The
Ellingham & Woodton Primary Schools Federation

'To love our neighbour, enabling everyone to flourish and reach their full potential.'
Our inspiration comes from Luke 10:27

Full Governing Board Meeting

Thursday 12 March 2026 at 5.00pm
Woodton Primary School

Minutes

Present:
Diane Perry-Yates DPY (Chair of Governors)
Dawn Thomas DT (Executive Headteacher)
Vicky Wood VW (School Support Manager)
Alison Snelling AS
Julie Pickering JP
Terry Jones TJ
Rob Grimm RG

Apologies:

In Attendance:
Christopher Perry-Yates CPY (Governance Professional)
Sarah Querelle SQ (Deputy Headteacher)
Kulthoom Malavia KM (Schools Broadband)

Item No.	Item and discussion	Owner	Target Date
1.	**Register of Attendance and Apologies** No apologies had been received. All governors were present. The Governance Professional advised that the meeting was quorate.		
2.	**Declaration of pecuniary and business interests:** There were no new pecuniary interests declared.		
3.	**Presentations:** ***Cybersecurity and Filtering and Monitoring*** Q (): How does the school ensure that internet filtering is effective and appropriate for pupils' age and needs? A: Filtering is fully compliant with KCSIE and DfE guidelines and the ant-terrorism legislation. There is the option to be more restrictive. This filters pupils and staff separately and not restricted to age group. It is differentiated between primary an secondary. Q (RG): How is your filtering tested; are you audited?		

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	A: There are requirements that we need to make and there is a checklist that we follow. Q (DR): How do you know that this is working effectively? A: We have people that check the requirements as they come out an expand. Q(DPY): How does the school make sure harmful, inappropriate or illegal content is blocked on all school devices and networks? A: We have the daily reports that are checked for illegal content, copyright infringement and all the things that Ofsted ask us to look out for. Q (AS): Are there categories of things that you block? A: Yes, if something is harmful or blocked under a pupil category. Q (): Are there different filtering arrangements for pupils, staff and guests, and are these appropriate? A: We automatically categorise keywords or websites. If someone searches for something never looked at before it is automatically categorised. There would be a response within an hour. Q (): How long would you keep any logs for? A: Currently they are kept and not deleted in case we need to identify patterns. Q(DPY): What happens if filtering fails or a pupil accesses inappropriate material, and how are incidents recorded and followed up? A: If that was to happen then you would log that as a safety concern and we would investigate it. The Executive Headteacher advised that this would be logged with JC Comtech and speak to the staff. We will then investigate to see if it is a concern. There are 3 categories, Danger, Severe and Moderate. A report was received weekly and no concerns had been highlighted to date. In some reports there are names. Q (TJ): Because you have the data, is there any evidence that this problem is increasing or decreasing, or stable? A: We do not get many requests to block things that are not already in our block lists. Q (): Is there a trend in things children are looking for? A: Usually, we will just block things that are requested.		

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https://www.schoolsbroadband.co.uk/wp-content/uploads/Schools-Broadband-Appropriate-Filtering-Provider-Response.pdf

https://www.schoolsbroadband.co.uk/wp-content/uploads/SB-Safeguarding-4pp.pdf

The Executive Headteacher advised that the filtering systems were being moved across to another company.

Modern Foreign Languages

The governing board received a verbal report from the Deputy Headteacher.

Governors were advised that the language studies were French across the Fedaetion. Books looks showed the French was taught consistently with high expectations and scaffolding for children who were finding it tricker. This was a subject impacted by timetable changes however coverage was ensured. This was a practical curriculum with hand on practice. There was the aim to reduce cognitive learning through visuals and retention was supported with emphasis in pronunciation. There were games and role-play and sessions remained practical and hand on. The currculm focused on retirval practice. There were links between Year 3 and Year 5 revisit French Year 5 in Year 6. Year 5 and 6 turn it into sentence. Feedback is generally positive. Children like the games and making dictionaries. Those children less interested in French say that tey find it hard and some struggles with why they have to learn a language.

