



‘Show me your way, Lord teach me your paths’ - Psalm 25:4

Minutes of the Full Governing Body meeting held on Tuesday 5 May at 16:00.

Present at Meeting:

NAME	Abrv.	DESIGNATION	Present	NAME	Abrv.	DESIGNATION	Present
Mr Paul Smith	PS	Executive Headteacher	✓	Mrs Katie Goode	KG	Associate	AP
Mr Samuel Turner	ST	Parent Elected (Chair)	✓	Mr Tim Dean	TD	Associate	AP
Mr Marco Boscolo	MB	Parent Elected	AP	Mrs Lauren Lansdown	LL	Staff Governor	AP
Mr Chris O’Grady	CG	Parent Elected	AP	Mrs Sue Hewson	SH	Foundation	✓
Mrs Rachel Mylrea	RM	Parent Elected	✓	Mr Mick Lugg	ML	Foundation	AP
Mrs Sam Bailey - Gard	SBG	Parent Elected	✓	Rev Anjali Karaganatnam	AK	Foundation	AP
Mrs Sue Wright	SW	Co-opted	✓	Vacancy	---	LA Appointed	---
Mr Ian Christie	IC	Co-opted	✓	Thelma Maslen	TH	Clerk to Governors	✓
Mrs Fay Crompton	FC	Co-opted	✓				

PoA – Point of Action

Pol – Point of Interest

PoN – Point of Note

Q - Question

Item	Details	PoA Pol PoN Q	Action
1) Welcome Sam Turner welcomed the governors to the meeting.			
2) Opening Prayer Mrs Sue Hewson led the Governors in prayer.			
3) Apologies Apologies were received from governors, listed in above table.			
4) Declaration of interests. Requested that the governors declare any interests.			No interests declared
5) Minutes of Previous Meeting 24th February 2026 It was proposed that the minutes were approved as a true record of the meeting. Actions from previous meeting: All other actions completed.			Decision: The minutes of the previous meeting were approved actions are included at the end of the minutes.
6) Head’s Report – Distributed prior to the meeting. PS advised the majority of the curriculum aspects of Head report has been discussed at the latest S&C meeting. Things to note: Safeguarding Regular safeguarding updates continued. Several children on child protection plans and CPOMs monitored. Recent safeguarding-related incident (classroom / playground) escalated to a formal complaint review. Achievement The data for the Spring term shows real progress especially for specific year groups. Highlight focus on SEND is working as this group of pupils have made at least the same if not more progress than their peers across the school. Their			

attainment is lower as starting points are lower but catching up. This also is similar for disadvantaged (FSM) pupils. There are others that we will have to monitor carefully to ensure that the progress this year increases.

These are the areas for focus:

Year group/subject	Reading	Writing	Mathematics
Year 1			
Year 2			
Year 3	FSM/SEND	FSM/SEND	FSM/SEND
Year 4	FSM	FSM	FSM/EAL
Year 5	BME	BME	BME
Year 6	Girls/SEN		

S&C Committee discussed the above in depth and looked at the focus groups which are working very well and making great progress.

PS has attached the Attainment and Progress spreadsheet within the document pack for your information.

(NB There are a number of pupils who are SEND/EHCP/disadvantaged and EAL who are very low and far behind their peers but are included in the data set)

EYFS

The EYFS children are making progress from their end of Autumn attainment against the ELG. Please see the attached sheet for more percentage details and increases from the prior assessments carried out. The reading (phonics) and mathematics are very strong due to the focus and teaching of foundational knowledge.

Phonics

The children in Year 1 will be undertaking the next practice phonics threshold assessments before the assessments in June. Current GPC assessments show that 90% of pupils are on track to achieve the threshold. However, we have a target of 95%.

Wider curriculum

Teachers will be using the Venn diagram assessments linked to the themed learning in the different foundation subjects. We are also using floor-books to collect information in RWE and PSHE now. However, we are moving back to RWE books in upper key stage 2 after our SIAMs review with the dioceses.

