



MINUTES OF A MEETING OF THE FULL BOARD OF GOVERNORS OF ST ANNE'S FULSHAW CE PRIMARY SCHOOL ON WEDNESDAY 18TH JUNE 2025

GOVERNORS IN ATTENDANCE:	Maxine Drabble (MD)	Chair of Governors
	Angela Fitton (AF)	Foundation Governor
	Matt Williamson (MW)	Co-opted Governor
	Sally Petrie (SP)	Co-opted Governor
	Wendy Clark (WC)	Staff Governor
	Clare Daniel (CD)	Headteacher
	Steven Franklin (SF)	Parent Governor

OTHERS IN ATTENDANCE: Sarah Lomas

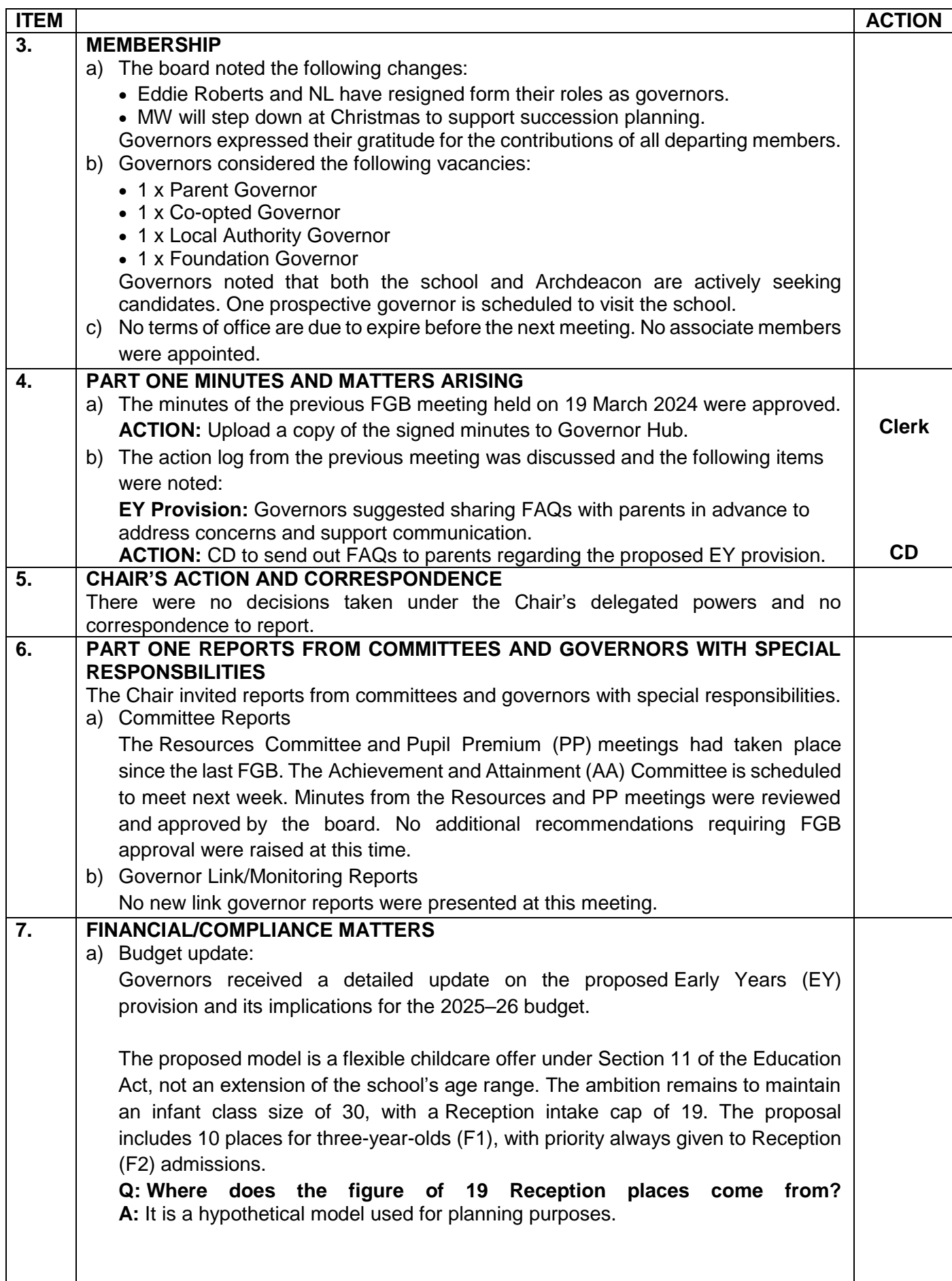
APOLOGIES: Natalie Lloyd (NL) Co-opted Governor