Q (DR): Is there a correlation between those that don't like French with struggling in English?

A: For some there is. Some children prefer it as it is a practical subject and they listen and repeat.

Next steps were languages day combined with another subject or a special topic day such as looking at Christmas around the world. Maintaining and developing further resources was also a focus. Developing languages in a purposeful way in EYFS and KS1 were also a focus.

Q (JP): How does what you are teaching compare to what is being taught by other primaries?

A: It depends on how other schools are teaching it. We cover the national curriculum, but it is all about retention. We have bought in learning verbs resources. When we met as cluster heads the headteacher at the Secondary had asked primaries to bring in the verbs.

It was noted that the children were being given a basis in preparation for secondary school, but they tend to start from scratch.

SEND

The governing board received a verbal report from the Deputy Headteacher / SENDCo.

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There was an increase in children requiring additional support who did not need to SEND register criteria. The challenges were SEMH which it is recognised as an area of increase nationally and lcoaaly. Children had anxiety coming into school.. Nwuero divergent issues priority and theer were parents looking for diagnoses. We are making clear to paretns that they see things differently at home. All teachers complete docs for SEND pupils and these highlight what each child requires and receive. Schools trained to deliver sensory circuits which is. Ashort structure movement break to preare for learning. This is done in the morning and lunchtimes with movement breaks during lessons if cognitive overload is recognised.

The SENDCo advised that she had been part of a panel recognising high needs. As part of the moderation panel with ed psychs and County. They were stringent and there was challenge to ensure that County were using funding correctly.

Governors were advised that there were 4 pupils across the Federation being added to the GPM. Needs were met in a variety of ways – Speech and Language emotional wellbeing and gaps in learning were a focus.

Completing INDES continuing and submitted to County. SIR (SEND Information Report) was not yet compliant and this was being updated. The IPSEF was also being reviewed and this will be circulated to governors for oversight. Governors were advised that there were some positives in the SEND Review, but much was not yet known.

Maths

The governing board received a verbal report from the Maths Subject Lead.

It was highlighted that the Maths Mastery curriculum was becoming solidly embedded. Times Tables and number bonds were improving and there was a large emphasis on reasoning. Maths interventions were in place across Key Stage 2 and there was a focus on the MTC in June for Year 4. There were also intervention sin place for KS2 Maths in preparation for SATs.

Q(DPY): What is Red Nose Day Maths?

A: This is a series of themed problem solving to tie in with Comic Relief.

Q(DPY): How did the children enjoy the RAF STEM Enrichment activity?

A: They were very engaged with this. They were comparing designed of aircraft.

Science

The governing board received a verbal report from the Science Lead.

Governors were advised that the school continued to work with the Ogden Trust who provided free CPD and resources. The Science Lead advised that she delivered training for other teachers and this resulted in the school

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	receiving funding for cover and also receiving resources to help with the curriculum. This helped to bring more skills into the school in areas such as data handling. It was highlighted that the STEM Work challenge had been held in each school. The team from Woodton had won the overall challenge in the finals at East Coast College. Governors were given an overview of the Science Week and Space Week activities in the schools. It was noted that Forest Schools activities were also being tied into science delivery, for example with identifying birds. Governors noted the pupil voice that was being captured showing how much they enjoyed the events and enrichment. It was agreed for governors to hold a follow-up meeting with the Science Ambassadors.		
4.	**Minutes of the previous meeting on 22 January 2026:** The minutes of the previous meeting on 22 January 2026 were reviewed. It was agreed that these were a true record, and they were signed by the Chair. **Proposed: DT Seconded: AS**		
5.	**Matters arising from the last meeting:** The actions from the previous meeting were reviewed. <u>AP1: Executive Headteacher to investigate the potential of JC Comtech speaking to governors about Cybersecurity measures.</u> This had taken place under agenda item 3. Action closed. <u>AP2: Executive Headteacher to follow up with local press regarding Ellingham birthday celebration articles.</u> The Executive Headteacher advised that as this had taken place in November this would be tied into the school photograph in June when the weather had improved. Action closed. <u>AP3: Arrange completion of the SFVS with the School Support Manager.</u> This had been completed. Action closed. <u>AP4: Complete the Health & Safety monitoring report for Ellingham and arrange a visit to Woodton.</u> A visit had been arranged for Woodton. Action closed.		

