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

MINUTES

of the

Full Governing Body Meeting

Monday 12th May 2025 at 6:15pm

At the school

Governors Present (alphabetical)	Ambreen Janjua (AJ), Mark Jamieson (MJ, Chair), Andrea Memdona (AM), Joy Wood (JW, Headteacher), Aaron Sidebottom (AS), Richard Dempsey (RD), Tracy McMahon (TM), Laura Sheffield (LS), Tanny Yousef (TY)
In attendance	Sally Hughes (SH, Clerk), Susan Clegg (SC), Georgina Pickles (GP) – Writing Leads in school

Agenda No.	Minutes	Action
55/24	**Welcome & apologies for absence** Mark opened the meeting at 6:15. There were no apologies, but Hanna Johal's absence was noted.	
56/24	**Declarations of interest in items on the agenda** None	
	Presentation JW introduction GP began, describing Nursery to Year 2. Starts with oracy – Nursery: reading to children, letting children retell stories. If they can tell a story, they can learn to write it later. Hand-eye motor skills (fine & gross), etc. Lau Lau – sound drawing – link to themes doing in classroom. Reception: Still oracy, retelling, motor skills, choose a book. Phonics – Little Wandle – writing section 3 words, sound out, decide diagraphs & Phonemes, write on board, write on paper, erase board, children write. Witing frames/small group work. Year 1 – huge jump. Key Stage 1 – teach a skill, you learn to do it with support. Alison Phillipson programme Reading phases, then toolkit phase then writing phase. Also training with Philip Webb, provided lesson activity support. Weekly spellings sent home. One half-term writing assessment. Year 1 writing journey – clues, physical items, decide setting/character items. Phonics map from Little Wandel to support sounding out.	

	Year 2 – more writing. Look at features – noun phrases, e.g. Give a variety of writing styles/genres (letter, story, etc.) WAGOLL – what a good one looks like – examples put around the room. Qs on EYFS and KS1 writing – TM re writing assessment – does this move throughout school years? Yes, all grids are different. JW Have to tick box for year group to meet Working at expected level standard. Some working below key stage. Andrea – how do you measure their progress? Georgie – mould the learning to their level. Adapt teaching toward children and their abilities. JW – pre-KS1 Work is more scaffolded and if needed more assistance is given. The governors all thanked GP. SC described teaching writing at Key Stage 2 – the delivery "bumps up again". Similarities – Allison Pearson's Immersion reading phase, tool kit phase, and reading phase. Hooks – acting, bricks/straw/ wood (props). WAGOLL again. Working wall focus skills. Planning – there is no set way, whatever works for them. Give time to plan and talk through with peers, then create piece. Progresses to Year 5 and Year 6. Another part of writing is oracy. Drama, imagination, public speaking – time is built into the programme for this. Weekly spellings – Spelling Shed – rules, patterns, etc. Letter-join links spelling and grammar. Quality First teaching (QFT) and adaptations, personalised progression for those struggling to meet age related expectations. At the end of every unit there is whole-class feedback and celebration. All thanked both teachers. GP and SC left the meeting at 6:52pm.	
57/24	**Any other business and requests for order variations** None	
58/24	**Minutes of the last meeting, held 17/03/2025, and matters arising not covered elsewhere on the agenda** *(Minutes and action log circulated with this agenda)* **Q When will BCP be? A** It is a work in progress and will be completed by the end of the school year. **Resolution:** The minutes were held to be a true record. Proposed by TM, seconded MJ, all in favour.	
59/24	**Update summary from Chair of Resources committee on last meetings, held 5/02/2025 and 7/05/2025** *(Standing Item)* • **Safeguarding** Nothing of significance to report. This is a standing agenda item for all meetings (Resources included). AS reported the review from 12th March to 1st May: There were two incidents outside of Smoothwall monitoring with a number of children accessing an online shooting game in school. The website is a problem – if you block it, it changes its domain name. Children know they should not access it in school. A Year 6 pupil on his PlayStation at home discussed fighting in school. This was followed up by school. No flags came up	

