Willingham County Primary School

Meeting of the Full Governing Body on

Thursday 19th March 2026 at 7pm (WPS)

MINUTES

Present: Chris Shaw (CS) (Chair), Mona Paalanen (MP) (Headteacher), Angela Walker (AW) (Deputy Head), Matt Unwin-Riches (MUR) (Vice Chair), Jo Aldhouse (JA), Cherie Davies (CD), Lara Feather (LF), Louise Johnston (LS), Sophie Cunningham (SC) Lucy Poskitt (LP) Sean McCann (SM) Annabel Targett (AT) Emily Lloyd (EL) and Yvona Duncan (YD) – joined remotely from 7.20pm).

Also attending: Charlene Monk (CM), CamClerk.
The minutes are recorded in the order in which items were discussed during the meeting, which may differ from the published agenda.

<table>
<tr><th></th><th>Minutes</th><th>Actions</th></tr>
<tr><td>1.</td><td>Welcome from the Chair
The Chair (CS) welcomed all to the meeting.

Apologies
Apologies were received and accepted from Helen McCarthy (HM).

did not send apologies and was not in attendance.

The meeting was quorate.</td><td></td></tr>
<tr><td>2.</td><td>Declarations of Interest. *
None</td><td></td></tr>
<tr><td>3.</td><td>Minutes*
i. The minutes of the FGB meeting, including confidential minutes, held on 15th January 2026, were submitted, and signed by the Chair as a true record of the meeting.
ii. Actions outstanding and Matters arising (not included elsewhere on the agenda)

<table>
<tr><th>No</th><th>Action</th><th>Owner</th><th>Deadline</th></tr>
<tr><td colspan="4">Actions from meeting held on 6 November 2025:</td></tr>
<tr><td>02</td><td>SMT, with Pupil voice and the School Council will be involved in raising awareness of safer streets, with a pupil voice article to be submitted for publication in Willingham News. Action - closed</td><td>SMT/School Council</td><td>FGB03</td></tr>
<tr><td>06</td><td>Chair to invite KS2 Phase Lead to FGB03 meeting. Action – ongoing FGB05</td><td>Chair</td><td>FGB03</td></tr>
<tr><td colspan="4">Actions from meeting held on 15 January 2026:</td></tr>
<tr><td>01</td><td>SMT to review and agree best practice for TA deployment and consistency, ensuring monitoring of pupil progress is effective across the whole school and not limited to a single cohort. Action - closed</td><td>SMT</td><td>FGB04</td></tr>
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<tr><td>4.</td><td>Head Teacher’s report *</td><td></td></tr>
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The written Headteacher's report—including the outcomes of the recent consultation (consultation outcomes), was circulated prior to the meeting.
The Headteacher's report provided an overview covering key areas: executive summary, current context, successes and challenges, attendance, safeguarding and child protection, staffing, standards and achievement, parental engagement, school improvement, curriculum, teaching, and learning, SEND and disadvantaged pupils, premises, health and safety, finance.
Governors submitted questions in advance based on the information contained within the report; responses are set out in Appendix 1.

Business Case - Consultation Outcomes
The Headteacher presented a summary of the Business Case Consultation Outcomes (Effective September 2026)

- The business case aimed to standardise key processes across Honeypots pre-school and the school, including admissions, attendance, staffing deployment, CPD, and health & safety, with responsibilities allocated appropriately to office staff, leadership team, and SBM/Site Manager.
- The school will operate 14 classes (YR–Y6) for future financial and staffing planning.
- Work will continue this year to create a progressive, year-group-based curriculum, led by subject leads and coordinated by SMT.
- Honeypot Pre-school will offer 08:00–17:00 provision using existing staff; charges to be communicated to parents.
- Recruitment for an EYFS Lead will begin; Phase leaders have been invited to apply for Assistant Headteacher roles, with governor-involved interviews.
- Roles have been reframed as SENDCo and Mental Health Lead, EYFS Lead and Pre-school Lead
- Line management changes with mean the Midday Lead and HLTA 's to report to the Deputy Headteacher.

Additional points noted by the Headteacher regarding the Consultation:

- Consultation outcomes and feedback were reviewed at Personnel Committee.
- Two roles required challenging conversations; these were conducted positively, with staff committed to working collaboratively moving forward.
- Seven staff members were directly affected; all queries relating to their roles were addressed.
- Strong staff understanding of the significance of the EYFS Lead role; agreement to advertise externally to ensure a robust field.
- Staff expressed support for the extension of Honeypot pre-school operating hours.
- Honeypot pre-school staff were positive and accepting of proposed changes, including extended provision for pupils within the catchment area. Staffing arrangements for September are in place.

