action log circulated with this agenda</i>)</p> <p><b>Actions Recording Process</b></p> <p>It was confirmed that all active actions would be listed and recorded together at the end of the minutes, rather than embedded within agenda sections.</p> <p>Governors reviewed the actions arising from the previous meeting, including progress updates provided by the Headteacher.</p> <p>Deficit Management Plan: The Headteacher reported that the one-year budget submitted to the Local Authority was balanced and that the three-year forecast did not predict any deficit until March 2027. A written Deficit Management Plan was therefore required for future years only. A holding update outlining key mitigation principles had been provided to the Local Authority by the Headteacher.</p> <p>The Business Manager was completing the full written Deficit Management Plan, which will be presented to the Resources Committee for review and approval prior to formal submission.</p> <p><b>Filtering and Monitoring:</b> Governors noted that monitoring and filtering systems remained in place and that preparations were underway to transition to the new provider, Securely, once technical arrangements were finalised.</p> <p><b>Upper Pay Scale Review:</b> It was noted that the agreed Upper Pay Scale criteria had been completed and was scheduled for consideration by the Resources Committee.</p> <p><b>Safeguarding:</b> Additional safeguarding actions from the previous meeting would be covered under the safeguarding agenda item later in the meeting.</p> <p>The minutes of the meeting held on the 14<sup>th</sup> of July 2025 were accepted as a true record. Proposed by TM , seconded by JW , all in favour.</p> <p>It was noted that there were no amendments required and that all matters arising had been addressed.</p> |  |
| 20/25 | <p><b>Teaching and learning presentation, with curriculum input on history by Rebecca Halliwell</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |

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|  | <p>RH (History Lead) delivered a comprehensive presentation on the history curriculum. She explained she had been the history coordinator for several years, although she had led different subjects in the past. RH outlined why history mattered within the primary curriculum, stating that it helped children understand the concept of time, think critically, explore identity, develop literacy skills and become informed citizens ready for adolescence and adulthood.</p> <p>RH read aloud the school's published History Intent, noting that the curriculum at WPS was designed to develop pupils' understanding and appreciation of the past, including Britain and wider global societies. She explained that the curriculum aimed to develop the key skills of enquiry, analysis, interpretation and problem-solving, following a structured progression model so that learning built coherently from Early Years to Year 6.</p> <p>Pupils were encouraged to make connections between events in the past and the present, fostering curiosity and engagement. The curriculum also promoted chronological, cultural and citizenship awareness and reflected the school's wider aims relating to equality, respect, tolerance and ensuring all pupils fulfil their potential.</p> <p>RH clarified the difference between substantive knowledge (the factual content of history such as events, people, places and periods) and disciplinary knowledge (how historians gather, evaluate and interpret evidence). She noted that children typically remembered facts most easily, but disciplinary knowledge helped them understand how we know what we know. She gave examples such as using primary and secondary sources, evaluating evidence, questioning reliability, interpreting documents, sorting chronologies, and discussing differing perspectives. She emphasised that disciplinary knowledge was taught across other subjects too, including science, geography and English.</p> <p>RH described how both knowledge strands were carefully built through the year groups, with expectations increasing from Early Years through to Year 6. She distributed documents showing progression in both disciplinary and substantive knowledge, highlighting how skills and expectations deepened through school, so learning was cumulative and connected.</p> <p>RH explained the substantive curriculum content taught in each year group, giving examples: the Great Fire of London, Ancient Egypt, World War II, Stone Age to Iron Age, Victorians and other topics. She said these units contained the core facts pupils must know as set out in the national curriculum. She confirmed the long-term map showed appropriate coverage and explained that one of her first tasks as coordinator had been to review the LTP alongside A (DH) to ensure curriculum coverage remained aligned with NC requirements. RH discussed that curriculum drift sometimes occurred when staff changed topics over time, so a full review had been necessary. She confirmed national curriculum coverage was largely secure, but some local history elements had been lost and had now been reinstated.</p> |  |
