



**Minutes of an FGB Meeting
for Burwell Village College Primary School
held on the 3rd of December 2025.**

Governors:	Edris Tildesley (ET - Chair), Stephen Taylor (ST- Vice-Chair), Antony Kern (AK- Headteacher), Martha Cannon (MC- arrived at 5.12pm), Fiona Jackson (FJ). David Sanders (DS), Lauren Sewell (LS).
In attendance:	None.
Clerk:	David Barker.
Quoracy:	The meeting was quorate.

Agenda item.	Minutes.	Decisions made/ actions agreed.
1.	Welcome. The Chair welcomed governors to the meeting.	
2.	Apologies for Absence. Apologies were received from TC and RB. It was noted that: <ul style="list-style-type: none"> • TC has completed a French visit for which a report is to follow. TC has missed two meetings previously. The board consented to these absences recognising the contribution made and the extenuating circumstances. • RB has missed a couple of meetings. Concerns were expressed about these absences however the Board condoned these and accepted the apology.	
3.	Declaration of direct or indirect pecuniary interest in any of the following items There were no declarations of pecuniary interest relating to items on the agenda for the meeting.	
4.	Review of previous minutes from the meeting held on the 15th of October 2025.	Decision: The minutes of the meeting held on the 15th of October 2025 were approved.

5.	Agreed Actions Update.	
	<p>i. For FJ to carry out a review of the school’s website in the Autumn term. This item will be carried over to the second meeting of the Autumn term. Update: The review has taken place but not yet completed as FJ has some questions about the terminologies used. She will contact ST for support for the review and will report in full at the next FGB meeting. Action ongoing.</p> <p>ii. For the Clerk to send reminders to those who still need to complete their declaration of interest. Action completed and closed.</p> <p>iii. For pupil premium and non-pupil premium pupils’ LA attendance data to be presented in the next Headteacher’s report. To be addressed within the meeting today.</p> <p>iv. For the governor visit template to be updated to reflect the questions focused on inclusive practice. Action completed and closed.</p> <p>v. For the Clerk to contact governor services to have the Instrument of Government amended. Action completed and closed.</p> <p>vi. For the Clerk to amend the standing orders in accordance with governors’ decisions. Action completed and closed.</p> <p>vii. For governors to assign curriculum link governor roles. This action will be completed when new co-opted governor is appointed. Action ongoing.</p> <p>viii. For governors to agree the date of March’s FGB meeting. The date agreed for the meeting is the 11th of March 2026. Action completed and closed.</p> <p>ix. For the Clerk to review the status of declarations and confirmation and send out reminders to all governors who still need to complete these. This action has been addressed above.</p> <p>x. For the Chair to review the SCR ensuring that governor Safeguarding and Prevent training is recorded appropriately. Update: this item is within the reports submitted for the meeting. Action completed and closed.</p> <p>xi. For the Headteacher to amend the Safer Recruitment policy as discussed (“We will also ask staff to carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online”). Action completed and closed.</p>	<p>Action: for FJ to arrange to discuss the review with ST and submit a website review report at the next FGB meeting.</p>

	<p>xii. For the Headteacher to make it clear who the ‘appropriate body’ are within the ECT policy. Action completed and closed.</p> <p>xiii. For the Clerk to contact the parents to inform them of the date of the Disciplinary Committee hearing and ensure papers are organised and distributed. Action completed and closed.</p>	
<p>6.</p>	<p>Headteacher’s Report.</p>	
	<p><u>Headteacher’s Report to include safeguarding, attendance and behaviour.</u></p> <p>Governors were advised of the following:</p> <ul style="list-style-type: none"> • The number of pupils on roll is currently 378. This is lower than desired but is similar to the number reported at the last meeting. • Recruitment checks have been completed by ET and LS. • The Year 5 teacher who was set to join the school will no longer be doing so. The school has a supply teacher in place who is a good addition to the team and some staff have been re-assigned consequently. <p><i>Question: a governor wanted to know if the employment of the supply teacher will cost the school a further £6,000.</i> Governors were advised that this is the case; this cost is similar to purchasing supply cover for a term.</p> <ul style="list-style-type: none"> • A member of staff has communicated to the Headteacher that due to changes in her personal circumstances she does not want to teach Religious Education (RE). A member of the support staff has made it clear they would like to have further roles and opportunities for career progression. <p><i>Question: a governor wanted to know what impact the Teaching Assistant (TA) staff changes would have, especially upon those who are changing teachers simultaneously.</i> Governors were advised that the children in Y5 will manage and the support arrangements for them will not change. Children in NE’s class will have good support. MM’s class is more concerning, but she only works there for 3 days each week. In terms of 1-1 support, there are a number of children not getting enough support as there are not enough staff available; the school is exploring options to address this situation. A job has been offered today to a candidate who is thinking about the school’s offer. Recruitment is a challenge.</p> <p><i>Question: a governor wanted to know whether applicants for roles are locally based or from outside the area.</i> Governors were advised that some are local-especially those applying for TA roles.</p>	

