MINUTES OF THE FULL GOVERNING BOARD (TEACHING AND LEARNING FOCUS) AT HAVANNAH PRIMARY SCHOOL ON 5th MAY 2026

Governors Present:	John Sherwood (JS)	Chair
	Stef Williams (SW)	Headteacher
	Ann Holland (AH)	Meeting Chair
	Bryony Milbourne (BM)	
	Olivia-Paige Everill (OPE)	
	Andrea Frost (AF)	
	Matthew Bradley (MB)	
	Melissa Santos (MS)	
Also in attendance:	Sophie Slater-Baynes (SSB)	Deputy Headteacher, SENDCo
	Debra Ball (SBM)	School Business Manager
	Ashton Yates (CLERK)	Clerk to Governors

PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting started at 4:12pm

		Actions
1	**APOLOGIES AND ANY OTHER BUSINESS** Governors were welcomed to the meeting by AH. Apologies had been **received and accepted** from: Rachael Melville (RM), Kathryn Bennett (KB), and Maria Wilson (MW). There were two items of additional business raised for discussion at the end of the meeting: (i) Governors agreed to arrange a convenient date to complete a pupil voice activity. (ii) Governors agreed to organise two sub-committee meetings; one to focus on the School Management Resource Advisor (SMRA), David Riddick's recommendations, and the other to review the Cheshire East Inclusion Strategy and future options to apply to become a Resource Provision (RP) Base or Special Educational Needs and Disabilities (SEND) Unit.	

	Q: When is the application due for the decision on the RP or SEND unit? *A: It was confirmed that this would be after the May half term. SW informed governors that there is a requirement for units to be open by September 2026.* *MB arrived at 4:16pm*	
2	**CONFLICTS OF INTEREST** No conflict of interest with the business of the meeting was noted.	
3	**MEMBERSHIP** a) The following changes were received to the membership of the board of governors: • The appointment of Andrea Frost as Parent Governor with a term of office from 23.02.26 – 22.02.30. • The appointment of Bryony Milbourne as Co-opted Governor with a term of office from 12.03.26 – 12.03.30. b) Governors noted there is a vacancy for one parent governor. The School Business Manager (SBM) informed governors that the parent governor appointment has progressed to a ballot, with a closing date of Monday 11th May 2026. ***Q: How many parents have applied?*** ***A:*** *Two parents have applied to become a parent governor and therefore it has gone to a ballot for parent election.* c) There were no terms of office due to expire before the next meeting. Governors noted that Kath Bennett's term of office ends on 31st August 2026 and were informed that she intends to retire from the Board at the end of her term of office. d) The SBM confirmed that criminal record checks for new governors are complete. e) The SBM confirmed that Section 128 checks and DBS checks are complete for all governors. f) The SBM confirmed that governor details are up to date on GIAS and the school website. The SBM requested that AF complete a pen portrait for the school website.	

	ACTION: AF to submit a governor pen portrait to DB for publication on the school website.	**AF**
4	**PART ONE MINUTES AND MATTERS ARISING** a) The Part One Minutes of the FGB Teaching and Learning focus meeting on 27th January 2026 were **confirmed** as a true and accurate record. The Chair signed a copy of the minutes, which were retained by the school. ***Q: A discussion took place at the last FGB meeting regarding the Opal playground. What progress has been made and how will it be funded?*** ***A:*** *The Parent Teacher Association (PTA) will be funding the Opal Playground. SW informed governors that visits have been undertaken to observe examples at other schools, and a further visit to MS's school is planned. Timescales will be put in place, and a team has been identified to lead the project.* ***Q: Are there any grants available?*** ***A:*** *The PTA will provide funding initially and then applications for additional funding will be submitted. It was noted that the Primary PE and Sport Premium (Sports Grant) funding can also be utilised for the Opal Playground.* b) Governors reviewed the action log, and the following actions were discussed: <u>Ongoing Actions:</u> Governors reviewed the ongoing actions and agreed to close 5.2 following DB's review of governor completion of Cyber Security training. <u>Matters arising from the meeting on 13th March 2026:</u> **9** – Governors discussed the appointment of a Wellbeing Link Governor and agreed to carry this action forward to FGB6 on 16.06.26. All other actions relating to the meeting were confirmed as completed and were closed. ***Q: Is training available to governors on the strategic duties and responsibilities of governors?*** *A: Governors are encouraged to complete induction training to ensure that they understand the processes, expectations, and responsibilities of the role. Training is available via The National College.* **ACTION:** AF to complete governor induction training via The National College.	**ALL GOVS** **AF**