Targets for 2025/26 (these are based on teacher assessments as these pupils have not participated in national assessments previously)

School targets for Year 2 pupils 2025/26

KS1	All pupils Cohort 44	Disadvantaged Pupils 1 pupils	SEN Support 5 pupils	EHCP 1 pupil
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	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	92%	43%	100%	0%	60%	20%	0%	0
Writing	91%	25%	100%	0%	60%	33%	0%	0
Maths	96%	33%	100%	0%	80%	0%	100%	0

School Targets for Year 6 pupils 2025/26

KS2	All pupils Cohort 44		Disadvantaged Pupils 4 Pupils		SEN Support 6 Pupils		EHCP 0 Pupils	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	86%	32%	75%	0%	66%	17%	0%	0%
Writing	78%	11%	25%	0%	50%	0%	0%	0%
Maths	84%	28%	75%	0%	66%	0%	0%	0%
EGPS	78%	11%	25%	0%	50%	0%	0%	0%

Inclusion SEN

Overview of EHCPs and Funding

Education, Health and Care Plans (EHCPs) continue to increase across the school. As anticipated, those pupils previously within the need's assessment phase have now had their EHCPs agreed and finalised, taking the total amount to 19 EHCPs. We continue to await the outcome of the EHCP tribunal case (Y4) and there has been a new needs assessment process started for a pupil in Y5. A further parental application for an EHCP (Y4) has also been submitted to the LA and we are awaiting the outcome of this application.

- Some pupils on reduced or enhanced timetables because of SEND needs, affecting overall attendance figures.
- EHCP banding noted (examples: band 5 supported **3.5 days/week**, band 3 = **2.5 days**); triggers for high-incidence funding at **19+ EHCPs** and next band at **22+**.
- There is a clear and ongoing increase in recognised SEND needs throughout the school.

EHCPs are funded through a banding structure as follows:

Band funding	2025/6	2026/7
Band 2	£2,220	£2,294
Band 3	£5,350	£5,511
Band 4	£8,880	£9,146
Band 5	£10,758	£11,081
Band 6	£12,152	£12,517

It is important to note that this banding structure has not been updated since its implementation in March 2022. However, there will be an increase in funding this financial year.

At present within Almondsbury we have

- 6 pupils at Band 3
- 8 pupils at Band 4
- 3 pupils at Band 5
- 2 pupils receiving exceptional funding (funded through specialist funding not the banding structure)

There continue to be discrepancies between the agreed funding amounts and the actual funding received by the school for 2 of our EHCPs. These inconsistencies are ongoing and are being actively challenged by the SENCo.

Over the next 18 months, a minimum of 7 pupils with EHCPs are expected to transition to other educational settings. This presents a significant challenge for staffing, as the school is unable to confidently advertise permanent positions to meet fluctuating needs.

Workload and Administrative Demands

The administrative demands associated with 19 EHCPs are considerable. EYFS pupils require two reviews per academic year, resulting in a total of 23 annual reviews. Many of these reviews are scheduled in Terms 5 and 6 due to the LA's requirements for Y5 reviews to be held in Term 5 and may other EHCPs being finalised towards the end of the academic year.

This creates a substantial workload for the SENCo, including:

- Collaborative working with Teacher's and Teaching Assistants
- Preparing detailed and accurate documentation
- Organising and facilitating review meetings
- Submitting all required paperwork to the Local Authority within strict deadlines

Pupil Premium

The PP strategic plan has continued to be implemented throughout the school. There is a range of different strategies being used to support the children. These

PoI

include, support in class and targeted interventions for example, guided comprehension groups, additional reading, times table interventions. When monitoring Pupil Premium, it was evident that a range of strategies were being used to support our pupil premium children to ensure their progress continues to be strong and that the gaps between them and their peers reduce. There has been no new assessment data recorded since our last meeting.

PP Attendance by Year group

R – 93% (82% Inc. child on reduced timetable)

Y1 – 90%

Y2 – 96%

Y3 - 93%

Y4 – 91% (74% inc. child on reduced timetable)

Y5 – 94% (78% inc. child on reduced timetable)

Y6 – 90% (83% Inc. one child who is late or absent for the morning session 66% of the time)

The funding will continue to be used to pay for in class support for these pupils with some targeted interventions in place to ensure gaps in learning are addressed.

Curriculum & Teaching

Teaching

Monitoring has taken place through drop ins by members of SLT to check in on learning and teaching. Standards remain the same as they always have and the level of engagement in lessons is high. There is a large consistency across the school with the pedagogy clearly evident in all lessons.

We are beginning to implement a new reading progression, which has been devised across the Bridge FoS with Vicky Gordon, to replace our current assessment for reading. The reading structure remains the same with a focus on prosody, fluency, comprehension and reading for pleasure. This is working very well with the assessments reflecting this across the school.

The staff have been focused on ensuring that the pupils are improving their handwriting, presentation, spelling across the school with specifics for younger years on letter formation and orientation.