- Staff absence: a member of staff is absent from the office; the school is managing this within the school’s absence procedures.
- Pupil attendance: an Insight attendance report had been shared with governors as part of the Headteacher’s report. Governors were advised that:
 - 13 children currently and 17 children previously had met the DfE penalty notice consideration threshold of 10+ unauthorised absences.
 - School attendance is above the national values.
 - Unauthorised absence is reported at 183 as the Headteacher does not authorise any absence and the policy is applied rigorously.
 - The attendance of pupils eligible for Free School Meals (FSM) as compared with other schools is in the middle ranges.

Question: a governor noted that the percentage of Pupil Premium (PP) pupils who are severely absent is reported as being 23% and is a concern.

Governors commented that the percentage figure relates to the percentage of PP pupils and is not a comparison with the whole school. The number of pupils who fall into the severely absent category is 2 (1 school refuser and 1 medical). Pupils who are persistently absent is 43.

Question: a governor wanted to know more about the unauthorised absences for PP pupils, reported as being at 6.1%. Is this problematic?

Governors were advised that this is a problem as these pupils are absent from school for reasons unrelated to illness, and their attendance is not good in any case.

Question: a governor wanted to know if there is a difference between PP and non-PP pupils’ attendance.

Governors were advised that this is the case however the school’s PP absence is lower than that nationally.

It was noted by governors that the attendance of PP pupils will be an issue considered within the new Ofsted inspection framework. The attendance of PP pupils at the school is above national values.

The 95.6 % attendance is not good enough and well below pre pandemic levels, but in both groups of children the school is still above national.

- Attendance is still an issue to be addressed with 69 children in the group of concern. The school has discussed how to utilise the wellbeing mentor to carry out specific work with these children.

Question: a governor wanted to know whether absence is for the whole day or is it because the children are arriving late to school.

Governors were advised that absence can be due to lateness. It can be late.

Question: a governor wanted to know whether the school delves into the reasons for lateness?

Governors were advised that this is the case and the reasons for lateness are logged.

Question: a governor wanted to know whether the Breakfast Club is potentially a solution to some children's punctuality issues.

Governors were advised that this will be a support for families and children.

Question: a governor wanted to know the reasons for the Year 4 attendance concerns.

Governors were advised that one pupil is refusing to attend school and has been given a new school placement where he could be walked to school (and not going by taxi). The other child is new to the school and does not always get into the taxi.

Question: a governor wanted to know, does the LA provide comparison data for rural and city schools.

Governors were advised that data can be found for this purpose. The most significant issue for the school is that attendance at the school has dropped although still above national values. The school needs to understand what is happening with this. The demographic make-up of the school has changed significantly over the years, with more social care and deprivation evident. This is evidenced by the fact that the proportion of PP pupils has risen from 16% to 25% over 5 years

- Behaviour.
Governors were advised that:
 - Behaviour is generally good. A child has moved to the school with a Risk Reduction plan, and there are some playground issues, but these are not significant and are not impactful upon the school.
 - There has been one permanent exclusion; this is an agenda item for discussion later.
 - Bullying issues are increasing, relating to social media usage outside of school. The school communicates to parents about this.

Question: a governor wanted to know whether parents were supportive.

Governors were advised that generally they were not as they believe it is the school's responsibility to resolve such issues. Parents are advised to manage their child at home and remove phones or ban them from social media.

School Improvement.

Governors were advised of the following:

- 2 Continuing Professional Development (CPD) sessions had been delivered to support the reading fluency project, and the school are expecting to begin this in January.
- Observations are taking place.
- The curriculum development is on track.
- Assessment data in reading is positive.

Question: a governor wanted to know how, for the Spring term, governors can demonstrate they are monitoring the right things.
 Governors were advised to focus on the reading fluency sessions. For the participation element of the School Development Plan (SDP), the expectation is that every child is involved in each lesson 100% of the time, and the aim for 2028 for this to be evident in every subject.