5	**CHAIR'S ACTION** There were no Chair's actions to report.	
6	**PART ONE REPORTS FROM GOVERNORS WITH SPECIAL RESPONSIBILITIES** Governors discussed the Wellbeing Link Governor role. SW informed governors that she is the Wellbeing link member of staff. Governors agreed to defer the appointment of a Wellbeing Link Governor to the next meeting when all governors are present. Governors received updates from the following Link Governors: <u>EYFS</u> AH informed governors that she had met with the school's Literacy Lead, Claire Birdsall, and the Early Years Foundation Stage (EYFS) and Preschool Lead, Claire Thornborrow. AH submitted her reports to the Clerk at the meeting which will be uploaded to GovernorHub. **<u>ACTION:</u>** Clerk to upload the EYFS and Handwriting and Spelling Link Governor reports from AH to GovernorHub. <u>SEND</u> A copy of the Special Educational Needs and Disabilities (SEND) Link Governor report from BM was uploaded to GovernorHub prior to the meeting. There were no questions on the report. <u>Pupil Premium (PP)</u> There was no report to receive for the PP Pupil Attainment and Progress update.	**CLERK**
7	**FINANCIAL MATTERS** The following documents were uploaded to GovernorHub prior to the meeting: • Interim Budget Reports for Summer 2025-26 • SLA Purchases of Services and Contracts for 2026-27 • SFVS Action Log for 2025-26 • Final SFVS for 2025-26 <u>Final Budget 2026-27</u> Governors discussed the final budget for the financial year 2026–27. The SBM and SW informed governors that the Schools Finance Officer (FMSO) meeting to set the budget is scheduled for 9th June 2026, and therefore the final budget will be approved at the FGB meeting on 16th June 2026. ***Q: The budget monitoring document on GovernorHub, is that for a full year?***	

	A: *No, it covers a single month. It shows expenditure within that month and, in this case, reflects the end of April 2026 position.* ***Q: Is the budget for this year (2025-26) available on GovernorHub?*** *A: Yes. The SBM has uploaded this to GovernorHub. It includes the three-year budget plan.* **ACTION**: Clerk to add the approval of the final 2026–27 budget to the FGB6 agenda. <u>Staffing Structure for 2026-27</u> Governors agreed that the staffing structure for 2026-27 would be discussed at the Leadership and Management meeting on 16th June 2026. **ACTION:** Clerk to add the 2026–27 staffing structure to the FGB6 agenda. <u>Annual Contracts</u> Governors discussed the completion of the purchase of annual contracts. The SBM and SW informed governors that the contracts have been added to the Cheshire East Education Services (ChESS) account but have not yet been checked out. This is to allow time for comparison, as discount pricing is generally available until the end of May. It was noted that the Local Authority Schools Finance Team has not yet provided final figures. It was also noted that Legal Services are not routinely purchased and are instead accessed on an ad-hoc basis as required, which means the full purchase of Legal Services continues to be considered. The SBM informed governors that a spreadsheet showing current and proposed costs for this year and next year had been uploaded to GovernorHub for governors to review. **ACTION:** SBM to complete a comparison of annual contracts for governors' review once final figures are available. <u>Unofficial School Fund</u> Governors discussed the annual accounts of the Unofficial School Fund. The SBM informed governors that it is early in the cycle to review the Unofficial School Fund accounts at this meeting. A full statement is required up to the end of March for accounts to be finalised, after which all information will be submitted. It was noted that the accounts are typically	**CLERK** **CLERK** **SBM**

