



MILVERTON COMMUNITY PRIMARY AND PRE-SCHOOL

FGB MEETING MINUTES

Wednesday 15 July 2026, 18.00

Governors Present		In Attendance	
Linda Burton (Chair)	LA Governor	Susan Lucas	Observer
Clare Adams	Parent Governor	Kathryn Lanning	Clerk
Rob Hancock	Co-opted Governor		
Stephen Jones	Co-opted Governor		
Chris Mann (Vice-Chair)	Co-opted Governor		
Kieran Neale	Parent Governor		
Tim McConnell-Wood	Co-opted Governor		
Stephen Penny	Staff Governor		
Nicola Stoddart	Headteacher		

Item 1 – Apologies and Declarations of Interest

- 1.1 The Chair welcomed Susan Lucas who was observing the meeting with a view to joining the Board.
- 1.2 Apologies for absence were accepted from Fiona Taylor (governor), Emily Weiss (governor) and from Gloria Hamlet (Finance Officer).
- 1.3 There were no new declarations of interest relating to items on the agenda.

Item 2 – Minutes of the last FGB meeting: 6 May 2026

- 2.1 The Board approved the minutes of the FGB meeting held on 6 May 2026.

Item 3 – Matters Arising / Action Tracker

- 3.1 The Board noted updates on the Action Tracker.

Item 4 – Chair's Update (oral)

- 4.1 On behalf of the Board the Chair thanked all staff for their continued commitment and hard work throughout the academic year.

Item 5 – Headteacher's Report (paper)

- 5.1 The HT invited questions on her report.

Question: will the delay in the DfE issuing KS2 data allow time for appeals?

Response (HT): KS2 data was meant to be received on 7 July but is now expected on 16 July. Due to the delay, the process of checking papers and any appeals will run into the summer holidays.

Question: the staff training schedule for the year (Appendix A) shows a strong emphasis on Early Years, SEND and neurodiversity. Should there be more training on other areas such as developing classroom skills?

Response: this is partly because we received 35 hours training through the Partnerships for the Inclusion of Neurodiversity In Schools (PINS) programme in which the school is participating. Classroom skills developed to support neurodiversity will support all children with their learning. Inclusion and Early Years are key areas of focus and development in the SDP.

EYFS

- 5.2 73% of EYFS children achieved GLD (a good level of development) in all five prime areas of learning. Since this put the school's three-year average below 75% staff had begun to engage with the DfE [RISE Programme](#) (Regional Improvement for Standards and Excellence) for advice and guidance to support Early Years improvements.

Year 1 Phonics

- 5.3 83% of Year 1 children had reached the required level in phonics which was as expected. The Ilsham English Hub had recently carried out a review of phonics and reading at the school and £3,800 worth of funding had been sourced to cover the cost of new reading books and staff refresher training on the phonics scheme.

Children on roll

- 5.4 The HT reported that the school currently had 193 children on roll (compared to 183 this time last year) and a further three children would be joining the following week. However, 26 Year 6 children would be leaving the school at the end of term and only 21 coming into Reception (15 of whom will come from Milverton's pre-school). Next year pre-school will comprise predominantly two-year olds so will have little impact on Reception numbers in 2027. This is a concern the school will need to consider carefully and plan for strategically.

Kieran Neale arrived at this point

Attendance

- 5.5 The HT reported that attendance for the year was 95.3% – above the national average (94.89%). Persistent absence was 10.7% (ie children with more than 10% absence) – better than the national average (12%). There had been a significant improvement in the attendance of SEND and Pupil Premium children. The HT advised governors that Pupil Premium numbers fluctuate from year to year (currently only 9 compared with 20 last year) and this needs to be borne in mind when reviewing data.

Question: why is there a focus on those groups?

Response (HT): the new Ofsted Framework is very much focused on the Inclusion of vulnerable groups of children to ensure they make the best progress possible. These groups include SEND, Pupil Premium, children currently/previously in receipt of care or support from Children's Social Services, together with 'any other vulnerable groups'. For Milverton other vulnerable groups are persistent absence and children with wellbeing concerns.

Question: is it meaningful to compare our pupil premium children attendance data with national data when our numbers are so low and the absence of one child can have a significant impact?

Response (HT): perhaps but our SEND data – which is in line with national data – is comparative year on year so we can track attendance of individual children. Also, whilst the biggest impact on

attendance is term time holiday (about which we can do very little other than issue fines) other children might have emotional or health needs preventing them from coming to school and we can do something about that.

Staffing

- 5.6 The HT drew governors' attention to staffing changes as outlined in her report.

