Barnett Wood Infant School

Minutes of the Full Governing Body Meeting held at 16:00 on Wednesday 25th March 2026

Present

Claire Brooke-Wilson	**CBW**
Marie Cast	**MC**
Becky Clements	**BC**
Guy Bailey (**Chair**)	**GMB**
Laura Bailey	**LB**
Anne Gibbard (**Headteacher**)	**AG**
James Sutcliffe	**JS**
Beth Warren	**BW**

In Attendance

Sophie Bloxam (**SB**) (Associate Member)
Andrew Hughes (Clerk)
Paul Tylor (**PT**) (Associate Member)
Leonie Theobalds (Teacher)

Advice given by governors at this school is incidental to their professional expertise and is not given in their professional capacity.

Governors will respect the confidence of those items of business which a governing body decides and not disclose what individual governors have said or how they have voted within a meeting.

Documents distributed in advance: Agenda, minutes of the last FGB meeting, Policies for review, HT Report , Academisation papers (inc. Academy shortlist), Governor Curriculum & Safety visit report, Governors Code of Conduct.

PART 1

#		Action Agreed
1.	**Welcome and Apologies** Governors wished Anne Gibbard and Kelly Headen a very happy birthday. Apologies had been received and were accepted from Kelly Headen; all other governors were present. The Clerk declared the meeting quorate.	
2.	**Declarations of Interest** No governor declared a conflict of interest in any agenda item. All governors confirmed that their business and education interests on the Hub were up-to-date	
3.	**Minutes of the last meeting** Governors **agreed** the minutes of the meetings held on 9th February 2026 as a true record to be signed by the Chair.	
4.	**Matters Arising from the Minutes** Governors reviewed the action register and noted all actions had been completed or were on the agenda for this meeting.	**Update Action Reg**
5.	**Curriculum Presentation** Teacher Leonie Theobald gave a presentation on the new Writing Framework. She explained that as lead teacher for writing she was responsible for this subject at Barnett Wood. She explained the new Writing Framework noting that writing for children in the 4 – 7 year age group was complex, with high memory demands. She described how spelling and handwriting were linked, noting the importance of holding pens comfortably. Sentence construction was essential, and grammar was taught as part of writing. She noted that the Reception Year was vital in this topic, especially where any additional support needed to be identified. She described the use of “Little Wandle” in school, and	

emphasised the need for leaders to establish a good writing culture.

MC asked if other local schools taught this way and LT said yes. LB asked if there had been any feedback on writing ability from schools taking BW children and AG said no. **Accountability**

Governors thanked Leonie of a useful session.

AT 16:30 LT LEFT THE MEETING

6. **Finance**

Governors reviewed the finance and budget documents that had been circulated in advance

FMR Update

AG reported that the SBM was currently working on the Year-End report but was predicting an outturn about o £34k This was partly due to lower Special Needs funding from County, disputed by the school. Governors asked how this could be remedied and GMB suggested he write to the LA, copied to the local MP. Governors noted their dissatisfaction with County in SEND matters. **Accountability**

GMB write to LA

Budget 2026/7

Governors noted that the revised budget was now balanced and would now be submitted to the Local Authority by May 8th, and not March as reported earlier. AG noted that in the long term some action would be needed to address future predicted deficits.

Schools Financial Value Statement (SFVS)

AG confirmed that the SFVS had been completed, signed by the Chairman and submitted to County.

Capital Budget

AG reported that quotations for IT updates were being sought.

7. **Chairs Actions and Report**

GMB advised that he had not needed to take any emergency actions since the last meeting.

8. **Headteacher's Report**

Governors reviewed the written report delivered by AG. She answered questions that had been submitted in advance on the following topics:-

EHCP numbers, Admissions, Data, Year 2 Phonics, Staffing, and Safeguarding. These are appended to these minutes as Appendix 1.

BC explained how Reception arrivers were identified as needing additional support. **Accountability**

The comments by the Chair on place planning by SCC are minuted in Part 2. Governors discussed the potential impact on BWIS admissions of possible housing developments.

GMB on behalf of the governors thanked the Headteacher for her comprehensive report.