	prepared in May or early June and submitted to Cheshire East (CE) by the end of June. Once completed, the accounts will be uploaded to GovernorHub for governors to review. **ACTION:** SBM to upload a copy of the Unofficial School Fund accounts for governors' review. ***Q: What is the Unofficial School Fund?*** ***A:*** *The main school budget is provided through Cheshire East (CE). The Unofficial School Fund is a separate account used to manage specific income streams, such as online payments, and income from events such as ticket sales. The account is managed locally, with access restricted to the SBM, administrative assistant, Mrs Worrall, and clerical assistant, Mrs Williams. Only a limited balance is held in this account. Certain income, including payments such as tax-free childcare, is processed through this account and can then be transferred into the main school budget.* Sports Grant and Pupil Premium (PP) Governors were reminded that they should oversee the use of the Sports Grant and impact on pupils, and the use of the PP grant and impact on disadvantaged pupils. SW agreed to meet with Mrs Birdsall, Literacy Lead, and Miss Kitson, (role?), to complete a report to governors on the impact of the grants. **ACTION**: SW to meet with Mrs Birdsall and Miss Kitson to prepare a report on the impact of the Sports Grant and Pupil Premium (PP). Clerk to add the item to the FGB6 agenda. SW drew governors' attention to the report from Helen Gorst, the School External Advisor, on PP noting that Havannah's Pupil Premium strategy prioritises high-quality teaching, early literacy, and targeted support to ensure disadvantaged pupils make strong progress and to narrow attainment gaps. It includes investment in staff training, targeted interventions, strengthened phonics provision, enhanced Social, Emotional and Mental Health (SEMH) support, improved attendance, and equitable access to enrichment opportunities. SFVS Governors **confirmed** the approval and submission of the SFVS by 31st March 2026 deadline. Section 175 Safeguarding Audit Governors were informed that the Section 175 Safeguarding audit has not yet been released and confirmation of its completion will carry forward to FGB6 on 16th June 2026.	**SBM** **SW**

	ACTION: Clerk to add the Section 175 Safeguarding Audit to the FGB6 agenda.	**CLERK**
8	**PART ONE HEADTEACHER'S REPORT THOUGH THE LENS OF INCLUSION** SW informed governors that a Headteacher's report is in progress and will be uploaded to GovernorHub for governors to review. **ACTION:** SW to upload a copy of the Headteacher's report to GovernorHub for governors' review. SW highlighted the following points to governors: The School Development Plan (SDP) is currently focused on Special Educational Needs and Disabilities (SEND) and inclusion as key priorities. It was noted that SEND provision and inclusion also impacts the budget, and the school is exploring ways to manage this, including strengthening inclusive practice. Staff meetings have focused on inclusion, and a recent visit from Helen Gorst, the School External Advisor, also centred on this theme. It was recognised as a strength of Havannah and was identified as a key feature in the last Ofsted inspection in October 2024. SW confirmed that Helen Gorst's report uploaded to GovernorHub prior to the meeting had been updated, and the revised version was tabled at the meeting. ***Q: What was the brief for the report?*** *A: The report formed part of a termly visit and was linked to inclusion. The school receives support from external input acting as a critical friend to review practice and focus areas.* SW informed governors that curriculum development was considered during the meeting with Helen Gorst, with progress identified. SW referred to points in the report including refinement of the curriculum structure, improvements in pedagogy, evidence of pupil understanding, clearer planning and alignment, and a confident and reflective subject leader. SW highlighted that a learning walk was undertaken with Deputy Headteacher and SENDCo, Miss Slater-Baynes, and MW, focusing on inclusion. This included reviewing the Self-Evaluation Form (SEF) against Ofsted criteria to identify strengths and areas for development, supported by evidence. It was noted that the school is meeting the expected standard and is working towards the stronger standard, with clear alignment across provision. Classroom practice demonstrated a strong culture of staff supporting pupils' wellbeing, ensuring pupils are ready to learn.	**SW**