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|  | <p>RH explained that following the review, the school had standardised planning documentation. A CPD session had been held, the new long-term plan had been shared with staff, and a new whole-school unit planning format was introduced.</p> <p>All year groups were now using a consistent planning proforma, highlighting substantive and disciplinary knowledge, proposed trips, visitors and enrichment opportunities. She said this ensured all history teaching was coherent, accessible to new staff, and sequenced appropriately so teachers understood prior learning and future learning. She noted this brought WPS in line with practice seen in other schools and would present well to Ofsted.</p> <p>From September, all year groups had begun teaching from the new unit plans. RH explained this had improved consistency and made delivery more straightforward. She said the Year 5 Egyptian planning had been ready to use with only minor teacher adjustments.</p> <p>RH reported on work undertaken for Black History Month. She said that in previous years the school had been a bit tokenistic, but this year each year group had delivered a structured four-lesson sequence during October.</p> <p>Each class had focused on two significant individuals relevant to their phase. Work included discussion, research, artwork, book cover designs and posters; examples had been shared in the newsletter. Displays were planned to promote the work further. R said feedback from staff and pupils was very positive and the aim was to ensure Black history was referenced throughout relevant curriculum units, not only in October.</p> <p>RH outlined next steps, including reviewing the new unit plans, evaluating new topics (particularly local history), and ensuring enrichment opportunities such as museum visits and workshops continued to be developed. She mentioned that some classes already had trips booked, including Year 1 visiting the Industrial Museum and Year 2 visiting Saltaire.</p> <p><b>Governor Questions</b></p> <p>A governor asked how history was assessed. RH explained that assessment was largely based on teacher judgement, aligned to the big question at the end of each topic. Children began the topic with the inquiry question and returned to it at the end. If they could explain and evidence their response, this indicated secure understanding. RH said there were no written tests; ongoing teacher questioning and pupil discussion also informed assessment.</p> <p>It was discussed that assessment reflected whether pupils were working towards, at or exceeding age-related expectations, with additional considerations for pupils working pre-key-stage. It was further emphasised the importance of assessing children as historians, not simply as writers.</p> <p>Another governor asked how the review had come about. It was explained that the school had focused heavily on core subjects in recent years and had invested in some other foundation subjects ahead of history. History was therefore due review and</p> |  |
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|  | <p>refresh. It was discussed that other schools had moved to schemes for history, but WPS had not, so they needed to ensure coverage remained robust.</p> <p>A governor commented positively on the reintroduction of local history units and asked about the benefits. RH said local history had become disconnected over time but had now been reinstated, which allowed authentic links to Bradford's heritage and local museums.</p> <p>A governor asked about cross-curricular opportunities. RH said meaningful links were made when suitable, particularly in lower years with literacy, and in some topics with art (e.g., Year 5 Egyptian art). She emphasised that links were only made where appropriate.</p> <p>It was added that careful consideration was given to avoid superficial links and that meaningful cross-curricular integration worked best with older pupils.</p> <p>Governors discussed enrichment. Examples included workshops, museum visits, Merton Park WWII experience, Victorian schoolroom days and role-play clinics for Mary Seacole and Florence Nightingale. Staff described how these experiences powerfully supported children's historical understanding and memory.</p> <p>It was noted that pupils' ability to evaluate sources was essential for future learning, especially with challenges such as misinformation and AI-generated content.</p> <p>Governors formally thanked RH for her presentation.</p> <p>Staff also commented that RH had worked extremely hard as subject lead and the revised curriculum was having a strong impact on teacher practice and pupil engagement.</p> <p><b>Future Curriculum Presentations</b></p> <p>As part of planned curriculum development sessions for governors, the next subject area presentation was discussed.</p> <p><b>Proposal:</b></p> <p>Science to be presented at the Spring 1 Full Governing Board meeting. (12<sup>th</sup> Jan)</p> <p>It was reported that:</p> <ul style="list-style-type: none"> <li>• The Science Lead had completed extensive curriculum development work.</li> <li>• STEM Ambassador partnerships had been built to enhance provision.</li> </ul> <p><b>Decision:</b></p> <p>Governors agreed that Science would be the next curriculum focus presentation.</p> |  |
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| 21/25 | <p><b>Nominate Safeguarding Governor, following resignation of RD</b></p> <p>Governors noted the resignation of the previous Safeguarding Governor (Richard Dempsey) and discussed the requirement to appoint a replacement to fulfil the statutory safeguarding monitoring role.</p> <p>The Chair outlined the responsibilities associated with the position, including:</p> <ul style="list-style-type: none"> <li>• Undertaking termly safeguarding monitoring visits.</li> <li>• Reviewing safeguarding procedures and policies.</li> <li>• Checking and signing the Single Central Record.</li> <li>• Liaising with the Headteacher, Deputy Headteacher and senior leaders regarding safeguarding and online safety arrangements.</li> <li>• Reporting monitoring findings back to the Governing Board.</li> </ul> <p>Governors were invited to consider nomination to the role.</p> <p>Appointment of a new Safeguarding Governor to be confirmed at the next Full Governing Board meeting, or earlier should a governor volunteer prior to that date</p>                            |  |