MINUTES – PART ONE: NON-CONFIDENTIAL BUSINESS

The meeting commenced at 6pm

ITEM		ACTION
1.	<p>APOLOGIES AND ANY OTHER BUSINESS (AOB) ITEMS</p> <p>a) The meeting commenced with the Chair inviting any apologies. Apologies were received and accepted from NL. Governors were also asked to notify the Chair of any additional Part One business. Two items were raised for discussion under AOB:</p> <ul style="list-style-type: none"> • After-school / extra-curricular clubs • Instagram issue <p>b) A detailed and informative presentation was delivered to governors by the Headteacher on the historical and legal context of St Anne's Fulshaw as a Church of England (CofE) school. The purpose was to ensure all governors understood the implications of being a church school and how this status influences governance, curriculum, and ethos.</p> <p>The school has roots dating back to the 1400s, with formal links to the CofE established in the 1700s. The presentation traced the evolution of church schools through the Sunday School movement, the 1811 National Society initiative, and the 1870 Education Act. St Anne's Fulshaw was originally known as Fulshaw Memorial Church School and has had only nine headteachers in its 149-year history.</p> <p>The 1944 Education Act was highlighted as a pivotal moment, introducing building standards and creating the distinction between voluntary aided and voluntary controlled schools. St Anne's Fulshaw is a voluntary controlled school, meaning the local authority (LA) manages admissions and the diocese retains ownership of some buildings but not full control.</p>	

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	<p>The school was rededicated in 2001 to strengthen its identity with St Anne's Church. The ethos of inclusivity and equality has been a consistent theme throughout its history.</p> <p>Key Distinctions Explained:</p> <ul style="list-style-type: none"> • Voluntary Aided Schools: Diocesan control, own admissions, confessional RE syllabus, and significant foundation governor representation. • Voluntary Controlled Schools: LA control of admissions, non-confessional RE syllabus, and fewer foundation governors. <p>Q: If a child has an EHCP, can parents choose the school? A: In theory, yes. However, the school must be consulted and can decline if it cannot meet the child's needs. The response must be compliant with the SEND Code of Practice.</p> <p>Q: Can Roman Catholic schools select staff based on religion? A: Yes, as they are voluntary aided and have protected characteristics under the Equality Act.</p> <p>Governors were thanked for their engagement and were informed that the presentation would be uploaded to SharePoint. The school's vision and its alignment with the Church of England's educational mission will be further explored during the September INSET.</p> <p>Marketing and Community Engagement Video Governors were shown a preview of the school's new marketing video, which is currently in production. The video aims to capture the ethos, environment, and community spirit of St Anne's Fulshaw CE Primary School. It will feature pupil voiceovers, contact details, and a narrated overview to provide a welcoming and informative introduction to prospective families.</p> <p>Filming took place over four to five days, capturing a wide range of footage that reflects daily life at the school. Governors noted the strong sense of space and community conveyed in the visuals, and praised the work of Richard Weston, a local videographer who also produced content for the parish website.</p> <p>Q: Will the video include a call to action? A: Yes, it will include links to further information, encouraging prospective families to engage with the school.</p> <p>Governors were hopeful that the video would have a positive impact on school visibility and admissions, and agreed to review its effectiveness once published.</p> <p>Governors also received a preview of the new school website. Q: Will the new website include a mobile layout preview? A: This has not yet been received, but it will be shared once available.</p> <p>Q: Will "My Happy Mind" be featured on the new website? A: Yes, under the Health and Wellbeing section. A summary will be added to help parents understand the programme's benefits.</p>	
2.	<p>CONFLICT OF INTEREST</p> <p>a) Governors were invited to declare any potential conflicts of interest. None were declared.</p>	