Overall Curriculum

The ELS spelling programme from year 3 to 6 is showing very positive results as the lessons follow the same format and pupils are responding well to this structure of looking at the root word then prefixes and suffixes alongside with practice three times per week. Improvements in spelling can be seen. The focus on handwriting is also evident.

There is a clear focus on foundational knowledge – phonics, reading, writing, spelling, handwriting and number work across the school. The start of this is in Reception where pencil grips, letter formation and number formation are a key aspect of teaching. This then develops across the school. Books have the expected letter formation included in every lesson in English in KS1. Presentation contracts and expectations are seen in KS2. There are interventions taking place for reading fluency, phonics, spelling, handwriting and mathematics.

Attendance

Our attendance target for the year is 96.0%.

Our attendance is monitored on a fortnightly basis by myself. We remain above national averages for all groups apart from disadvantaged and SEND pupils. The majority of absence issues with persistent absence (which remains at half of the national average) are linked to long periods of term time holidays, effects of disadvantaged absence due to lack of resilience and engagement from parents and pupils, SEND pupils on agreed part-time timetables (5 pupils including 4 in Reception). We have two parents and pupils on Attendance contracts with the EWO, three others on attendance meetings. One of those on attendance contract

is moving to notice to improve and a fine. All of these on formal attendance plans are in year 6. We are also having more pupils who are taking extended time away from school to visit family abroad or observing religious celebrations abroad. In real terms there are only 5 pupils who have attendance concerns. Our persistent absence also contains those pupils we have on enhanced transition or reduced timetables, which are 6 in total. The rest are due to term time absence due to holidays. At the end of the spring term we still have 46 children with 100% attendance and 86 who had 100% during the spring term. OPAL (Outdoor Play and Learning) We held our second stay and play event for Year 2 and 3 this term. This was another successful event with a great level of engagement from parents and very positive feedback. Following on from our Platinum Award, given in January, we have now decided to continue our involvement with OPAL by investing in a Next Steps programme. As part of this, we will continue to receive mentor support and access to a wide range of resources and training materials. We will go through re-accreditation in two years' time. Suspensions and Exclusions There were three pupils with suspensions/exclusion during Term 4. These were for aggressive behaviour towards each other and one for racism Sam Turner, CoG, was informed of these. CPOMs monitored; high incident counts partly reflect per-child reporting. Attendance & Persistent Absence Attendance narrative: generally static with minor downward movement due to extended leave for a few pupils. Target 95%; current 90% overall. Persistent absence improved slightly: attendance up 0.1%, persistent absence down 0.4% as of today. Early Years The Reception team has been highly inspired by the White Rose Maths trial and is due to complete the training programme shortly. It has been particularly valuable for Teaching Assistants to attend the training in order to strengthen their own knowledge and understanding, enabling them to provide more effective support for children's learning. It has also been beneficial for members of the Key Stage 1 and Key Stage 2 Maths teams to take part, helping them to understand the mathematical foundations established in Reception and how these develop throughout the school. In addition, the training has provided useful activity ideas and resource suggestions that can be applied across all phases. Over the coming months, we intend to focus intervention time on supporting those children who are currently borderline for achieving the Early Learning Goals by the end of the year. These interventions will focus on additional reading, independent writing, handwriting and the development of number sense. There will also be a significant focus, particularly in Reception 1, on ensuring a smooth and successful transition into Year 1. Staffing Staffing review proposals circulated; leadership structure to be maintained (two heads across schools currently). Recruitment adverts: EYFS TA, SEN TA (temporary 1-year), special needs TA; 9 applications for EYFS TA, 4 to interview this Friday 10.15am to 2.30pm. Governors please advise if you can attend. Current TA hours: some retirements end of July/August; advertising a 27.5-hour post; some staff reducing hours (cover gaps may require additional adverts). SAMs role: working days increased (temporary) to cover EHCP demand; extra hours funded by high-incidence funding increase (>£6,000 noted currently).	PoN	
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Contingency: if senior leaders leave, internal temporary cover or a single head model would be considered; small potential short-term finance saving if some roles filled at lower grade. Q:ST: Why are we dropping 15.5hours? A:PS: Due to the budget and the recovery plan. Q:ST: What would happen if we lost a senior member of staff? A:PS: The contingency would be applied and the use of internal staff to cover. Decision: Governors are happy and approved the above staffing structure. PS noted from September, there will be one teacher who is not UPS, which is, upper pay scale. Where the member of staff has been through the threshold and are at a higher pay bracket. Health and Safety Mick Lugg conducted his termly H&S audit during term 4. We also held a successful fire drill.		
7) Policies to Review & Approve Equal Opportunities Equalities Plan 2026-29 SEND Policy <i>Minor wording question on the equalities plan appendix regarding reference to a deputy head identity change, to amend for consistency with government terminology.</i> The above policies have been reviewed and Approved by Governors. SW proposed, IC seconded.		Decisions: All policies were approved & ratified by the FGB.
8) Finance, Staffing and Premises Report Finance Budget 2025 – 26 The FSP committee shared the updates on the finances. There were not many changes to the document. - Current year: small carry forward of about £8,000; not in deficit this year. <i>Next-year modelling: proposed submission (scenario 3) showing an in-year deficit in-year but not a full deficit position until 2029-30 under current assumptions.</i> - Staff pay award increases (noted historically ~22% for salaries vs 3% band funding increase since 2020) complicate comparisons. Decision: The FGB agreed to submit the proposed Budget, Scenario 3, with unanimous approval. Proposed by Sue Wright, seconded by Sam Turner. Catering We are into the tender process for the next stage of our catering contract. Our current one, due to the level of fund, was only based on a year contract until December 2026. Litmus is supporting and completing all of the tendering work for us. The tender document will be sent to suppliers in May and the bid and final decisions to be made on 24 September. This will involve all Bridge headteachers, SBM/office manager and a representative governor from each school. We have been informed that the current providers Innovate (IFG) will not be bidding for the tender. We currently have three companies who have place interest on bidding.		Decisions: Agreement to submit the proposed budget (option three) with unanimous approval.
9) Standards & Curriculum Report ST noted the majority of the curriculum items in the S&C Committee have been covered during the FGB meeting. Governors had no other comments.		S&C Minutes on Governor Hub
10) SEND Funding Increased numbers are driving workload and targeted high-incidence funding triggers; funding bands and thresholds discussed. <i>ST advised he will be meeting the local MP regarding the SEND Funding situation of the school. ST noted all governors are welcome to attend.</i>		
11) Chair's Report - Complaints ST brought to governors' attention the amount of complaints received this academic year. The Local Authority has noted complaints are rising throughout schools in South Glos; factors include AI-assisted, well-structured submissions and social media escalation. Governors discussed their concerns in depth.		