| 22/25 | <p><b>Correspondence</b></p> <p>Governors received correspondence from the Department for Education regarding the school's inclusion in a national programme offering the fully funded installation of solar panels.</p> <p>The Headteacher reported that the school had been identified as one of approximately 200 schools nationally selected to participate in the scheme. The correspondence was verified as legitimate, and a Memorandum of Understanding had been signed. The required meter information had been submitted to enable progression to the next stage.</p> <p>It was confirmed that a building survey had been scheduled to assess the suitability of the site for installation. The project was to be managed operationally by the Business Manager on behalf of the school.</p> <p>It was confirmed that no financial contribution was required from the school, and governors noted the potential for long-term energy cost savings.</p> <p>Decision: Governors supported proceeding with participation in the Department for Education solar panel programme.</p> |  |
| 23/25 | <p><b>Safeguarding report, including response to actions: safeguarding training to be completed by all governors, new monitoring system to be decided on; invacuation plan to be implemented</b></p> <p>The Headteacher presented the safeguarding and online safety monitoring report for the review period.</p> <p>Governors were informed of a small number of online safety incidents identified through the school's monitoring systems, including attempts to access inappropriate or blocked content and the use of unsuitable search terms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

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|              | <p>All incidents were investigated promptly in accordance with the school's Online Safety Policy, with pupils spoken to and appropriate sanctions and education applied as necessary. Parents were informed where required.</p> <p>It was noted that the school had moved away from its previous filtering provider and was in the process of transitioning to the new system, Securely, which was expected to be more targeted and less over-sensitive while maintaining robust monitoring arrangements.</p> <p>Governors were also briefed on a recent parent workshop on digital and online safety delivered by an external consultant. Attendance had been limited, despite the session providing valuable guidance and resources for parents. The presentation materials and supporting links were to be shared with all parents following the event.</p> <p>It was confirmed that online safety education was delivered weekly through the computing curriculum using the Project Evolve programme, ensuring safeguarding messages were revisited regularly rather than treated as a one-off topic.</p> <p>Discussion also referenced concerns around children's use of social media and messaging apps outside of school. Governors and leaders emphasised the importance of continuing parental engagement and education to support safe usage of digital platforms.</p> <p><b>Invacuation / Emergency Procedures</b></p> <p>The Headteacher reported on a recent incident in which an unknown individual had been observed walking across the neighbouring field during playtime. Although the situation posed no actual threat, staff followed safeguarding procedures and reviewed the effectiveness of perimeter controls.</p> <p>The Headteacher used the incident as a learning point to reinforce correct procedures, emphasising that staff should utilise controlled entry/exit points and follow established protocols rather than intervening directly.</p> <p>Governors were advised that, while an evacuation plan already exists, leaders will be refreshing the plan and implementing invacuation rehearsal practices (secure lockdowntype procedures) to ensure staff and pupils are fully familiar with actions required in the event of a potential threat.</p> <p>This work was noted in the context of the forthcoming statutory duty under Martyn's Law (expected from September 2026) which would formalise expectations for protective security measures in public settings, including schools.</p> <p>Governors noted and agreed that safeguarding arrangements remained effective and that ongoing monitoring was appropriate.</p> |  |
| <b>24/25</b> | <p><b>Resources Committee Report</b></p> <p>There were no additional matters arising from the resources committee beyond items already covered on the agenda.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>25/25</b> | <p><b>Headteacher's Report (Autumn 2: verbal report)</b></p> <p>The Headteacher provided a verbal update to the Governing Board.</p> <p>Catering Provision – Halal Kitchen Proposal</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

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|       | <p>The Headteacher reported that Bradford Facilities Management had proposed converting the school kitchen to a halal preparation kitchen in response to the dietary needs of the majority of pupils accessing school meals. Currently, halal meals were sourced externally as pre-prepared 'foil' meals, which was noted to be less cost-effective and does not provide the highest quality provision.</p> <p>The proposal involved the installation of new kitchen equipment, at a cost of approximately £15,000, which the catering provider offered to fund based on the school entering into a three-year contract agreement.</p> <p>Governors discussed the proposal at length, raising concerns regarding:</p> <ul style="list-style-type: none"> <li>• Portion sizes and consistency across the week.</li> <li>• Maintenance of popular menu options including weekly roast dinners, pizza provision and Fish Friday.</li> <li>• Quality and consistency of desserts/puddings which had reduced in recent months.