9. **Safeguarding**

Governors reviewed the Visit Report by KH that included work on H&S.

AG reported that it was usual that behaviour issues in the Autumn Term needed more attention than later in the year when children were more settled. She reported on the good data on bullying and MC asked about reporting to parents. AG explained the current process and governors discussed how parents and school could have different views on this. Following this discussion AG said that she would prepare a definition of bullying and share this with parents. **Accountability**

AG prep bullying def.

AG noted some recent issues with fire alarms and advised that a system update was planned.

LB drew attention to "Working Together to Safeguard Children 2026" and AG said she would upload a copy of this rather long document to Governor Hub. **AG**

10. **Risk Register**

PT noted that financial pressure, and new government legislation would imply risks for the school, and these would need to be identified. He described how a financial surplus could be a risk as Authority often tended to recover underspends. Governors agreed that this topic should be discussed in detail during the Strategy Day.

Support

Agenda nxt mtg

LB asked about the new Government SEND White Paper and AG said staff training would be undertaken as required.

Accountability

11. **Governance**

Skills Audit

BW asked all to input their skills on the Hub. They **agreed** that this needed to be a Strategy Day topic.

Agenda nxt mtg

AT 17:30 PT LEFT THE MEETING

12. **Policies**

Governors reviewed and **approved** the following policies that had been uploaded to the Hub:-

Managing Allegations against Staff Policy (Mar 2026) – GMB/BW reviewed, no changes

School Complaints Policy Apr 2026 (annual) – JS/BW reviewed, some changes agreed

AG update pols

Staff Grievance Policy - Jan 2026 (annual) PT/BW reviewed, no changes

Equality Information & Objectives (Apr 2026)

Instrument of Governance

Privacy Notices

Governors also noted the following School Policies :-
Infection Control Policy
Feedback & Marking Policy
Governors' Code of Conduct
Sustainability Policy
Strategic Risk Management Policy

13. **Any Other Business**

ntr

14. **Dates of Next Meetings**

Governors agreed that unless circumstances demanded, they would not schedule a Summer 2 meeting in academic 2025/26. A Headteacher's Report would be required, with questions answered in Autumn 1.

Summer 1 *Strategy Day Monday 18th May 2026 at 9 am*
Summer 2 *Monday 6th July 2026 if needed*

Part 2 business is minuted separately. The meeting ended at 18:10

Signed..... Date.....

ACTION POINTS FROM THE MARCH MEETING

Date	Item	Details	Who	When	Status	Notes
12-Dec-2024	11	Governors to visit school and submit a report	All	Ongoing	Open	
20-Mar-2024	4	Update Action Register	AG	Ongoing	Open	
20-May-2024	9	Look for media opportunities to publicise the school	SB	Ongoing	Open	
20-May-2024	9	Investigate solar panel installations	GMB	Ongoing	Open	
19-May-2525	8	Attend training appropriate to governor role	All	Immediate	Open	
09-Feb-2026	12	Undertake Skills Audit	BW / All	Immediate	Open	
09-Feb 2026	12	Academisation Working Party to meet and refine short list of potential academies	AG/JS/SB	March	Open	
09-Feb-2026	12	Acquire 3 quotes for solar project using the agreed scope and present to govs	AG/LM	March	Open	
25-Mar-2026	6	Write to LA, and MP about EHC~P funding errors	GMB	Immediate	Open	
25-Mar-2026	9	Prepare and publish school's definition of bullying	AG	immediate	Open	
25-Mar-2026	9	Upload *Working Together to Safeguard Children* to Hub	AG	Immediate	Open	
25-Mar-2026		Strategy Day agenda to include Risk Register, Skills Audit & Academisation.	GMB	Nxt mtg	Open	