	Areas for development were identified to support progression to a stronger standard, as outlined in the final sections of the report. These findings were expected and were consistent with the Senior Leadership Team's (SLT) self-evaluation. It was noted that the report has been shared with staff, and a review has taken place with the SLT, including discussion on how to further develop the role of Teaching Assistants (TAs). A schedule of Continuing Professional Development (CPD) sessions has been introduced across two days to ensure all TAs, including part-time staff, can access training. Sessions are delivered by specialist staff and are structured around key themes. SSB noted that feedback from the School External Advisor's review was positive and had made expectations more explicit, with increased focus on developing pupil independence. ***Q: What are the results of the new spelling scheme?*** ***A****: It was noted that, following a review of writing, the school has introduced a renewed focus on transcription skills, particularly handwriting and spelling. In Key Stage 2 (KS2), spelling has been identified as a key area for improvement, particularly within Spelling, Punctuation and Grammar (SPaG) assessments. Previous approaches had not demonstrated sufficient impact, particularly for pupils with dyslexia or additional needs. Two classes initially trialled a new scheme, Ready, Steady, Spell, which has demonstrated strong impact data in improving pupil outcomes. Teachers have responded positively, and pupils are more engaged, with learning becoming more embedded rather than task-focused. The scheme is currently being used across all classes under a free trial until September 2026. Improvements in handwriting were also noted, although some inconsistencies remain, and staff are being encouraged to ensure consistent application of the agreed approach.*	
9	**SAFEGUARDING** SW noted that safeguarding is covered within the Headteacher's report. No Part One safeguarding matters were highlighted.	
10	**SCHOOL DEVELOPMENT PLAN (SDP) AND SELF-EVALUATION FORM (SEF)** Governors noted that a discussion on the SDP and SEF took place under agenda item 8.	

11	**PUPIL PERFORMANCE** <u>Attainment and Progress Data and Arrangements for End-of-Year Reporting to Parents</u> SW informed governors that a termly report is provided to parents. Parents' Evening has been completed, and a more detailed end-of-year written report will be provided to parents. It was noted that the previous report included all subjects with individual teacher comments, and the end-of-year report will continue to provide reporting across all subjects. <u>Arrangements for Reporting Pupil Progress at Points of Transition</u> SW and SSB informed governors that during last year's transition information was not consistently shared with receiving schools, which resulted in difficulties for pupils, including instances where transition information had not been fully reviewed by the secondary school. Havannah is currently reviewing and strengthening its transition processes by providing regular updates on pupil progress, including half-termly meetings with a local high school, during which Key Stage 2 (KS2) data for Years 4, 5 and 6 is shared. This approach ensures that receiving schools have a broader understanding of pupil progress beyond Standard Assessment Tests (SATs) outcomes. For pupils with Special Educational Needs and Disabilities (SEND), additional transition arrangements are in place. SSB works closely with families and receiving schools to ensure that individual needs are identified and appropriate provision can be planned. It was noted that a local secondary school is developing a wider transition offer, including wellbeing support, drop-in sessions and hub-based provision. However, it was emphasised that clear communication between primary and secondary schools is essential to enable this information to be effectively shared with parents. Governors were also advised that a local high school has introduced informal opportunities for parents, including coffee mornings, to meet the SEND team and to support a smoother transition process.	
12	**SCHOOL EXTERNAL ADVISER** A copy of the latest report from the School External Adviser, Helen Gorst, was uploaded to GovernorHub prior to the meeting. SW informed governors under agenda item 8 that the report had been updated, and a revised version was tabled at the meeting. A discussion on the report took place under agenda item 8.	
13	**HEADTEACHER'S PERFORMANCE MANAGEMENT REVIEW (HTPMR)** Governors agreed to discuss the interim Headteacher Performance Management Review (HTPMR) under Part Two due to the confidential nature of the item.	

