



**Minutes of an FGB Meeting  
for Burwell Village College Primary School  
held on 21<sup>st</sup> May 2025.**

<b>Governors:</b>	Edris Tildesley (ET - Chair), Antony Kern (AK-Headteacher), Reena Appadoo (RA), Rhiannon Beal (RB), Martha Cannon (MC, arrived at 5.09pm), Tom Cock (TC), Fiona Jackson (FJ).
<b>In attendance:</b>	None.
<b>Clerk:</b>	David Barker.
<b>Quoracy:</b>	The meeting was quorate.

Agenda item.	Minutes.	Decisions made/actions agreed.
1. <b>Welcome.</b>	The Chair welcomed governors to the meeting.	
2. <b>Apologies for absence.</b>	Apologies for absence were offered by Lauren Sewell and Steve Taylor and accepted by the Board.	
3. <b>Declaration of direct or indirect pecuniary interest in any of the following items.</b>	There were no direct or indirect pecuniary interests declared.	
4. <b>Review of previous minutes.</b>	<p><b>Decision:</b> The non- confidential minutes of the FGB meeting 26th March 2025 were approved, with the proviso that the typo on P5 be removed along with part of the minutes on P7 which were not necessary to report.</p> <p><b>Decision:</b> The confidential minutes of FGB meeting held on 26<sup>th</sup> March were approved.</p>	
5. <b>Agreed Actions Update.</b>	<ul style="list-style-type: none"> <li>i. For LM to present assessment outcome data to governors. Update; LM will lead a data presentation later in the year.</li> <li>ii. For the Headteacher to map out curriculum priorities as a focus for governor visits. Action completed and closed.</li> <li>iii. For the Chair to complete a website check and report back to governors about her findings. Action completed and closed, to be reported later in the meeting.</li> <li>iv. For governors to access the link to the online DfE Prevent training course and to complete the training by the next FGB 21.05.25.</li> </ul>	<span style="color: red;"><b>Action:</b> LM to lead a data presentation at a future FGB meeting.</span>

	<p>Update: Several governors have completed the Prevent training, for the remainder, the deadline for completion of the training was set as the end of the Academic Year. Action ongoing.</p> <p>v. For the school's Safeguarding procedure document to be an agenda item at the next FGB 21.05.25. This item is on the agenda for today's meeting. Action completed and closed.</p> <p>vi. For the Headteacher to include in his report for governors at the next FGB meeting 21.05.25 a report on the progress of the Health and Safety action plan.</p> <p>Completed and closed, there is an action plan in place.</p>	<p>Action: For all governors to have completed Prevent Training by 16.07.25.</p>
6.	<p><b>School Improvement.</b></p> <p>i. Progress of the School Improvement Plan (SIP).</p> <p>Governors were advised that:</p> <p><u>Pupil mobility.</u></p> <ul style="list-style-type: none"> <li>○ Pupil mobility is low with 383 pupils currently on roll; the same as that reported at the previous FGB meeting. The school has recently admitted a further 5 pupils.</li> </ul> <p><b>Question: a governor wanted to know if it was positive that the school was admitting these children.</b></p> <p>Governors were advised that these admissions are positive and will hopefully impact upon pupil census data. The children had been admitted across different year groups.</p> <p><u>Staffing.</u></p> <ul style="list-style-type: none"> <li>○ Staffing is stable. The school is not anticipating any further changes; however, more will be known by the 31<sup>st</sup> of May (the last day for teacher resignations before the new Academic Year).</li> </ul> <p><b>Question: governors wanted to know how long it was taking for Education Health Care Plans (EHCPs) to be awarded</b></p> <p>Governors were advised:</p> <ul style="list-style-type: none"> <li>▪ That EHCPs were still taking a long time to be awarded, and that the LA was some 12 months behind currently.</li> </ul> <ul style="list-style-type: none"> <li>○ The school will be losing one child who has an EHCP, which is accounted for in the budget.</li> </ul> <p><b>Question: a governor wanted to know how many pupils will be in Reception next year.</b></p> <p>Governors were advised:</p> <ul style="list-style-type: none"> <li>▪ The school had budgeted for 44 pupils in Reception. Currently 48 families have confirmed that their child will be attending.</li> <li>▪ It is likely that Reception will have 53 pupils. This will bring in around an additional £20,000.</li> <li>▪ The above means the reputation of the school is good-many of the families are from out of the school's catchment</li> </ul>	