Barnett Wood Infant School

Responses to Headteacher Report Questions –Spring 2026

Pupil Update - Context	
• I note BW is tracking over the National average for those on ECHP this year. Do you predict will increase next year or stablise?	Overall EHCP prevalence increased from **4.8% in 2024 to 5.3% in 2025** across all school types. The 2025 SEND release *does* state: *"The largest increase in the number of EHCPs was at primary school level — 21,000 more pupils compared to the previous year."* In mainstream primary schools specifically, EHCP numbers increased by around **16% year-on-year**, though again this reflects growth in *count*, not proportion. We will be losing 3 EHCP children from Year 2 in July, and have 1 child in Reception who is likely to need an EHCP. There are no children with EHCPs on the list for Reception 2026. So number of EHCPs likely to be 6 in 2026-27, below national average.
• Can we understand better the reasons for leavers?	1 moved to Stamford Green (had been on waiting list) 1 moved to Greville(older brother already there and mum was expecting her 4th child, wanted him settled before September) 2 moved out of the area
Pupil Update - Admissions	
• Do you know where Surrey CC gets its data projections from in the infographic on page 5? • When the infographic says 'surplus places in neighbouring planning areas may impact the numbers' does this mean the impact of new building communities like the one proposed in Ermyn Way?	Surrey begins its projections by tracking local birth numbers and analysing how these historically translate into Reception (YR) pupil numbers in each area.Future population changes from new housing are also included. Surrey uses: • Housing completions for historic contributions • Planning permissions • Local authority housing trajectories Projections are re-run each year, allowing Surrey to incorporate new data and adjust for changes in birth rates, housing, or migration. Most English authorities (including Surrey's neighbours) use broadly similar yield ranges: • Primary pupils per dwelling: 0.25 – 0.35

	• Secondary pupils per dwelling: 0.15 – 0.20 These are *not* Surrey-specific, but they are standard and widely published across local authority planning documentation nationwide. Likely primary-age yield: from 270 new homes 80–95 pupils This represents total primary-age children, not Reception intake specifically. Plus, the development will be built in phases, so will be a while until they are fully occupied.
• On the primary planning data- why are there two data boxes coloured green on the last column surplus/deficit?	Green shows a small deficit, red shows high deficit.
• Are there any updates or implications for BWIS as a result of the place-planning discussions with Surrey CC on Friday 20th March?	Guy will give verbal update in meeting.
Pupil Update - Attendance	
Pupil Update - Outcomes	
• Why is Year 2 phonics so low? What interventions are in place and do we anticipate meeting target? • Why only 50% in Y2 phonics screening? • What's contributing to the lower Y2 projected phonics pass rate?	There are 4 children in Year 2 who did not pass the Phonics screening in year 1 and therefore will retake in Year 2. 2 of these children have EHCPs for speech and language difficulties and receive targeted support daily. Although they have both made good progress, they are both working at least a year behind their chronological age and are not on track to pass the retake.
• On page 9 for progress against targets, are the targets for assessments in the Summer term and 'currently on track' means how close pupils are tracking at the moment?	Assessments are a 'point in time' judgment - It shows **how pupils are performing right now**, without trying to predict end-of-year outcomes.The number on track is what we expect the children to achieve at the end of the year, based on what has been taught so far.
• The pupil update on progress against target is tracking well. With pupil insight at this point in the school year, are there any targets you predict might be challenging to reach?	Year 1 Phonics screening is not expected to be as high as targeted – this is due to pupil mobility. 1 child who was expected to pass has moved away, we have had 2 join, 1 of which is working below the expected level. He is receiving interventions and keep up sessions, and has been put on SEN

	register.
Staffing Update	
• Are staffing gaps in Honeybees/Breakfast Club affecting provision? • Have the multiple resignations / long-term sickness impacted provision?	The long term sick LSA works part time, and is a 1:1 for a pupil with EHCP. Her job share is covering her all week, and we have had to pay other part time staff to fill in gaps. Provision has not been impacted, but budget has! Gap in Breakfast Club has been filled. We are advertising for a supervisor to take over Claire who is moving to Spain in May.
SDP	
•	
Safeguarding, Child Protection, Welfare and Behaviour	
• Why was there such as drop in the 'Number of behaviour incidents logged on CPOMS' between the two terms?	It is normal for there to be a higher number of incidents in the Autumn term, particularly as new children settle into rules and routines. By the Spring term, numbers of behaviour incidents decrease.
• What plans are in place to help the children reporting feeling unsafe or crowded at playtime?	Calm Club open every day in the Beehive with quiet activities. We will be using the field in the summer term which also helps. Hopefully as part of our Outdoor Play and Learning project (OPAL) we will be using the field all year round.
• Parent feedback and how we handle bullying is still the biggest underlying negative concern – what are our next steps to ensure this feedback is being actioned.	At infant age, most unkind behaviours arise from developing social skills, emotional immaturity, impulsiveness, or friendship friction—not from sustained, intentional bullying. The challenge is that some parents understandably label all unkind or one-off incidents as “bullying,” which can create unnecessary anxiety and erode trust. Some children at this age misread social cues, are still developing self-regulation, can act impulsively before thinking and struggle with taking turns or sharing. We need to provide a simple, visual guide that distinguishes: • Bullying – Several Times On Purpose (STOP) • Friendship conflicts • Rude or impulsive behaviour