Governor questions/challenges/support followed:

	Challenge: A Governor asked whether any staff feedback had been received following the conclusion of the consultation? The Headteacher confirmed that changes had been communicated to staff verbally and no feedback had been submitted. **Challenge:** A Governors queried plans for wider communication, beyond Honeypots? The Headteacher noted that the EYFS Lead role will be advertised from tomorrow 20.03.2026, with interviews scheduled for 23.04.2025. Governor support for the interview panel was requested. Wider community communication will follow, although no separate letter is planned at this stage. **Challenge:** The Chair asked the Headteacher, on reflection, whether anything could have been managed differently, and what had gone well? The Headteacher noted that, with hindsight, further early consultation with EPM would have been helpful, particularly in understanding what questions to ask as this was her first time leading such a process. Staff questions were fed back to EPM for clarification throughout. The launch meeting was well prepared and clearly presented the rationale and structure. A union representative attended throughout, providing reassurance to staff. The process focused on organisational needs rather than individuals. The Head acknowledged the intensity of the two-week notification period (alongside the 30-day formal consultation), noting that affected staff received additional notice. The period was challenging but the Head felt relieved once the launch meeting had taken place. The Chair, on behalf of the governing body, recorded thanks to the Headteacher, commending her diligence, preparation, and professionalism in managing a difficult process and ensuring decisions aligned with the school's future needs. <u>White Paper – Inclusion - Key Points for Governors</u> The Headteacher provided an overview of the Government's White Paper Every Child Achieving and Thriving. • The current three-day SENDCo allocation is positive for the school and allows for increased capacity if required. • The school's inclusion oversight at DHT level reinforces whole-school commitment; the Head, DHT and SENDCo together provide a flexible model that can expand as needed. • Inclusion and behaviour are identified as the two major national priorities. • The paper introduces new expectations including the Enrichment Framework and Pupil Engagement Framework, both aimed at strengthening inclusive practice. • No Local Authority (LA) guidance has yet to be issued.	

	• The consultation is open for school responses. • For governance, the White Paper stresses the importance of strong, collaborative school structures, noting that shared expertise and robust governance support improved inclusion and outcomes for pupils with the highest needs. • Increased collaboration across schools is expected to form part of the future system. <u>New behaviour trial</u> The Headteacher noted the following: • SMT have been reviewing behaviour management in response to increasingly complex needs and exclusions. • Behaviour this year has been challenging, though the school has avoided exclusions through use of reduced timetables and targeted support. • Serious incidents that may raise safeguarding concerns will be logged in MyConcern to ensure DSL/SMT oversight, provide a clear chronology, and support consistent monitoring, follow-up, and multi-agency involvement where required. • This approach aligns with the new Ofsted framework and the Inclusion White Paper. • The school is trialling a tiered behaviour model (Universal, Targeted, Targeted Plus, Intensive) addressing both internalised and externalised behaviours. • Most pupils remain in the Universal tier; some require additional targeted support; a very small number need intensive provision. • Internalised behaviours (e.g. anxiety, school avoidance) are increasing and can be harder to identify. • A small-scale trial with five teachers and five pupils is underway, focusing on improved tracking rather than a new system. • DSLs review entries weekly in supervision, with follow-up actions assigned as required. • SMT discussions and staff feedback highlight the need for strengthened practice around dysregulation and explicit teaching of self-regulation. This will form part of a wider piece of development work. • The Curriculum Committee is reviewing the Behaviour Policy to reflect current needs. **<u>Governor questions/challenges/support followed:</u>** **Challenge:** Have behaviour incidents always been logged in MyConcern? The Head confirmed that Pupil Asset and individual behaviour plans have been used to log behaviour incidents, but safeguarding-linked behaviour at the Target tier will now be recorded more systematically.	**Head**