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	<p>Q: How is the number 10 for F1 calculated, given sporadic attendance? A: Based on total hours, not daily attendance. The 10 places refer to 10 pupils, regardless of how many days they attend.</p> <p>Q: Would additional staff be needed? A: Likely one additional Teaching Assistant (TA). Staffing costs will be covered by income from the hourly rate.</p> <p>Operational Considerations: A proposal is being drafted by CD and will be reviewed by relevant council departments and the Diocese.</p> <p>A formal consultation will follow once all parties agree. CE confirmed there are no statutory time limits for this process.</p> <p>The school is considering a “kit bag” approach to avoid additional charges which would require that parents provide essentials like nappies and spare clothes.</p> <p>Funding and Revenue: The Early Years grant is approximately £5.33–£5.37 per hour per child, adjusted for deprivation. A suggested hourly rate for additional hours is £6.50–£7.00, reflecting the unique nature of the provision. Wraparound care will be charged at the same rate as for other pupils.</p> <p>A maximum grant of £1,200 per pupil is available for resources, but not staffing. The school aims to break even in Year 1, with income from hourly rates funding staffing needs.</p> <p>Challenges and Concerns:</p> <ul style="list-style-type: none"> • Toilet and supervision logistics were raised. Steps and supervision will be in place, and TAs will cover lunchtime supervision. • Playground integration: Younger children will gradually be introduced to the main playground to foster inclusion. • Uniform: A simplified uniform (e.g., school top with leggings/joggers) is under consideration to promote belonging. • Timing: Concerns were raised about the tight timeline for a September launch. Governors noted that in the private sector, a year’s lead-in is typical. However, the LA confirmed that a September start is still feasible, as most notice periods are one month. <p>Governor Comments:</p> <ul style="list-style-type: none"> • There was strong support for the proposal’s long-term benefits, particularly in boosting pupil numbers. • Governors emphasised the need for clear messaging to parents, especially around phased integration and flexibility in start dates. • A buddy system was suggested to support new families and enhance community feel. <p>ACTION: CD to finalise the EY proposal for submission to the council and Diocese. ACTION: Governors to review consultation materials and prepare for formal consultation.</p>	<p>CD All govs.</p>

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	<p>Governors expressed disappointment that there would be no Wilmslow community show this year, as it would have provided a valuable opportunity to promote the new Early Years (EY) provision. Despite this, there was continued optimism that the school could reach the break-even point for the proposed provision, especially given the known local demand.</p> <p>Governors highlighted that there was a lack of clarity on the exact break-even point for the proposed EY provision.</p> <p>ACTION: Calculate and share the break-even point for the proposed EY model.</p> <p>ACTION: Schedule an online EFGB for a formal decision to be taken on the proposed EY provision.</p> <p><u>2025-26 Budget</u></p> <p>The budget update confirmed that there were no new changes since the last meeting. The deficit continues to reduce, which was welcomed as a positive headline. The Local Authority (LA) has reimbursed the school for high needs transport and staffing costs, and additional high needs funding is expected for a new Education, Health and Care Plan (EHCP).</p> <p>Q: Is it normal to see this number of EHCPs, and will more resources be needed?</p> <p>A: Yes, it is becoming more common. Resource needs will depend on the banding of each EHCP. The school will respond to consultations accordingly.</p> <p>Q: How do we cover additional support if needed?</p> <p>A: Additional staffing may be required. Best practice is to avoid assigning one staff member to one child exclusively, as this creates vulnerability in the event of absence or resignation. A 2:1 staffing model is preferred.</p> <p>The school has also received an EHCP from a child outside the authority, which CE will review.</p> <p>The Sports Grant has been confirmed at £16,000, the same level as the previous year.</p> <p>The board formally agreed to submit a budget that is not balanced, acknowledging the strategic investment in EY provision and staffing. It was confirmed that the school would submit a failure to set a balanced budget form to the Local Authority.</p> <p>b) Staffing Structure for 2025–26</p> <p>The Headteacher's report outlined the revised staffing structure for the next academic year:</p> <ul style="list-style-type: none"> • Reduction from five to four classes, each with one full-time teacher. • A new teacher will join Beech Class on a 0.9 contract, teaching four days with half a day for PPA. Cover will be arranged for the remaining half day. • One staff member is expected to return from maternity leave, while another may be on extended absence. A potential cover candidate has been identified. <p>This structure ensures one full-time equivalent (FTE) teacher per class, maintaining stability and continuity. Governors approved the staffing structure for 2025-26.</p>	<p>CD Clerk</p>