	• Accidental or one-off incidents We will: • Publish a clear "Bullying Response Pathway" on the school website and share it with parents through newsletters and class communications. • Introduce termly reminders outlining how bullying is defined, how it should be reported, and what families can expect in terms of follow-up. • Provide clearer feedback loops to parents after incidents have been raised, while maintaining confidentiality for all children involved.
Health and Safety	
• What is the proposal for accounting for every child when the alarm goes off half way through dismissal?	SLT had debrief following the false alarm, and have devised an addendum to emergency evacuation procedures, to be shared with all staff.
General	
• Some very rich and useful data and feedback captured from the parent and pupil survey. I valued reading this section and thought it was displayed very well on the report. Are there any aspects you plan to focus on strengthening/developing as a result of the surveys?	The issue of pocket toys was raised by more than one parent in the feedback. This is something we will be changing from September 2026. Extending our clubs provision.
• SEND Reform - Have the school started to identify further any specialist capacity it might need i.e., staff training or specialist external services etc? (I'm mainly thinking about the extra funding that will hopefully be available).	This is dependent on the needs of the children in each cohort, for example child in Yr R that required staff to be Makaton Level 3 trained.With the increase in children with neurodiverse needs and Speech and Language needs, it would be great if there was funding for training for more ELSAs or speech and language therapy.
• What strategies have worked previously to achieve higher parent participation? • Really disappointing completion rate for our school – we normally get 60+%. Why do we think this is, what do we as governors need to do to get a better level of engagement?	The highest feedback rate was for the Ofsted Parent view survey. Future strategies (including Governors) may include: • Be visible: Governors can briefly introduce themselves and the purpose of the survey (e.g., via newsletter, website, or a short video). Parents often engage more when they know the people behind the request.

	• Make the link clear: Explain how survey responses will directly inform governor priorities and decision-making. • Share outcomes: After each survey, publish “You said… We did…” summaries so parents see their input leads to concrete action. • Ask at the right time: Choose a quieter point in the school calendar and give a defined response window. • Keep it short: Governors can request that surveys remain brief with simple tick-box options. • Multiple reminders: A polite, well-timed reminder from governors (not just the school office) can boost completion rates. • Offer alternatives: Make paper copies available on request or offer the option to complete it at events such as parent evenings. • Personal ask: When governors attend events in person, a quick, friendly “Have you had a chance to fill in the survey?” can make a noticeable difference.

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PART 2 CONFIDENTIAL

#	Action Agreed
15. **Academisation** Working Party Report Governors reviewed the papers on the Hub prepared by the Working Party and looked through their list of possible Academies. JS noted that only realistic choices were on this list. Governors discussed their options, and agreed that this should be a topic for the upcoming Strategy Day.	**Agenda nxt mtg**
16. **Admissions** GMB reported on a meeting with Surrey County Council and local schools, including Barnett Wood. County reported that the lower than usual birth rate in Mole Valley needed action and schools had been invited to submit their ideas for solutions. AG noted that this school would probably be full next September but that others would not. Governors discussed ways that the low September 2027/28 intakes could be dealt with, including resource sharing, Federating and Academisation, and decided that it would be best to await the formal Local Authority meeting on 30th April meeting for their decision.	

Signed..... Date.....

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