	Action01: Headteacher to provide an update (FGB05) on the behaviour trial, including impact, adaptations to learning, and staff feedback once the model is more embedded. The Chair noted governors' support for the trial and its positive direction. <u>Staffing</u> Staff survey outcomes were reviewed at the Personnel Committee. <u>SEND</u> • 2 EHCPs finalised with funding confirmed. • 2 EHCPs approved and awaiting finalisation. • 10 EHCNA requests pending; 1 declined (parent has appealed). • One pre-school child allocated a special school place for September. • INCo preparing 4 further EHCNAs for submission. • Following the complaint, the LA has agreed £76,000; £27,000 received to date, remainder due in the new financial year. <u>Finance</u> • School budget forecast for 2026–27 is positive with a 9.64% increase in funding (due to 20 additional pupils, Pupil Premium and LPA uplift). • SEND funding remains outstanding for several pupils. • Year-end processes are underway; budget planning begins next week. • Estimated £150,000 carry-forward for 2025/26, to be spent on pupils currently on roll. **<u>Governor questions/challenges/support followed:</u>** **Challenge:** Given the school's improving financial position, could this affect future LA decisions, academy/trust direction, or wider strategic developments (e.g. new building, Ofsted readiness)? The LA is undergoing a major consultation of the education sector affecting 300 roles, including the creation of locality hubs to offer more holistic support. This is a 45-day consultation process.	
5.	**Honeypots Report** This item was covered within the Headteacher's Report (Item 4). Going forward, the Honeypots update will be incorporated into the Headteacher's Report rather than listed separately. It was noted that the forthcoming restructuring will align Honeypots more closely with the main school.	
6.	**Brief Finance Budget Update** The School Business Manager (JA) reported that the projected carry-forward is higher than anticipated due to lower-than-expected resource spend, additional income, and budgeting based on a worst-case scenario.	

	The budget remains positive for the next two years; the third year is less favourable, and planned use of reserves will be required. The Chair of Finance & Premises (LJ) noted that the forthcoming White Paper may include new funding streams, though details and spending guidance are not yet available. Action02: Chair (CS) to sign the School Financial Value Statement (SFVS) for submission to the LA by 31.03.2026.	**Chair**
7.	**Planning** The Chair reminded governors to review the updated School Development Plan (SDP), (12.03.2026) and identify key priority areas for collective and individual focus in line with Link Governor roles and termly monitoring. The current SDP concludes at Easter; the Headteacher is drafting the next plan. SMT have highlighted potential additional areas of focus for the next SDP (e.g. oracy, retrieval practice, English curriculum), noting that significant initiatives have already been introduced and staff capacity must be considered. A 100-day plan (Easter–October) will focus on embedding existing priorities rather than adding new ones. Monitoring, checking and revisiting practice will be the main emphasis. The LA School Improvement Adviser has discussed the second maths objective with the Head and DHT to ensure an appropriate balance of expectations. **Governor questions/challenges/support followed:** **Challenge:** Do we need to scale back or prioritise more tightly? Yes. There is substantial work to embed, and interventions must be implemented rigorously and their impact measured. With behaviour systems changing and pupil complexity increasing, consolidation is essential. **Challenge:** Behaviour trial—will phases 1 and 2 be in place and embedded by September/October? The model needs to remain fluid; pupils' needs vary and implementation will take time. **Challenge:** Are all staff aware of the behaviour trial? Not all, The Headteacher has met with key staff, and further time is needed before full roll-out. The impact and outcomes will inform the next SDP.	
8.	**Safeguarding** The Leadership of Safeguarding Review 26-28 report was circulated ahead of the meeting and followed the visit on 04.03.2026. The headteacher reported that the previous review was in May 2023, with a three-year cycle agreed; however, due to the change in headship, the LA offered a short-notice visit following a cancellation, providing one week's notice. The review involved a four-hour meeting between the Headteacher and LA Safeguarding Adviser, followed by playground observations and discussions with four staff members. No pupil voice was gathered.	

	The review confirmed that safeguarding at Willingham Primary School is strong, well-embedded in daily practice, and underpinned by a committed DSL team, well-trained staff, and effective governance. Culture, communication, and vigilance were identified as clear strengths. Actions from the review: • Update several key safeguarding policies. • Address gaps in the SCR. • Organise and standardise employment files. • Improve clarity of initial concern summaries and upload one missing email. The Chair/Link Safeguarding Governor will complete a monitoring visit on 20.03.2026. The Spring term overview document was shared on GgovernorHub in advance.	
9.	**Committee Updates *** I. Personnel The Vice-Chair of Governors (MUR), summarised key points from the last meeting that took place on 10th March 2026. • Reviewed staff survey feedback, noting overall positive results consistent with previous years and highlighting areas for development. • Several policies were reviewed. • Wellbeing initiatives continue to be well received, including the wellbeing day and the work of the wellbeing group in supporting staff pressures. • The restructuring consultation has concluded, and next steps will now be taken forward. ii. Curriculum The Co-Chair (AT) of Curriculum confirmed that the Committee had not met since 7th January 2026, no updates. Next meeting scheduled April 2026. iii. Finance & Premises The Chair (LJ) of Finance & Premises summarised key points from the meeting that took place on 17th March 2026. Key items included buildings and premises updates, S106 new build discussions, health and safety, online safeguarding concerns, the 2026/27 budget, policy reviews, and a review of catering contract options. Parking issues were raised under AOB. **Governor questions/challenges/support followed:** **Challenge:** What is being done about the bench located on the entrance path into the school? The Council has agreed to remove the bench. The school is also exploring alternative access routes. The Headteacher has contacted the Place Planning Team in light of increased pre-school hours and the rising number of younger pupils, to support consideration of other entrance options.	