14	**GOVERNANCE STATEMENT** JS agreed to draft the annual Governance Statement, which will be published to parents and on the school website. **ACTION:** JS to draft the annual Governance Statement and share it with governors via GovernorHub.	**JS**
15	**CONFIRM TERM DATES FOR 2027-28** The SBM and SW informed governors that the term dates for 2027-28, including 5 INSET days, are published on the school website. During the meeting, the SBM uploaded a copy to GovernorHub for governors to review. ***Q: Has the May half-term been moved?*** *A: Yes, it is in line with local secondary schools.* There were no further questions.	
16	**CLERK'S UPDATE** The Clerk informed the board that the Summer Director's Report is not yet available and reminded governors of the recent update posted on the GovernorHub noticeboard, which highlighted the Children's Wellbeing and Schools Act 2026. This places responsibility on governors for oversight of new statutory policies, including allergy safety. The SBM and SW informed governors that the school is in the process of drafting the Allergy Policy for governor review and adoption. **ACTION:** SW/SBM to share the completed Allergy Policy with governors once finalised.	**SBM/SW**
17	**GOVERNOR TRAINING AND DEVELOPMENT** It was noted that, prior to the meeting, BM had queried governor training opportunities with the Clerk. The Clerk informed governors that Safeguarding, Prevent, Cyber Security, and Induction training are statutory for governors. SW highlighted that it would be beneficial to provide governor training on the new Ofsted framework. Governors agreed that Ofsted training for governors is a priority for 2026–27. **ACTION** – SW to upload the presentation on the new Ofsted Framework, delivered to the Headteacher, to GovernorHub for governors. SW also highlighted that Early Years Foundation Stage (EYFS) and Inclusion are key focus areas, and governors were reminded to remain aware of relevant training opportunities via The National College.	**SW**

	Governors agreed to review governor attendance and the Effectiveness Tool at the Leadership and Management FGB meeting on 16th June. **ACTION** – Clerk to add a review of governor attendance and the Effectiveness Tool to the FGB6 agenda.	**CLERK**
18	**SCHOOL POLICIES** Governors were reminded that they are required to sign policies on GovernorHub to confirm that they have been reviewed. It was noted that governors agreed in the autumn term that six signatures would constitute approval, reflecting quorum. The Clerk reminded the Board that all governors must review and approve statutory policies, and that formal approval of policies must continue to be minuted at FGB meetings. Governors were informed that the Special Educational Needs and Disabilities (SEND), Health and Safety, and Whistleblowing policies have not yet been formally approved at FGB meetings. Governors were also advised that the Governor Allowance Policy has been adopted and requires formal approval. A governor noted prior to the meeting that the Health and Safety Policy contains repeated content on page 6, and that the Whistleblowing Policy includes inconsistent terminology (school/academy and headteacher/manager in several places). SW agreed to amend the policies accordingly – **ACTION.**	**SW**
19	**MEETINGS** Governors agreed to confirm the dates and times of the next FGB meetings at the Leadership and Management FGB on 16th June 2026.	
20	**ANY OTHER BUSINESS** Governors discussed the two items of AOB raised at the start of the meeting: (i) Pupil Voice Governors discussed arrangements for a pupil voice activity, with a suggested focus on Curriculum Voice, as recommended by Helen Gorst. Proposed dates included the morning of Friday 19th June 2026 or the morning of Wednesday 24th June 2026 at 9:00am. **ACTION**: BM to run a poll on the governors' WhatsApp group to agree a date for governor attendance at a pupil voice activity. (ii) Sub-Committee Groups It had been agreed at the Spring term Leadership and Management FGB that JS, MW and AF would form a sub-committee to review the recommendations made in the School Management Resource Advisor (SMRA), David Riddick's report.	**BM**