	<p>area. Some of this pupil movement is also because of a lack of available places in other schools.</p> <ul style="list-style-type: none"><li>▪ It was commented that if the school structure can be maintained for the next 3 to 4 years this will impact on positively on the school going forward.</li><li>○ A Higher Level Teaching Assistant (HLTA) who has input into the teaching of computing, as well as providing academic support to pupils has resigned due to personal reasons. The school will be sorry to see her leave. Her notice period is 4 weeks; however, she has agreed to continue in her role until the end of term.</li></ul> <p><b><i>Question: a governor wanted to know if an advert for a replacement will be placed.</i></b></p> <p>Governors were advised that this would be the case, however due to the HLTA's computing skills and the impact of her intervention work, this would not be straightforward. Governors were advised that a school locally is having to make some staff redundant and the Headteacher will contact this school to see if there is anyone suitable for the vacancy at Burwell.</p> <p><b><u>Safeguarding.</u></b></p> <p>Governors were advised that:</p> <ul style="list-style-type: none"><li>○ Reporting levels for safeguarding incidents are low currently, and governors could question whether the school's systems are working effectively. The Headteacher commented he is confident that the systems are working well, but there are genuinely fewer cases.</li></ul> <p><b><u>Bullying.</u></b></p> <ul style="list-style-type: none"><li>○ The previous bullying incident has been followed up and is reported within the Headteacher's report.</li></ul> <p><b><u>Statutory assessments.</u></b></p> <ul style="list-style-type: none"><li>○ The Year 6 SATs have taken place, and governors were thanked for their support.</li><li>○ The data on Target tracker is the same as previously reported and there are other checks due over the next half term.</li></ul> <p><b><u>Personal Development.</u></b></p> <ul style="list-style-type: none"><li>○ The Personal Development work that KM has completed has had a positive effect with the tuck shop making a profit. LS will organise a visit focussing on personal development for later in the term.</li></ul> <p><b><u>Curriculum.</u></b></p> <p>Governors were advised that:</p> <ul style="list-style-type: none"><li>○ The LA English advisor carried out a writing moderation activity with the English lead regarding writing in Year 5, so the school is</li></ul>	
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	<p>well placed for next year. The outcomes of this moderation activity are that practice in Year 5 is very strong.</p> <p><b>Question: a governor wanted to know if the experience with the advisor had been useful.</b></p> <p>Governors were advised that the experience was a useful one, giving confidence to the school's judgements regarding writing in Year 5.</p> <p><u>School Improvement Plan (SIP).</u></p> <p>Governors were advised that</p> <ul style="list-style-type: none"><li>o The data outcomes targeted were already known by governors.</li><li>o Phonics outcomes are expected to be very positive with some 95% achieving national expectations. Staff, parents and children were thanked for their work.</li><li>o Vocabulary: the school's work on vocabulary development had been highlighted in the Headteacher's report. Governors commented how good it was to see the school's values being reflected through this work.</li></ul> <p><u>Achievement update.</u></p> <ul style="list-style-type: none"><li>▪ Overall, the outcomes are going to be strong for this year.