10.	**Governor Business** i. Governor training and Board Development The Chair reminded Governors that the deadline for completing termly training records is 23.03.2026 and noted that support is available for new Governors. All Governors were reminded to complete Safeguarding refresher training and GDPR training. The importance of appointing a Cyber Security Link Governor was highlighted at the recent Head's Briefing. YD **agreed** to take on this role. ii. School Visits – key dates and planning (Key dates and planning noted.) The Chair encouraged to continue booking monitoring visits with school staff. iii. Feedback from Governor Monitoring Visits None iv. Recruitment Needs As discussed at the last FGB (15.01.2026) the terms of HM (Parent Governor) and MUR (Co-opted Governor) ended in January 2026. Both have agreed to continue until the end of the 2025/26 academic year. This will result in three co-opted Governor vacancies as of September 2026. The Chair reported that a potential Governor with previous governor experience has expressed interest and will meet with them. Recruitment needs will continue to be monitored. v. Policy review- a. Anti-bullying Policy - Governors to review and confirm acceptance of the Anti-bullying Policy **- approved.** b. Health and Safety - Governors to review and confirm acceptance of the Health and Safety Policy **- approved.** c. Surveillance and CCTV policy - Governors to review and confirm acceptance of the Surveillance and CCTV Policy **- approved.** d. Data Protection Policy - Governors to review and confirm acceptance of the Data Protection Policy **- approved.** Following the Personnel Committee meeting last week and the F&P Committee meeting this week, the policies reviewed by both committees were circulated in the meeting folder in advance and were presented for ratification. <u>F&P Policies</u> a. Health & Safety b. Allergy Management Policy c. Critical and Major Incident Management Plan d. Surveillance & CCTV Policy. Governors to review and confirm acceptance – all policies **approved.** <u>Personnel Policies</u> a. Data Protection Policy	

	b. Code of Conduct for All Adults. Governors to review and confirm acceptance – all policies **approved.**	
12.	**Summary of Actions*** See table at end of minutes.	
13.	**Date of Next Meeting*** *Note change of FGB04 from Thursday 7th to Thursday 14th May 2026, 7pm at the school*	
13.	**Review the Impact of this Meeting*** The Chair (CS) noted the strong level of governor engagement throughout the meeting, highlighting the constructive challenge, thorough discussion, and effective oversight provided—particularly around the consultation update. The Chair thanked Governors for their contributions and acknowledged the positive impact of their scrutiny and support.	

There being no further business, the meeting closed at 8.29pm

Table of Outstanding Actions

No	Action	Owner	Deadline
Actions from meeting held on 6 November 2025:			
06	Chair to invite KS2 Phase Lead to FGB05/6 meeting.	Chair	FGB05/6
Actions from meeting held on 19 March 2026:			
01	Headteacher to provide an update (FGB05) on the behaviour trial, including impact, adaptations to learning, and staff feedback once the model is more embedded.	Head	FGB05
02	Chair (CS) to sign the School Financial Value Statement (SFVS) for submission to the LA by 31.03.2026.	Chair	31.03.2026

Governor Questions (Appendix 1)

Q:I would be interested to know a little more about the part time pupils. Understand it is a small number, but what are the requirements for the school around how much time they can be off/what to provide? Do they have to be doing certain educational activities in this time or not necessarily? Just for a bit of context.
A: The LA provides a lot of guidance for schools around the use of a Temporary Reduced Timetable (TRT). In line with their guidance,

"Reduced timetables are permissible when the following criteria have been met.

- When the temporary reduced timetable has been agreed between the school and parents as part of their reintegration approach for pupils who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, etc.
- In limited circumstances reduced timetables are used as a method of managing pupils at risk of exclusion. This would be a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services."

We have used TRTs for both reasons. At the moment, 2 children are on a TRT due to a risk of exclusions and the three others to support with ongoing mental health issues. School has a duty to report TRTs to the LA every six weeks.
The children do not need to do any specific educational activities during the time, although with one child, we do provide schoolwork.