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	<p>c) No new contracts were presented for review. However, the school has achieved cost savings by switching its water supplier from United Utilities to Wave.</p> <p>d) All arrangements for the purchase of services, including ChESS and the appointment of the Clerk to Governors, have been completed.</p> <p>Compliance Confirmations</p> <ul style="list-style-type: none"> SFVS (Schools Financial Value Standard): It was confirmed that the SFVS was submitted by the 31 March 2025 deadline. S175 Safeguarding Audit: Governors noted that work is in progress and the completed audit will be submitted in line with deadline of 11.07.25. 	
8.	<p>PART ONE HEADTEACHER'S REPORT AND MATTERS ARISING</p> <p>The Headteacher presented a comprehensive report covering pupil and staff wellbeing, attendance, and SEND/Pupil Premium (PP) updates.</p> <p><u>Assessment and Outcomes</u></p> <p>All statutory assessments have been completed, though not all results are yet available. The EYFS data at the beginning of the report is accurate. One child who moved out of Reception did not achieve a Good Level of Development (GLD) but must still be reported due to the length of time they were on roll.</p> <ul style="list-style-type: none"> Phonics Screening: Only one child did not pass. In the Year 2 rescreen, all children who had been with the school passed. One in-year admission with no prior phonics input did not pass. Year 6 Teacher Assessments: Writing was externally moderated. The school opted for an individual moderation visit rather than group moderation. The moderator reviewed anonymised data and selected nearly half the cohort. All Greater Depth and most Expected judgments were agreed. One pupil was moved from Expected to Working Towards due to genre-specific writing limitations. SATs Week: The week ran smoothly overall. Two pupils were absent—one abroad, and one unwell. The latter completed one test but was too ill to continue. These absences will be recorded as “not met standard” but clearly marked as due to absence. <p><u>Enrichment and Community Engagement</u></p> <ul style="list-style-type: none"> Residentials: Year 5 and 6 residential was a success. Younger pupils will also experience an overnight residential this term. Wilmslow in Bloom: The school is participating with a focus on equality and inclusion. Wilmslow Youth Centre: Year 6 pupils have engaged in sessions with visiting staff. The year group was described as a credit to the school and strong role models. <p><u>Pupil Movement and Demographics</u></p> <ul style="list-style-type: none"> Turnover: 11 pupils joined and 9 left, representing a 23% turnover. Year 6 Destinations: All pupils are transitioning to the same high school, which is unusual. FSM and SEND: 9 pupils are eligible for Free School Meals. There is a growth in EHCPs and an increasing number of families accessing Early Help. No suspensions or exclusions were reported. <p><u>Attendance</u></p> <p>Attendance was strong until May half term, when a spike in term-time holidays caused a dip. A meeting was held with Helen Pearson-Adams, Vulnerable Pupils Locality Lead at CE, and letters have been issued to families.</p>	HT

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	<p>Governors praised the graphical data sent to parents, which helped clarify attendance expectations.</p> <p>Q: Is the LA responsible for issuing fines? A: The school initiates the process, and the LA issues the fine. Some children with attendance just below 90% are expected to improve, but the impact of holidays is concerning. Warning letters will be sent to families at risk of repeat offences.</p> <p>Q: Would the school consider a two-week May half term like other schools? A: No. This was trialled in the past but will not be reinstated. Instead, INSET days are scheduled for the final two days of the summer term to mitigate poor attendance.</p> <p>The school acknowledged that some families still view the fine as a cheaper alternative to peak holiday prices. However, fines are increasing, and prosecution is now more likely. A firmer stance will be taken next year.</p> <p><u>Staffing and Leadership</u> Governors noted that NL is leaving the school at the end of the academic year which will trigger a restructure of subject leadership roles. Governors expressed their appreciation for NL's meticulous work and contributions during her tenure and noted she will be greatly missed.</p>	
9.	<p>SCHOOL DEVELOPMENT PLAN The Headteacher confirmed that there were no updates to the School Development Plan at this stage. A full review will take place once final assessment data is available, at which point the impact of this year's priorities will be evaluated.</p> <p>The updated Self-Evaluation Form (SEF) was uploaded to the system earlier in the evening for governors to review.</p>	
10.	<p>PUPIL PERFORMANCE a) Internal Data and Group Progress - This item was covered in the Headteacher's Report. Governors noted the detailed analysis of pupil performance, including phonics, SATs, and teacher assessments. The school continues to monitor attainment and progress across different pupil groups, including SEND and disadvantaged pupils, and is addressing gaps in learning through targeted support.</p> <p>The Autumn Term Achievement & Attainment (AA) Committee meeting will serve as the main data review point, where full analysis of outcomes will be conducted.</p> <p>b) Reports will be sent to parents via Insight on Monday 7th July. This method was well received last year and will be used again.</p> <p>c) All pupil transition meetings have been completed. SATs results will be passed on to receiving schools once available.</p>	
11.	<p>HEADTEACHER'S PERFORMANCE MANAGEMENT Governors discussed arrangements for the HTPM process. A session with the external reviewer has already taken place, but one item was missed and will require a follow-up meeting.</p> <p>The school confirmed that CDAT is no longer offering performance management support. Governors agreed to approach Rachel Jones from Kingsley St John's as a potential external advisor.</p> <p>ACTION: Contact Rachel Jones at Kingsley St John's re external advisor role.</p>	CD
12.	<p>GOVERNANCE STATEMENT Governors noted that the annual Governance Statement is due for publication on the school website and to parents.</p> <p>ACTION: Complete the Governance Statement.</p>	MD