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	under Smoothwall except sexual content – Boobie bird. Also TM regularly conducts tests. When we transfer to our new internet provider, we will have a different system from Smoothwall but it works the same for filtering & monitoring. **Q Do other schools use this new provider? A** Recommendations were good, it is Bradford-based but not just Bradford schools use it. JW stated that we will use the monitor regularly. **Q How does Smoothwall flag PlayStation items? A It doesn't.** Parents report. They may, for example, bring screenshots. School offers advice and guidance. • **Finance** TY informed governors that the last committee meeting was dominated by the budget – it had to be in for the deadline. The committee went through line by line. The supply teacher budget was discussed. There will be an in-year deficit £50k but the budget will balance in future years. • **Staffing** – The resignation of the school's SEND lead triggered recruitment, which has already started. Maths lead – school has held a few interviews, supported by MJ. New SCIIT staff is aligned to an exit all the detail is in the headteacher's report. The school is recruiting a lunchtime supervisor. • **Other matters –** Car park issue. (H&S concern). Closed carpark to pedestrians – not being adhered to by staff. TM called a locksmith who came out the next day. This is a report on discussions that have already taken place and is provided for information only. LS Thanked TY for covering this meeting on her behalf. Items from February **1) DBS checks** cost/risk balanced, would sign up to annual renewals. JW thought agreed. TM & LS thought it would come to full governors. **Action: Add to next FGB meeting agenda.** TM clarified that regular volunteers who come in once per week are checked. The cost is £14 per person + £64 for an initial DBS. TY to TM – bring proposals to next meeting. £64 is enhanced check – staff. Do not check parents who join off-site visits but have a safeguarding procedure. **2) Leave policy** – there is one. but school has not adopted it. Some term-time leave requests came in the night before the meeting. JW links to Bradford conditions of service and it is clear. The only leave requests that come to governors are exceptional circumstances. TM added that a statement of plea comes from staff – they fill in the normal leave form and attach their letter. TY stated that there needs to be element of standardisation, but governors agreed to endorse the decision of last FGB meeting – no new paperwork. Leadership will bring additional information to the governing board. JW can ask for the relevant information in the letter.	
60/24	**Term-time staff leave of absence requests**	

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	None outstanding. **ACTION LOG** BCP – in progress. IT audit – JW has brought this up with Moira, computing lead. In progress. Training for school fire marshals – done. 8 people nominated and cutoff date given for SSS learning/training – 23rd May. TM will send log in details for online training to two new governors. JW will also give access to KCSiE.	
61/24	**Policies to ratify** *(Standing Item)* • **Resolved:** to accept the SEND policy (reviewed by MJ) Proposed by TM, seconded by MJ. • Online Safety Policy – due in July – who would like to take on. Was updated July 2024. Mark will do (**Action**). **Teaching and Learning update** *(Standing Item)* Data review by JW. The data, as always, is excellent. Data is a bit lower than we wanted it to be in Spring. A HLTA who is proficient at phonics teaching is leading the phonics target group. Also, for the Year 6 results at the end of the Easter term, we wanted to accelerate progress in Reading & maths before SATS – again, there was intervention for target groups which was delivered both before and after school to address all children. Year 4 times tables data was not as strong at end of spring term as at end of autumn term. AS (acting head of maths) discussed this with Year 4 staff and explained to governors that breaking down that data reveals that 9 children scored well but not 25/25. AS explained that there is no set pass mark, but most schools set the benchmark at 25/25 correct answers. Children complete the test online, having 6 seconds to answer each question. Some children took the test during Ramadan and were fasting. Teachers discussed the mock in June to get pupils confident in answering. JW added that children need dexterity on keys, need not panic, etc. It is almost a test of keyboard skills. AS talked about administering the real test: plan is to keep it calm, have small groups, sit in the computing room that they are used to – don't treat like test, just a demonstration of what pupils know. JW added that there are 3 maths sets in Year 6. 2 classes, 3 groups – the highest plus 2 parallel bands. These bands are subdivided into smaller groups, giving better teacher-pupil ratios to help target areas of misunderstanding. AS said that smaller groups allow teachers to see gaps more clearly. JW said there are three papers in SATS, 1 arithmetic and 2 word problems. Looking at the Spring term data, including writing – the primary objective on the school improvement plan. Writing data looked disappointing. Over the course of the year children have improved and are now working on the end of year outcome. Staff are	