	SW informed governors that the school will also work with HR to respond to the recommendations. Governors proposed the sub-committee meeting be scheduled for Wednesday 20th May at 4:00pm. Governors discussed the review of the Cheshire East Inclusion Strategy and future options to apply to become a Resource Provision (RP) Base or Special Educational Needs and Disabilities (SEND) Unit. ***Q: Do you have a vision of how much funding you would aim to secure?*** ***A:*** *SW informed governors that the Resource Provision (RP) could generate approximately £100,000 per year, which would have a significant financial impact, as this funding would not carry additional staffing costs.* ***Q: If a SEND unit is developed, what would the implications be?*** ***A:*** *It was explained that pupils in an RP would typically spend 50% of their time in provision and 50% in mainstream classes, whereas pupils in a SEND unit may spend approximately 70% of their time in provision and 30% in mainstream classes. Additional funding would be attached to pupils in a SEND unit, which could have a significant financial benefit to the school.* ***Q: What provision is currently in place?*** ***A****: Governors were informed that the current model operates similarly to a previous Enhanced Mainstream Provision (EMP); however, it does not generate additional income. Some pupils receive top-up funding through Education, Health and Care Plans (EHCPs). The provision currently offsets the cost of one teacher and two Teaching Assistants (TAs) and is considered more effective than one-to-one support in mainstream classes.* ***Q: Is there a profile of need across cohorts to support planning, including for newcomers to the school?*** ***A:*** *It was noted that it is difficult to predict levels of need in advance, particularly for Reception cohorts. The Local Authority (LA) may request that the school admits pupils with complex needs due to the existing provision (Oasis), although these needs can exceed the level of specialist training available in mainstream settings.* ***Q: Would the RP or SEND Unit option require additional staffing?*** ***A:*** *It was confirmed that no additional staffing would be required beyond the current provision of one teacher and two TAs for up to seven places. Staff in the Oasis provision have received additional training, and it was noted that resources could be adjusted if required. Both models could generate additional revenue.* ***Q: How are needs identified where pupils have not attended the school's preschool?*** ***A:*** *Governors were informed that demand is high, with 84 applications for 30 places for September 2026. While some pupils arrive with known*	

	needs or EHCPs, others are identified once in Reception, at which point assessment and support processes begin. This reinforces the importance of Early Years Foundation Stage (EYFS) provision. SW informed governors that the Preschool is currently full. Approximately seven pupils from the Preschool have not been allocated a place at Havannah for Reception in September 2026. It was noted that parents are not guaranteed a place at the school, and there are therefore approximately seven pupils who are due to join the school whose needs are not yet fully known. ***Q: Were the pupils not allocated a place related to catchment criteria?*** ***A:*** *It was confirmed that admissions are primarily determined by distance criteria. A number of parental appeals have been submitted following the outcomes.* ***Q: Is the proposed new local school on the development site on Manchester Road planned as a specialist provision?*** *A: It was noted that this is currently understood to be the case. Cheshire East (CE) has acquired the Westfields site in Sandbach for development into a 100-place special school; however, final decisions regarding delivery arrangements are yet to be confirmed.* Governors discussed wider local developments, including new school provision, Section 106 funding, housing development, and the potential impact on school capacity and SEND provision. BM, JS, MW and OPE agreed to form a sub-committee to review the Resource Provision (RP) / SEND Unit, as discussed under agenda item 1 and 20. A meeting has been scheduled for Tuesday 19th May at 10:30am.	
21	**IMPACT STATEMENT** Governors helped to move the school forward in this meeting: • Governors ensured oversight of new statutory responsibilities, including development of the Allergy Policy. • Governors agreed to undertake pupil voice activity, strengthening the monitoring of the curriculum provision. • Governors questioned SEND provision and funding implications to inform future strategic planning. • Governors established sub-committee work and follow-up actions to progress SEND and staffing reviews.	

The SBM, SSB, OPE left the meeting at 6:00pm and the Part One meeting moved to Part Two.

…….. Chair

…… Date