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6.	**Chair's Actions:** There had been no Chairs Actions since the previous meeting.		
7.	**Executive Headteacher's report:** The governing board reviewed the Executive Headteacher's report. A copy had been circulated prior to the meeting and can be found filed with these minutes. The Executive Headteacher highlighted that attendance report had taken longer due to the transfer from Pupil Asset to Arbor. Governors commended the school for their hard work in transferring the data. Q (RG): What does Arbor do? A: It does the meals, assessments, attendance, parent payments. It is all our data in one place. Staff were being trained in how to put assessment data on the system. Q (RG): Do. You have support for Arbor if needed? A: Yes, but at the moment the focus is on transferring the data. Their support service is very prompt. Q (RG): How do the costs between the two systems compare? A: They are slightly more as we are using the online payment. If we went to an external company this would have cost more for the online payment systems. If we are able to use it for safeguarding then we may save the cost of having CPOMS.		
8.	**Resources items:** ***Budget Plan 2026-29*** The governing board reviewed the Budget Plans for each school. A copy had been circulated prior to the meeting and can be found filed with these minutes. The School Business Manager advised that a staffing reduction was factored into Year 2 although it was hoped that this would not be needed if there was an increase in pupils. This change had produced a three-year surplus. It was noted that an additional three in-year transfers had joined Ellingham following half-term. Q(DPY): How many first choices are there for Ellingham? A: There were 11 with nothing known from Suffolk County Council. Q(RG): What is the minimum number you need?		

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	A: We need to reach PAN and possibly another 5 in-year transfers to be comfortable. The School Business Manager advised that a 4% pay increase had been built into the budget for support staffing. It was noted that the unions were requesting teaching staff pay increases of 10%. Governors noted that Woodton would be impacted by the oil price inflation. Governors discussed the need to ensure that the school and governors were making sensible financial decisions to ensure that there were no deficit budgets. Q (RG): In E19, what is that covering? A: That will include resources for SEND and Pupil Premium. Sports Premium will also be included. This will be under different Department Codes. There are also a lot of licences included. **IT WAS RESOLVED** to adopt the Budget Plan for Ellingham. **Proposed: TJ Seconded: JP** **All voted in favour with no abstentions.** It was noted that there was a small deficit in Year 3 that the County Finance Officer had advised would be acceptable. It was felt that there would be more children in the future. County were quoting 13 from the new housing development. Q(DPY): How many first choices for Woodton at the moment? A: Four to date but we haven't heard about Suffolk children yet. It was highlighted that the budget included a prediction of 4 new admissions in September 2026. The School Business Manager advised that costs for licences were split across the two Federation schools. **IT WAS RESOLVED** to adopt Budget Plan for Woodton. **Proposed: DPY Seconded: RG** **All voted in favour with no abstentions.** It was agreed that it would be helpful for the School Business Manager to take the newer governors through the budget line by line to provide a greater understanding. **ACTION: SBM to arrange to take newer governors through the budgets.** Governors thanked the Executive Headteacher and SBM for their hard work preparing the budgets. ***Confirmation of submission of Schools Financial Value Standards (SFVS)*** The Executive Headteacher advised that the completed SFVS had been submitted and accepted by County and would result in a Green RAG rating.	VW	17/07/26