ITEM		ACTION
13.	<p>CONFIRM TERM DATES FOR 2026-27</p> <p>Governors agreed to review and confirm the term dates for the 2026–27 academic year, including the allocation of five INSET days.</p> <p>ACTION: Add 2026-27 term dated to the autumn term FGB agenda for formal approval.</p>	Clerk
14.	<p>DIRECTOR'S REPORT</p> <p>The board received the Director's Report from the Local Authority, highlighting current matters of interest for governors. There were no specific items for discussion.</p>	
15.	<p>GOVERNOR DEVELOPMENT AND TRAINING</p> <p>a) Training Feedback</p> <ul style="list-style-type: none"> MD had attended Diocesan training on governance in church schools. <p>ACTION: Circulate slides from Diocesan training.</p> <ul style="list-style-type: none"> Further training from SIAMS is scheduled for next week. Governors were reminded that SIAMS inspections can occur with five days' notice. <p>b) Governor attendance was reviewed and noted. No concerns were raised.</p> <p>ACTION: Forward final attendance report for 2024-25 to CD and MD.</p> <p>c) The board reviewed the results of the 2024–25 skills audit, noting changes in membership. The audit will inform future training and recruitment priorities.</p> <p>d) Governors agreed to set development priorities for the next academic year, focusing on:</p> <ul style="list-style-type: none"> Strengthening understanding of church school governance Preparing for SIAMS inspection 	MD Clerk
16.	<p>SCHOOL POLICIES</p> <p>To review/approve the following policies:</p> <p>a) The health and safety policy was reviewed and approved with no changes required.</p>	
17.	<p>NOMINATIONS FOR CHAIR</p> <p>Governors were invited to submit nominations for the election of Chair, to be held at the Autumn Term meeting:</p> <ul style="list-style-type: none"> Chair Nomination: MD was nominated. <p>Governors were reminded that anyone paid to work at the school is not eligible to serve as Chair or Vice Chair. Additional nominations may be submitted at the next meeting.</p>	
18.	<p>NOMINATIONS FOR VICE CHAIR</p> <p>Vice Chair Nomination: SP was nominated for September on a termly basis initially to be reviewed at the autumn term FGB meeting.</p>	
19.	<p>MEETINGS</p> <p>Governors agreed the pattern of meetings as follows:</p> <ul style="list-style-type: none"> Committee meetings will take place in the first half of each term. FGB meetings will be held in the second half of each term, following the same pattern as previous years. <p>ACTION: Final FGB dates to be confirmed and circulated.</p>	Clerk
20.	<p>ANY OTHER BUSINESS</p> <p><u>Instagram vs Twitter for School Communication</u></p> <p>A parent had raised the possibility of moving away from Twitter in favour of Instagram, citing user preference and privacy concerns.</p> <ul style="list-style-type: none"> Governors discussed the benefits of Instagram, including the ability to maintain a private feed. It was agreed to parallel post content from class Twitter feeds to Instagram for now. There is no current appetite to fully migrate away from Twitter, but this may be revisited in future. <p><u>After-School Clubs</u></p> <p>Governors the proposal to expand after-school provision, particularly beyond sports.</p> <ul style="list-style-type: none"> The school has a meeting scheduled with Little Sports to explore options. 	

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	<ul style="list-style-type: none"> Some clubs may be free if run by school staff; others may incur a charge. The aim is to broaden the offer to include arts and drama. <p>Q: Where should ideas for clubs be sent? A: Suggestions should be sent directly to CD.</p>	
21.	<p>IMPACT STATEMENT</p> <p>Governors agreed that the school's vision should be placed at the heart of all decision-making and suggested including it in future impact statements.</p> <p>ACTION: Once finalised, the school vision will be sent to the Clerk for inclusion in future agendas to replace the impact statement.</p> <p>Governors helped to move the school forward in the following ways during this meeting:</p> <ul style="list-style-type: none"> The board reaffirmed its commitment to inclusivity and equality, particularly in the development of the Early Years (EY) provision. The importance of aligning all decisions with the school's vision was discussed, with a recommendation to include the vision in future impact statements and governance documentation. Governors scrutinised internal assessment data, including phonics, SATs, and teacher assessments, and discussed the progress of different pupil groups. The board reviewed arrangements for end-of-year reporting and transition, ensuring continuity and transparency for families. Governors reviewed and approved the final budget for 2025–26, including strategic investment in the proposed EY provision. The board agreed to submit a non-balanced budget with a clear rationale and plan for sustainability. Governors considered feedback from parents regarding social media platforms and agreed to trial parallel posting on Instagram and Twitter. 	CD

The meeting moved to Part 2.

.....Chair

.....Date