</li> <li>• Adequacy of salad bar and snack provision, particularly for younger pupils.</li> <li>• Communication with parents regarding any menu changes.</li> <li>• Safeguarding of quality should the financial savings of the new arrangements benefit meal provision.</li> </ul> <p>Governors confirmed that any agreement should be subject to assurances and measurable standards, including:</p> <ul style="list-style-type: none"> <li>• Consistent portion control monitored through parental satisfaction surveys (target of approximately 70% satisfaction).</li> <li>• Retention of key menu staples (roast dinners, pizza, Fish Friday and cooked desserts).</li> <li>• Enhancement of salad/snack provision accessible to pupils.</li> <li>• Clear communication of menu changes.</li> <li>• Annual quality reviews and inclusion of an exit clause should standards not be met.</li> </ul> <p>Decision: Governors AGREED to proceed with the three-year catering contract and halal kitchen conversion subject to the agreed conditions and safeguards being written into the contract.</p> |  |
| 26/25 | <p><b>Policies to ratify (<i>Standing Item</i>)</b></p> <p>The following policies were presented to governors for consideration:</p> <ul style="list-style-type: none"> <li>• Complaints Policy • Live Learning Policy • Remote Learning Policy</li> </ul> <p>The Live Learning Policy and Remote Learning Policy were reviewed by governors and confirmed to align with current statutory guidance and school practice.</p> <p>Decision: The Live Learning Policy and the Remote Learning Policy were ratified and approved by the Governing Board.</p> <p>The Complaints Policy was also considered. Governors identified matters requiring further clarification and amendment before approval could be granted.</p> <p>Decision: The Complaints Policy was not ratified at this meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 27/25 | <p><b>Governor matters (<i>Standing Item</i>)</b></p> <ul style="list-style-type: none"> <li>• Membership of the full governing body</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

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|       | <ul style="list-style-type: none"> <li>• Training (completed, requested)</li> <li>• Visits (completed, planned)</li> </ul> <p>Governors discussed training and the use of Smartlog for recording completed governor training. A governor reported completing significant training via Smartlog and submitting training certificates to the Business Manager.</p> <p>Governors noted the availability of a “huge plethora of training” through the school’s training subscription.</p> <p>It was also reported that the Chair (MJ) had attended a School Council visit with the Deputy Headteacher (AS).</p> <p>Positive feedback was given regarding the pupils’ engagement and the quality of discussion during the meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| 28/25 | <p><b>Any Other Business and Actions</b></p> <p>The Chair invited governors to raise any other business.</p> <p>A brief discussion took place regarding recent snowy weather and its potential impact on school operations. Governors noted that appropriate arrangements were in place for monitoring conditions and communicating any decisions regarding site safety or potential closures to parents as required.</p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Deficit Management Plan: The Business Manager to complete the written Deficit Management Plan reflecting the three-year forecast position and present it to the Resources Committee for review for approval prior to submission to the Local Authority.</li> <li>2. Curriculum Monitoring. A governor monitoring visit to be scheduled for the History subject area. The Science Subject Leader presentation to be delivered at the Spring 1 Full Governing Board meeting .</li> <li>3. Safeguarding Governor. Appointment of a new Safeguarding Governor to be confirmed at the next Full Governing Board meeting or sooner should a governor volunteer.</li> <li>4. Safeguarding / Online Safety Leadership team to complete the rollout of the “Securely” filtering and monitoring system. Online safety workshop materials and guidance to be circulated to all parents. School evacuation and invacuation procedures to be refreshed and a rehearsal drill scheduled during the Spring term. Ongoing review of safeguarding communication methods to maximise parental engagement.</li> <li>5. Catering Provision. Headteacher to liaise with Bradford Facilities Management to ensure governors agreed conditions are formally incorporated into the catering contract, including monitoring and review arrangements.</li> <li>6. Complaints Policy. The Complaints Policy to be reviewed and amended and returned to a future Governing Board meeting for formal approval.</li> <li>7. Governor Training Governors to review their individual training records on Smartlog and ensure all completed training is recorded and kept up to date</li> </ol> <p><b>Dates of next year’s meetings, all to commence at 6:15pm</b></p> |  |

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| <b>29/25</b> | Resources | Wednesday 26 <sup>th</sup> November  |
|              | FGB       | Monday 12 <sup>th</sup> January 2026 |
|              | Resources | Wednesday 4 <sup>th</sup> February   |
|              | FGB       | Monday 16 <sup>th</sup> March        |
|              | Resources | Wednesday 26 <sup>th</sup> March     |
|              | Resources | Wednesday 6 <sup>th</sup> May        |
|              | FGB       | Monday 11 <sup>th</sup> May          |
|              | Resources | Wednesday 24 <sup>th</sup> June      |
|              | FGB       | Monday 13 <sup>th</sup> July         |
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**The meeting finished at 20:15**

Signed by..... Date.....