Question: a governor wanted to know at what point the school will be able to report data to confirm that these priorities have been met.
 Governors were advised that this aspect will be addressed later in the meeting. Perhaps the impact will be in the Spring term; the school is tracking the progress of a group of children in reading fluency

- The Headteacher advised that governor training regarding the new Ofsted toolkit will be needed, and this will be arranged when the school has finalised the Self Evaluation Form (SEF).

Question: a governor wanted to know when decisions about the breakfast club will be made.
 Governors were advised that the Breakfast Club will hopefully begin in in summer term.

Question: a governor wanted to know whether the breakfast club would be just for PP pupils.
 Governors were advised that this was the case; the provision would be very targeted.

Question: a governor wanted to know if the school is carrying out a funding assessment for the breakfast club.
 Governors were advised that this was the case; the club will be funded by the Pupil Premium Grant.

SDP.

Governors were shown a draft of the SDP and were advised of the following:

- The aim is to have the SDP completed in January.
- The overarching aim of the SDP is to give purposeful medium-term direction to school improvement activities, consequently the plan is for a period of 3 years, giving all staff a clarity and a sense of direction over this period.

- An issue with school improvement is the need to balance actions consistently across all subjects.
- Reading is, for example, an important area for improvement.
- There are 4 priorities areas, each linked to the school's values and are being planned out for delivery over a 3-year period. Outcomes for 2028 have been developed.
- Outcomes demonstrate high expectations. For example, for 100% of non-Special Educational Needs and Disability (SEND) pupils, who start in reception to achieve Age Related Expectations (ARE), in all key stages and core subjects. This will be part of a phased approach in which the school develops strategies for enabling all children to achieve ARE, then turning their attention to SEND, and how this applies to them.
- Each priority has specific outcomes that are measurable and monitorable.
- Governors were asked to think about whether these priorities are important. Governors questioned the relevance of the priority 'all pupils are kept safe' as this is something that is part of the everyday work of the school. Governors were advised, however, that the nature of safety is changing very rapidly and will, in the future, need to consider developments in, for example Artificial Intelligence (AI) and the Internet.
- The Headteacher has broken down the outcomes into each year; not all aspects have a target for each year as these are already in place or activities will take place at another point in the 3-year cycle. It was noted for governors that word reading in the Early Years Foundation Stage (EYFS) is above 80%.

Question: a governor wanted to know where the percentage target figures had come from.

Governors were advised that the current year group attainment data has been used as a basis to develop aspirational outcomes. All outcomes are targeted to be above national, now most are, although some figures do need to be checked for appropriateness. The Headteacher is trying to ensure that the school does not reduce the target based upon pupils' current achievement and wants keep aspirations and expectations high, but realistic, however he does consider cohort context.

Question: for the phonics target which states that the target for 2026-2027 is 90%, should this exclude pupils with Special Educational Needs and Disabilities (SEND)?

The Headteacher informed governors that he did not think this should be the case as some SEND pupils may achieve ARE.

Question: a governor wanted to know why the planned outcomes for comprehension are lower than those for phonics.

Governors were advised that the word reading element forms part of this, reading attainment at KS1 and KS2 is described, and the pedagogical strategies have been detailed.

- Clear actions are given in the timeline, for example learning plans are to be completed by the given deadline. The issue is how the school communicates the actions and monitors this.

Question: a governor wanted to know whether there were any consequences for staff if the deadline is missed.

Governors were advised that he has discussed this issue within his performance management meetings. It was discussed how individual contact with teachers about the expectations of their role could be an effective way of improving this aspect. This might take the form of regular supervision. The Headteacher is thinking about how this might be built into the next Academic Year. This initiative may also contribute to staff wellbeing. It is envisaged that these sessions would take place with a member of the senior leadership Team (SLT), rather than a mentor, and would involve regular contact.

- The Chair commended this approach and noted that more will be forthcoming in January. The Headteacher added that school development planning often feels like problem solving. The rationale for the 3-year plan is to take a more strategic approach.

Question: a governor wanted to know how this plan will be shared with staff, so everyone has ownership of it.

Governors were advised that part of Continuing Professional Development (CPD) activities that take place on a Friday will be allocated to this, as well as mentor meetings, and teacher/leaders action planning. The document will be available to staff.

Question: a governor wanted to know whether staff would be able to challenge this approach.

Governors were advised that this is the case, and it could be amended. Many of the ideas have come from staff.

Self-Evaluation Form (SEF).

Governors were advised of the following:

- The Ofsted toolkit has 5 standards, and the Headteacher has plotted where he thinks the school is currently in relation to these. The new toolkit has very high expectations and a very high bar; it will take some well thought out communication with parents about how the toolkit has changed as the language used for judgements has changed.
- The Headteacher is interested to see which schools are evaluated as being exceptional. The word being used, by Ofsted, to describe these is transformative.
Governors commented that the colour coding of some elements of the school's SEF showed the school judged itself to be both at the expected standard and the strong standard.