</li><li>▪ Governors need to be aware that the pupils in current Year 4 and Year 3 are unlikely to show the same strengths as there are many social, emotional and behavioural needs within these year groups. These needs are being addressed, however despite this, these year group's outcomes are not likely to be as strong, which may coincide with the school's next inspection.</li></ul> <p><b>Question: a governor wanted to know if Year 4 pupils were stagnating in maths, as the proportions of those achieving at above or higher has declined.</b></p> <p>Governors were advised that the school is not expecting this data to improve and teacher mobility in Year 4 has impacted upon this. Year 5 has more of an opportunity to improve. The proportions of pupils still on track is positive. The main issue is about fine-tuning provision for example for pupil premium pupils.</p> <p><b>Question: a governor commented that in Year 1 and Year 2 outcomes for boys were better than for girls. The governor wanted to know if there was something specific about the practice in these year groups or whether the data reflects the nature of these cohorts.</b></p> <p>Governors were advised that the outcomes are cohort specific. The Year 1 boys had good outcomes at the end of the Early Years Foundation Stage (EYFS) and this is a small cohort with few Special Educational Needs and Disability (SEND) concerns. There should be targets for these pupils of 95% for the end of Year 6. The current data looks very strong for this group.</p>				
	<table border="1"><tr><td>Y1</td><td>Expected or better.</td><td>Exceeding.</td></tr></table>	Y1	Expected or better.	Exceeding.	
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7.	<p>Governor Business.</p> <p>i. Progress of the Executive Headteacher role.</p> <p>Governors were advised that the Headteacher attends the other school for 2 days each week to support with their development.</p> <p><b>Question: a governor wanted to know if the experience has been valuable for him.</b></p> <p>Governors were advised by the Headteacher that:</p> <ul style="list-style-type: none"> <li>▪ It is a good experience, as he has had to review how his work and communications is structured at Burwell. He is working on different days of the week at this school, which has been problematic for continuity.</li> <li>▪ It is a useful experience in relation to an Executive Headteacher role if this was something he would like to do in the future.</li> <li>▪ He has learnt about the processes involved in managing a deficit budget.</li> <li>▪ The Assistant Headteachers (AHTs) have risen well to the challenge of the extra responsibility at Burwell. They were commended for their work and have had the experiences they need to carry out the Headteacher role if they wanted to apply for such a role in the future. The AHTs have been ably supported by other staff, some of whom are experienced and there is a broader, supportive team to call upon. Teachers have confidence in the AHTs guidance and judgements.</li> <li>▪ This arrangement will continue until the end of the summer term.</li> </ul> <p><b>Question: a governor wanted to know how parents have responded to this change.</b></p> <p>Governors were advised that one parent had informed the school that it was very positive that the school was in the position it is in.</p> <p>ii. Planning strategic day</p> <p>Governors discussed the following:</p> <ul style="list-style-type: none"> <li>○ Several governors are not able to make the day and some for part of the day only (FJ, TC, LS). The decision taken was to continue with the day however and an overview of the content of the day discussed: <ul style="list-style-type: none"> <li>▪ In the morning the Headteacher will give a presentation to governors about what joining an academy entails and differences between an academy and maintained school. There would be an opportunity for governors to discuss their non-negotiables if they</li> </ul> </li> </ul>										