Common themes: pupil behaviour incidents, safeguarding concerns, perceived invalidation of parental concerns and escalation from informal to formal. Most recent panel outcomes: two resolved by evidence and letters; one progressed to panel with response sent; a fourth new complaint under review. Recommendation: review informal-handling process for clarity, early engagement and clear escalation criteria to reduce unnecessary panels.		
12) Governor Training <u>Governor Training and Reports</u> Visit/Link reports have been added to Governor Hub for your information. Governors shared a summary of their visits which they noted were very positive. Link Reports on Governor Hub: English/Computing/HUW/SEND Please share any comments at the next FGB meeting. <u>Governors Roles and Responsibilities</u> Reminder: ST would like governors to arranged school visits and present their visits to governors at FGB meetings. <u>Governor Skills Audit</u> Reminder: Please can the following governors complete and forward skills audit and forward to Clerk ASAP <u>Discuss future training requirements for governing body.</u> C/F – Once all skills audits have been completed Governors Involvement – We have one vacancy for a parent governor, as Sam Turner has now moved to the LA governor role. Vacancy will be advertised and a new governor sought during this term. ST,CoG, Local Authority Appointment was approved on 13.03.2026 and accepted by the FGB. A copy of these minutes will be forwarded to the Local Authority when signed off by FGB. The Inclusion learning walk took place towards the end of March. Those who attended will report on this at the meeting.	PoA PoA PoA	All Link Governors to attend school more often ST/MB/CG/SBG/SW/RevAK All Governors Decisions: Local Authority Appointment approved for Sam Turner.
13) Link Governor Presentation – N/A	PoN	
14) AoB Reminder: to provide Mrs Bailey-Gard with mobile numbers for inclusion within the 'whats app' group	PoI	SBG/PS will make sure this parent is linked up with the PA
15) Next Meeting Meeting closed at 6.00pm Next meeting date is Tuesday 7th July 2026		PS has given his apologies for the next FGB. Meeting will be taken my Tim Dean

Summary of decisions:

No interests were declared.

The minutes of the previous meeting were approved.

Action Checklist

WHO	ACTION	WHEN
ST/MB/CG/SBG/SW/RevAK	Please can the following governors complete and forward skills audit and forward to Clerk ASAP	ASAP