White Paper:
The Gov White Paper titled "Every child achieving and thriving" was published some weeks ago. The document is accessible here:
https://assets.publishing.service.gov.uk/media/6996ee6a047739fe61889e05/Every_child_achieving_and_thriving_web_accessible_version.pdf

There is a consultation, that we can respond to as a school as well
https://consult.education.gov.uk/send-strategy-division/send-reform-putting-children-and-young-people-firs/

- So far, the LA has not shared any information about this.
- Inclusion and behaviour are at the two main areas of the White paper.
- It also talks about "Enrichment Framework" and "Pupil Engagement Framework."
- Additionally, p.85, has some interesting information from Governor point of view:
- "Our best school trusts illustrate the transformational potential of schools working together for children. By sharing resources and best practice, and through strong governance, they have shown that they are more resilient, can meet children's needs and deliver the highest quality

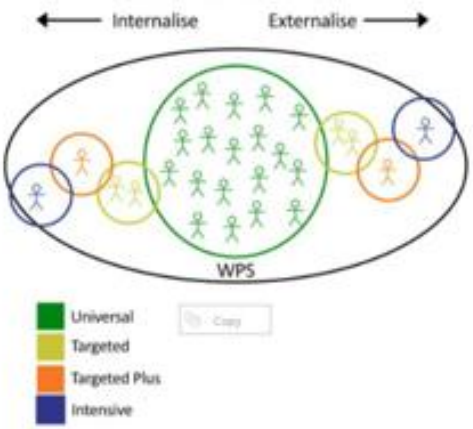
education in partnership. We will put collaboration at the heart of the system by moving to all schools joining or forming high-quality school trusts, including enabling new local authority established trusts. This is an opportunity for schools to come together in new partnerships to take on challenges and bring further innovation to the system."

Q:It is concerning to see there is a pupil with an EHCP and additional needs that cannot be met. What are we doing to address this?
A: We responded to the consultation asking for further funding, which the panel will most likely decline. However, it is not uncommon at all, for schools to have pupils on roll whose meets they cannot need. We will work closely with the family and the LA to put the provision outlined in the EHCP in place and if we see no progress, we will raise it with the LA.

Q: Where we have part time timetables in place for pupils with behavioural needs are you following a consistent approach in decision making or are decisions made case by case?
A: Decisions are made case by case, as they are incredibly complex cases. The consistent approach is that there is always open and continued dialogue with parents/carers to ensure that any arrangement put in place works for parents as well.

Q: How are we ensuring the safety and continued progression of children when they are not in school during normal school hours?
A: All TRTs are part time, i.e.. We see the children every school day. That is crucial for safeguarding. Also, like mentioned above, the agreement needs to work for parents as well, so there are on-going conversations with families. As the children are on a TRT due to a need (most often SEMH), there progression in school for the time that they miss would be limited anyway. Parents have reported that the rest of the school week is more positive experience for the children due to the TRT so potentially, they make even more progress.

Q: Please can you elaborate on and explain the new trial on behaviour recording at FGB. What trigger the change and what do you hope the new process will achieve and improve?
A: SMT have been talking about this for a long time now due to the complex behaviour needs we are seeing around the school and with the exclusions that have taken place.
Behaviour incidents at this level (i.e.. Incidents that fall outside the "normal" WPS behaviour management system) often become a safeguarding concern (either due to potential risk of harm for the child themselves or others around them), so there is a clear link between these incidents and safeguarding. Hence, recording them in MyConcern makes sense. With a MyConcern record, there will be more DSL and SMT oversight and a clearer chronology for the child including actions for teachers/SMT/DSL to take.
All of this is in line with the new Ofsted framework as well as the White Paper.
The tier structure that we are trialling looks like this.



Q: Low level concerns have increased compared to previous reporting periods this academic year - why is that and what is being done to address it?
A: This is not a concern. If anything, the low-level concerns were at the lower end for the two previous time periods. There are no commonalities, just low-level issues that we deal with.

Q: Following the feedback from staff on the approach to behaviour, what proposals are the SMT considering and/or implementing to address these concerns?
A: See above.

Q: Is there a timeline for the additional funding that was offered?
A: We finally received £38,121 in the March funding statement and will receive the rest (£38,666) in the new financial year. This funding is divided according to the children in receipt between the WPS and HP budgets.

Q: Has the additional support aside from funding, i.e. child psychologist, been made available?
A: No, however, this was also never promised