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9.	**Statutory Inspection of Anglican and Methodist Schools (SIAMS):** The governing board considered the following questions in relation to IQ4: ***a) How do we know that our Christian vision is actively shaping a culture of dignity, respect and inclusion for both pupils and adults, rather than simply appearing in our written statements?*** This is taken to mean not only those in school but also the community We have clear practice in place to ensure all living well together. We are a schools of sanctuary. We are inclusive and access curriculum but all. We work through nurture though collective worship. We are also part of Racial Justice Working Party. ***b) What evidence do we have that vulnerable or disadvantaged pupils, and staff facing challenge or workload pressures, are treated equitably and supported to flourish?*** Disadvantaged pupils are monitored through budgets and support pupils through the suite of documents and adaptations. Scaffolding is used to support pupils, and the curriculum is accessible to all. Staff challenges and workload pressures – the majority of staff are good at saying they ned time to catch-up. The apprentice teacher at Ellingham had a large workload and had college work to complete and has support. ***c) When conflict, poor behaviour, prejudice or disagreement arise, how does the school's Christian vision inform the way issues are addressed and relationships are restored?*** The Executive Headteacher advised that there was a restorative approach for behaviour and there were reflective conversations. CPD was delivered to staff to reflect on situations and ways to help children improve their behaviour. There is a full policy for behaviour and relationships. Relationships are the basis for everything.		
10.	**School Improvement and Development Plan (SIDP) progress:** The governing board reviewed the updated SIDP. Copies had been circulated prior to the meeting and can be found filed with these minutes. The Executive Headteacher advised that the SIDP would be refocused next year to reflect the new Ofsted standards and emphasis inclusion. There were no questions.		
11.	**Policies reviews:** The governing board reviewed the following policies. Copies had been circulated prior to the meeting and can be found filed with these minutes. ***a) Exclusions Policy*** The Executive Headteacher advised that there were no major changes. ***b) Maternity Scheme for Support Staff Policy***		

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	The Executive Headteacher advised that this was a new policy. This was a model policy from County. ***c) Mental Health Policy*** The Executive Headteacher advised that there were no major changes. ***d) Relationships and Sex Education Policy*** The Executive Headteacher advised that this would be deferred. ***e) SEND Policy*** The Executive Headteacher advised that this had been rewritten to reflect recent changes. This was a version from The Key. ***f) SEND Information Report*** The Executive Headteacher advised that this would be deferred. The policies listed above were approved and adopted *en bloc*. **Proposed: AS Seconded: DPY** **All voted in favour with no abstentions.**		
12.	**Governor Monitoring reports:** It was noted that GDPR monitoring had taken place and a draft report had been submitted to the school and would be uploaded to GovernorHub.		
13.	**Governor CPD:** The Chair of Governors advised that she had undertaken Independent Review Panel training, Ofsted briefing, Budget Monitoring training and attended the Budget Planning meeting. DT and VW had undertaken Budget Planning training. DT had also undertaken VNET Ofsted briefing. JP advised that she had attended the Budget Planning meeting. It was agreed to include the IDSR on the autumn 1 FGB agenda. **ACTION: Governance Professional to add IDSR to the Autumn 1 FGB agenda.**	CPY	31/10/26
14.	**Governing Board correspondence:** There had been no correspondence since the previous meeting.		
15.	**Items deemed confidential:** There was one item related to staffing that has been recorded in Part 2 Confidential Minutes. **ACTION: Governance Professional to circulate Part 2 Confidential Minutes to the governing board for approval.**	CPY	30/04/26

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16.	**Reflection: How have our discussions today enabled the children and staff to flourish and reach their full potential:** • Heard about the broad and balanced science curriculum being provided to the children including events and enrichment. • Agreed two strong budgets. • Given an overview of cybersecurity and filtering.		
17.	**Date of next meeting:** 7 May 2026 at 5pm, Ellingham Primary.		

Meeting closed at 7.07pm

Action log:

Item No.	Action Description	Owner	Target Date
8	AP1: Arrange to take newer governors through the budgets.	VW	17/07/26
13	AP2: Add IDSR to the Autumn 1 FGB agenda.	CPY	31/10/26
15	AP3: Circulate Part 2 Confidential Minutes to the governing board for approval.	CPY	16/07/26

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