	<p>did decide to join an academy, and the elements that they would be prepared to have some flexibility with.</p> <ul style="list-style-type: none"> <li>▪ There would be the opportunity for governors to have lunch with staff.</li> <li>▪ Governors would be able to visit classrooms obtain pupils' views with a focus on the children's retention of knowledge and what they enjoyed and are excited about.</li> <li>▪ Governors would meet again at around 2.30pm for feedback, before going to the playground for opportunities for parents to meet them and raise topics.</li> </ul> <p><b>Question: a governor wanted to know if there was a way that parents could be invited for part of the day.</b></p> <p>Governors were advised that this will be explored as an option, as their involvement could be sought about the school's vision and values. Conversations with parents would need to be structured and this would require some further thought. Governors discussed the possibility of using an Ofsted-style questionnaire to garner parents' views. Governors decided to use part of the strategy day itself to discuss and agree the aims of such an interaction with parents along with the format, structure and content of the questions asked. This was agreed.</p> <p>iii. Curriculum visits</p> <p>TC: will be visiting the school the following day to carry out a maths visit. He will also arrange a visit with a focus on French and he will email the lead to confirm the arrangements for this.</p> <p>ET: will visit the school after half term with a focus on reading and will visit towards the end of the term with a focus on Pupil Premium.</p> <p>LS: will visit the school focussing on personal development.</p> <p>RA: will visit next half term with a focus on art.</p> <p>MC: will visit with a focus on PE.</p> <p>FJ: will visit with a focus on EYFS, next half term.</p> <p>There will be further opportunities for governors to gather further evidence on the strategy day.</p> <p>iv. Curriculum priorities for governor visits.</p> <p>This item had been discussed within the review of actions from the previous meeting.</p> <p>v. Training updates.</p> <p>ET reported that she had attended a termly update session for Headteachers and Chairs of Governors and there was nothing further to report from this.</p> <p>Governors are currently engaging with Prevent training.</p> <p>vi. Outcomes of the website review.</p> <p>A review of the school's website has been carried out and there were a couple of minor amendments recommended.</p> <ul style="list-style-type: none"> <li>○ A school recruitment policy was out of date. This has now been removed and there is one policy to bring to the next meeting regarding remote learning.</li> </ul>	<p>Action: for governors to consider on the strategy how to structure parental views and contributions to the school's vision and values.</p> <p>For FJ to carry out a review of the school's</p>
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	<ul style="list-style-type: none"> <li>○ Some anomalies were noted in the recording of staff working in year groups. FJ volunteered to review the website next term, which was agreed. It was noted by governors that searching for items on the site can be an issue.</li> </ul> <p>The Chair thanked governors for their involvement. 2 governors had reviewed the administration of the SATs. Governors impressed with the organisation of these.</p>	<p>website in the Autumn term.</p>
8.	<p>Finance.</p> <p>i. Update. – Submitted budget; BMR.</p> <ul style="list-style-type: none"> <li>○ The Budget had been submitted to the LA as agreed at the previous FGB meeting.</li> <li>○ A Budget Monitoring Report (BMR) has been created, something the school does every month to support effective budgetary oversight. Alterations to staff lines have been made, which were noted within the BMR and forecast outturn.</li> <li>○ With all the changes, the school is projecting to be £20,000 better off at the end of the year than initially projected. <b>The Early Years Foundation stage will bring in an additional £16,000 and the Executive Headteacher role will generate an additional £6,000.</b></li> </ul> <p><b>Question: a governor wanted to know if the school where the Headteacher is working as an Executive Headteacher has agreed to the payments for his time.</b> Governors were advised that this will happen and is in process.</p> <p>ii. Summer term census data review number on roll for September.</p> <p>Covered above.</p> <p>iii. Number of pupils moving to each secondary school.</p> <p>Governors were advised that more children are going to Soham than to Bottisham.</p>	
9.	<p>Policies.</p> <p>Policies.</p> <p>a. BVC specific policies</p> <p>i. Relationships and Sex Education policy.</p> <p><b>Question/comment: a governor suggested that, within the second paragraph in Section 5, the following phrase, “At Burwell we believe our curriculum is learning about emotional, social, and physical aspects of our lives, about ourselves and our relationships” should be amended to, “At Burwell <b>if</b> we believe our curriculum is learning about emotional, social, and physical aspects of our lives, about ourselves and our relationships”</b></p> <p>The format of the seventh section and the use of the phrase ‘planning scrutinies’ were also questioned.</p>	