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	hoping that summer will have ticked a lot more boxes. In writing, children are clearly expressing themselves and using good mechanics. Teachers employ the "purple pen system" **Q On a year-by-year basis – you see step up until Years 3 & 4, which dip, then up again. Is there a target intervention for the dips? A** It is an acknowledged feature nationally "the Year 3 dip" probably because the KS2-KS3 transition is huge and there is a period of acclimatising required. The senior leadership team are monitoring not just the outcomes but process. Expertise is being shared amongst staff. JW is working in Year 6 with GDS writers. This (end of Y6 requirements) is demanding. Two leaders of writing have now talked about how they work in school. Governors wished to pass on that they appreciated their enthusiasm and passion. Speaking, Listening, Writing – three strands are intermeshed. The best readers are usually the best writers, having assimilated what good writing looks like. The information system used by the school is O Track – all data goes in, stores & manages data, then you query the data.	
62/24	**Policies –** done earlier	
63/24	**Headteacher's Report** *(Standing item) A written report was circulated with the agenda along with an attendance report* TY has already alluded to staffing issues. Internal appointment for maths lead: the school did not make an external appointment owing to the poor applicant pool. A good teacher with passion for maths feels ready to lead. There was an internal-only advert, and she was sole applicant. She will be interviewed next week. This afternoon saw an acting head of Key Stage 1 appointed. The current leader is on maternity leave for 9 months to a1 year. This also felt like a good appointment. SCIIT trainees – we pay (salaried route into teaching) an external trainer, but the trainees are on our staff. One staff member is just completing their SCIIT training, which will seamlessly cover another maternity leave. There have been several enquiries about flexible working. All were approved, some in modified form. These only come to governors if there is an appeal. The school will not get money back on the roof. Teaching & learning – we are converting the former computing suite into a library. We still have one suite for the national curriculum for computing and cross-curricular computing lessons. The school is embarking on anti-racist teaching. Some children are exposed to inappropriate materials. Work in assemblies takes place alongside celebrating diversity.	

Signed by…… Date……

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<tr><td></td><td>Anti-racist is proactive, not just non-racist. This will also be picked up in PSHE lessons in an age-appropriate way. As stated that this is good. It is easy to say, “I don’t agree”, but harder to challenge people. JW added that role models of challenging in peaceful way are highlighted (Nelson Mandella, MLK Jr). Q Is that something you also do around disability & neurodivergence? A We did some work on homophobic comments. We celebrate neurodiversity. AM commented that pre-emptive measures are good MJ added that it is good to give pupils the language to challenge others.

Q Is the new library for study space or books? A Books. Q Where have the funds come from? A Some books came from the Burleigh Literacy Hub, JW went to a book sale, and school have some grants.</td><td></td></tr>
<tr><td>64/24</td><td>Governor matters (Standing Item)

• Membership of the full governing body – standing agenda item – keep the right balance of skills.
• Training (completed, requested) SSS and Skills4Bardford
• Visits (completed, planned) – 2 new governors have been to school to visit.
• JW welcomed governors to visit – the school offers an open-door policy. Please come in when your schedules permit. MJ hopes to sit in on the children’s school council. AS will send MJ and TY information on the next meeting.

Q Is it worth naming governors to roles? A Yes, we need SEND & Safeguarding.</td><td></td></tr>
<tr><td>65/24</td><td>AOB</td><td></td></tr>
<tr><td>66/24</td><td>Dates and times of next meetings

<table><tr><td>Resources Committee</td><td>Wednesday 25 June 2025</td></tr><tr><td>FGB</td><td>Monday 14 July 2025</td></tr></table></td><td></td></tr>
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The meeting finished at 8:20pm.

Action log:

SH to add annual refresher to next FGB agenda. STAFF refresh every year? Changes to be implemented from September. Andrea: benchmarking from other schools? Sep agenda item final FGB July. Include everyone in Resources meeting circulation.

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