Question: a governor wanted to know whether the Headteacher must make a final decision about one evaluative grading.

The Headteacher explained that there are major changes in the toolkit, and that every aspect must be in place for it to be achieved. There is no longer a 'best fit' option for inspectors, rather the judgements must be based upon the concept of a secure fit; one statement lacking means dropping to a lower judgement grading

A further key Ofsted change is that they are expecting a range of judgements on all schools, and there will no longer be one overall judgment. There are discussions about what Needs Attention means, for example if an aspect needs attention and it is on the SDP, will this mean the school is meeting the expected standard.

Question: a governor wanted to know what further governors need to do as leadership, management and governance is graded by the school as 'needs attention'.

Governors were advised that there is some ambivalence in toolkit's wording, for example the phrase 'Leaders ensure that staff and governors feel valued and are involved' is interesting because governors are leaders too.

Within this aspect the toolkit also emphasises a culture of mutual support and challenge and the Headteacher queried how the school could demonstrate this. Governors suggested that community school links may support evidence for this aspect along with the school's work with outside agencies such as the Speech Therapist or school nurse. This was acknowledged however the Headteacher noted that maintained schools do not have access to challenge partners which other schools do, and the network of schools is non-existent.

Question: a governor wanted to know whether one aspect of this would be the school's work with the LA.

Governors were advised that this would be the case, as well as mentoring a new Headteacher.

Governors commented that there are opportunities for staff development inherent within this situation, for example pairing with schools for assessment purposes. Then again, this aspect may be part of a drive to promote the academisation process. The Headteacher advised that the SEF will be ready by the next meeting.

Governors commented that presenting the SDP and SEF to staff could be a vehicle for resolving the dichotomies, and their involvement in the creation of the document might bring people together.

The Headteacher agreed, noting for governors that the content of the documents has been derived from discussion with staff and not just from the SLT.

8.	Governor Business	
	<ul style="list-style-type: none"> • DS- report of meeting with SENDCo. Governors were advised that: <ul style="list-style-type: none"> ○ SEND delivery is in good order, however the amount of time allocated to the SENDCo is not appropriate for a school this size- this is not a reflection on the quality of delivery. ○ For the next visit he hopes to triangulate information with staff. • FJ- Website Review report and Phonics visit report. This item has been discussed above. • Curriculum Group- report from the meeting held on 10th November 2025. Governors were advised that: <ul style="list-style-type: none"> ○ There are two reports available, and DS would be interested to know how useful they are to governors. The exercise was very worthwhile. Detailed discussions took place and the enthusiasm of the subject leads for their subjects was evident. The subject leads are well supported by one of the AHTs. ○ For the next meeting of this group, they should move forward into other areas. ○ TC and ET took part in the meeting and FJ is keen to continue. ○ DS will meet with the Headteacher discuss the next steps. • ET- Safeguarding, reading reports. Any significant outcomes from the exit interviews held. Governors were advised that: <ul style="list-style-type: none"> ○ ET was pleased that LS could join in with the visit. ○ A reading visit was also carried out and next term is being looked forward to in relation to evidencing the impact of the development work. ○ Exit interviews will be completed later this term. • LS: visit report- personal development and Art. Governors were advised that: <ul style="list-style-type: none"> ○ The school's personal development work is expanding; the roles are expanding for which application forms are being submitted. ○ Regarding art, Art Kate Mansfield has taken over from MA and observed evidence in drawing books of progression in drawing over the year and could see this mirroring the progression document, which was pleasing. LS noted that there could be more work on the assessment process- and how teaching and learning can be further improved. 	