	<p>Governors also suggested that on the parent forms the phrase 'parent/carer' should be included. This was agreed.</p> <p><b>Question: a governor wanted to know if the policy is reviewed every year.</b></p> <p>Governors were advised that this was the case and is sent to parents for their information. It was suggested that the review of this policy be brought forward so it is earlier in the year and could be concluded before being sent to parents.</p> <p>vii. Early Career Teacher Policy.</p> <p>Governors were advised that all guidance for Early Career Teachers is due to be changed in September and so there was no point in reviewing it now- to be rescheduled once the new guidance is in place.</p> <p>viii. Volunteers.</p> <p><b>Question: a governor wanted to know whether all volunteers confirm they have read <i>Keeping Children Safe in Education (KCSiE)</i> and if so, how this scrutinised and followed up?</b></p> <p>Governors were advised this information is recorded on the school's Single Central Record (SCR). Furthermore, that reading of KCSiE is not being enforced, as it would not be appropriate to do so. It was suggested that this element be removed from the policy if it is not happening.</p> <p><b>Question: a governor wanted to know if a Disclosure and Barring Service (DBS) check might be mandated where appropriate and if so, it would be good to have this detailed (at the top of p3).</b></p> <p>Governors were advised that the Headteacher is clear when a DBS is needed with the key criteria being regular and prolonged contact with children. Therefore, it would not be necessary to make sure volunteers on school trips had a DBS check as their contact with children is not prolonged and neither are they alone with children. Governors suggested that the phrase 'if appropriate' within the third paragraph in Section 3.3 be made clear. This was agreed.</p> <p><b>Question: a governor wanted to know who safeguarding concerns could be reported to in the absence of the Headteacher.</b></p> <p>Governors were advised that both Assistant Headteachers are safeguarding trained and are Deputy Designated Safeguarding Leads (DDSLs). Governors commented that the named DDSLs should be updated on other policies and that safeguarding notices around the school require updating.</p> <p>b. i. Standard LA policies GDPR</p>	<p><b>Decision: The Relationships and Sex Education Policy was approved subject to the agreed changes.</b></p> <p><b>Action: to change the wording in the policy so as to make clear the conditions under which a DBS check would need to be carried out.</b></p> <p><b>Decision: The Volunteers Policy was approved subject to the agreed changes.</b></p>
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	<p><b>Question: a governor wanted to know what data the school would collect about a child that parents do not already have access to.</b></p> <p>Governors were advised that there may be instances where behaviour or safeguarding information is held by the school and not shared with parents, if the school thought the child was at risk. However, parents could submit a subject access request (SAR) to obtain all the information a school has regarding their child.</p> <p><b>Question: a governor wanted to know how staff would know which information can be shared with parents and which should not.</b></p> <p>Governors were advised that staff would not know, and it would be other staff responding to an SAR. The only situation in which information could not be shared if an SAR is submitted would be safeguarding. An SAR is not a specific request but a general one and the entire record would be submitted. In general, however, the school does not have data they have not shared with parents.</p> <p>Governors suggested that the ages referred to in the document should be consistent with Government guidance, which is 13, not 12 as stated in the school's policy. This was agreed.</p>	<p><b>Decision: The GDPR Policy was approved subject to the agreed changes.</b></p>
10.	<p>Safeguarding.</p> <p>i. Prevent training This item has been covered above.</p> <p>ii. Review safeguarding procedures, Invacuation Governors were advised that the invacuation procedure falls within the Critical Incident policy. The query was about how do staff know about this procedure, how does the school communicate this, and does the school need to practice the procedure with children. Governors were advised that a practice does need to happen. Invacuation may need to take place during playtime/lunchtime and staff will be trained in how the process works. Governors discussed using scenarios such as the Air Ambulance, or a possible swarm of bees, or poor weather to use so as to not alarm the children. The Headteacher confirmed that the school will carry out a practice session with the children and clarify the procedure with staff.</p>	
11.	<p>Health and safety.</p> <p>i. Update and progress of the Health and Safety action plan.</p> <ul style="list-style-type: none"> <li>o Governors were advised that there had been a Health and Safety inspection carried out by the LA from which various actions had emerged which had been updated and presented to governors as part of the documentation for this meeting.</li> <li>o Training: governors were advised that there should be someone who has undergone training by the Institution of Occupational Safety and Health (IOSH) and that this would be important in the light of the Headteacher's absence whilst working at the other school discussed earlier. The cost is approximately £300 per delegate and the training would give confidence in the school's</li> </ul>	

	<p>procedures in the Headteacher's absence. The Headteacher will review the course but commented that he is not aware of a site manager of a school this size or Headteacher or School Business Manager who has undergone this course to this level. Conclusion: the Headteacher will review the course and report back to governors.</p> <ul style="list-style-type: none"><li>○ Everything else is on track.</li><li>○ Asbestos and legionella training, this was not mandatory for Headteachers until 2 years ago.</li></ul>	
12.	<p>Dates &amp; foci of planned meeting.</p> <p>16th July 2025.</p>	
	<p>Meeting closed 6.47 pm.</p>	

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