	<ul style="list-style-type: none"> • TC- French visit report. This report is to follow. • ET: Pupil premium (PP). Governors were advised that: <ul style="list-style-type: none"> ○ ET met with Kate Mansfield and the Headteacher. This is an important area and is part of Ofsted’s emphasis upon inclusion. The report is in draft but not yet complete. ○ Kate Mansfield is being proactive in monitoring the clubs that children are taking part in, and that PP pupils have responsibilities in the class, and attendance. The Headteacher and SLT have decided to let the class teachers know who the PP children are in their classes, so they can target their work for these pupils. • Succession planning/governor recruitment. <ul style="list-style-type: none"> ○ ST has agreed to stand as a co-opted governor for another 4 years. This will be effective from the end of his current term of office (07.02.2026). ○ RB’s term of office ends 08.03.2026 and a staff election will need to be held. • Currently there is one vacancy for a co-opted governor. <ul style="list-style-type: none"> ○ The Chair will contact a potential candidate and interested party. • Pay review committee report Governors were advised that: <ul style="list-style-type: none"> ○ The pay committee reviewed and approved the recommendations for the staff pay award. 	<p>Decision: the pay awards for staff were approved.</p>
<p>9.</p>	<p>Finance</p>	
	<p><u>Budget Update.</u> Governors were advised of the following:</p> <ul style="list-style-type: none"> • That finances are tight. • There is a decent carry forward of £155,000 projected for the Year End which is slightly better than projected originally. • The school has had to amend supply costs again; this will likely continue. 	

	<ul style="list-style-type: none"> • The school are drawing down the capital to pay for computers, and to pay for a new heat exchange in the boiler. Therefore, this budget is likely to be reducing, however a further £ 8,000k will be allocated next year. • The Sport and PE premium funding will be spent this year, which may be the last year of this funding stream. • £6,000 will be given to the school by Friends to support library development • All the above is detailed in the budget. • The following year's (2026-2027) revenue carry forward is currently projected as being £6,000 in deficit, the following year (2027-2028) the projection is for a £250,000 deficit. Action will need to be taken to address this. The plan will involve addressing staff costs including expensive staff and the SLT structure. The plan may involve redundancy and for Friday sessions to be restructured and reorganised. • It was noted that the school budget is more effectively managed and reported this year than previously because of software issues. The current carry forward is 20% above the budget that was agreed by governors. 	
<p>10.</p>	<p>Document/Policy Reviews.</p>	
	<p><u>BVC specific documents/policies.</u></p> <ul style="list-style-type: none"> • SEND Information Report. Governors commented that: <ul style="list-style-type: none"> ○ There is duplication of documentation on the website. ○ The terms SEN and SEND are used in the glossary- and consistency would be preferred to bring greater clarity to the document. ○ ET is named on the document, and this should be DS. • Pupil Premium Report and Impact Statement. – held over to next meeting • Artificial Intelligence (AI) Policy. Governors were advised by the Headteacher that staff are using AI to generate lesson plans and there needs to be a policy in place. He had sourced an AI policy which seems comprehensive, making it clear the school's expectations of staff and children. He suggested that the school uses the policy on this basis and to keep it under review, making the necessary changes and re-presenting to governors at the January FGB meeting. <p><u>Standard LA policies/documents.</u></p> <ul style="list-style-type: none"> • Complaints Policy. Governors reviewed the LA Model complaints policy deciding that, with reference to section 3.8 the following would be the approach of the Governing Board: 	<p>Decision: The SEND Information Report was approved by governors.</p> <p>Action: for the PP Report and Impact statement to be reviewed at the next FGB meeting.</p> <p>Decision: the Artificial Intelligence (AI) Policy was approved by governors.</p> <p>Decision: the Complaints Policy was approved by governors.</p>

	<p>“Whilst normally the governor’s panel will consider the review on the basis of written representations only, the governors will consider a face-to-face review if this is requested by the complainant. If the complainant is invited to attend the meeting to present their case, they may bring someone along to provide support but not represent them. If this is the case the Chair of Governors and/or the Headteacher may also be invited to attend the meeting to present their responses. However, this need not be at the same time as the complainant, and it will be for the panel to decide the format and agenda for the meeting. Neither party should have legal representation, and representatives from the media will not be permitted to attend.”</p> <ul style="list-style-type: none"> • Early Career Teacher (ECT) policy. This policy has been carried over from the last meeting. <i>Question: a governor asked, on p2 the policy notes that governors should be informed about the induction and progress of ECTs, how would this happen?</i> Governors were advised that this would be through the Headteacher’s report within the staffing section. <i>Question: a governor asked if the arrangements for mentors and new training were in place?</i> Governors were advised that this is the case. 	<p>Decision: the Early Career Teacher Policy was approved by governors.</p>
12.	What impact is the Governing Board having upon vulnerable groups?	
	<p>Governors have</p> <ul style="list-style-type: none"> • Reviewed reports from visits. • Monitored attendance • Discussed about wellbeing and compassion. • Discussed Pupil Premium pupils. • Discussed the curriculum reviews at length. 	
13.	Date of the next FGB meeting.	
	21st January 2026 11th March 2026 (TBC) 20th May 2026 15th July 2026.	
	AOB	
	There were no any other business items raised.	
	The meeting closed at 7.17pm.	