Safeguarding

- 5.7 Common themes for entries on MyConcern this year included pupil wellbeing, parenting concerns, neglect, behaviour and online safety. The No Outsiders project had been very effective with a reduction in racist incidents from 2 in the autumn term to none in the spring or summer terms. A number of safeguarding assemblies had been held covering safety topics in relation to online activity, heatwaves, water, rail and road, together with an NSPCC Speak Out Stay Safe assembly. The [NSPCC Talk Pants Programme](#) had also been delivered across the school.

Parent and Family Support Adviser (PFSA)

- 5.8 Due to funding changes the school did not currently have a PSFA in place for next year but was working with other local schools to find a solution.

SEND

- 5.9 Governors noted the SEND report.

Catering

- 5.10 The HT advised she would need to let parents know this week that Kingsmead Academy, who provide Milverton school meals, has a new caterer who has increased prices for next year.

Sports Premium Funding

- 5.11 The government is phasing out Primary PE and Sport Premium funding, paid directly to schools, and replacing it with funding via new partnerships networks. This will mean a reduction in sports funding for Milverton.

Handwriting

- 5.12 Lesson drop-in visits have identified the need to review handwriting across the school and a new handwriting scheme would be delivered from pre-school to year 6 from the beginning of September.

Exclusions/suspensions

- 5.13 There had been no permanent exclusions this year. One suspension had been given, for just one day, and this had been followed by a successful reintegration.

Behaviour analysis

- 5.14 The analysis of behaviour logs mentioned in the HT Report would now be brought to the next FGB.

ACTION: HT

Item 6 – SEF and Ofsted Leadership/Governance

- 6.1 The HT reminded governors that there is a leadership and governance section in the new Ofsted Toolkit and this had been reflected in the latest version of the SEF, highlighting strengths and areas for development.

- 6.2 Strengths include:

- The leadership has a strong understanding of the school's context
- Governors understand the school's strengths and areas for development by keeping the SDP under review
- Staff feel valued and have opportunities to share their perspectives through meetings and surveys
- Action is taken to manage workloads (for example a new, simplified marking system has been introduced)
- Leaders consider evidence-informed approaches to improve outcomes and support the staff (for example the curriculum has changed from a two-year to a one-year rolling programme)
- Governors understand the school's context and improvement priorities, challenging the school effectively (as evidenced by their challenging questions recorded in minutes and through governor monitoring reports).
- Governors carry out a regular skills analysis to inform Board appointments and ensure strong safeguarding and SEND oversight.
- Governors ensure statutory responsibilities are met
- Governors embrace quality assurance processes (for example the PINS programme and School Improvement Partner reports).

6.3 Impact of actions include:

- Increased engagement from governors in understanding pupil progress and the curriculum
- Laser focus on recruiting governors with the right skills and experience

6.4 Areas for development include:

- Meeting significant educational challenges – a number of curriculum changes for the next academic year, (for example in RE and PSHE) a new Curriculum in 2027 and a new Ofsted Framework
- Meeting financial challenges, especially in view of the changing landscape for SEND funding
- Meeting the challenges posed by a falling birth rate
- Considering the provision of a baby room to support pre-school
- Development of a five-year strategic plan to support decision-making
- Board effectiveness reviews, Chair 360 feedback and other governor training
- Ensure new members of the Board have an effective induction including possible mentoring from more experienced governors.

Question: will you look at the possibility of joining an academy in the five-year plan?

Response (HT): yes, this should be given consideration especially if this would improve SEND support.

Question: how will the government's plan to put money for SEND directly into schools impact our funding?

Response (HT): funding will come via the Mainstream Inclusion fund and we estimate we will be entitled to about £11k. We could, as part of our strategic planning, look into establishing an Inclusion Hub, Forest-School led and with a specific focus such as autism, SEMH or communication and language. This could generate significant funding.

Question: how do you hear about different funding sources?

Response (HT): the SENDCo and I went to a DfE launch of the government's inclusion strategy which outlined potential sources of funding. All schools have to publish their own Inclusion Strategy by December this year.

6.5 Governors agreed that maximising pre-school provision should be explored and it was suggested that, especially if a baby room is added, consideration should be given to offering year-round provision to meet the needs of working parents.

- 6.6 The HT welcomed the suggestion that governors meet in September to discuss the Ofsted Framework, the SEF and the SDP in more detail and suggested that an Ofsted Committee is set up.

Item 7 – Governor Monitoring Reports (papers)

- 7.1 The Board noted the following reports on governor monitoring visits:
- SEND: February, March, June 2026
 - SEND Overview 2025-26
 - Inclusion: May 2026
 - KP1: April, May, June 2026
 - KP2 Behaviour, Attitudes, Personal Development, Wellbeing: May 2026
 - KP4 EYFS: June 2026
- 7.2 The Sustainability Link Governor (SJ) said that he had had a useful meeting with the school sustainability lead and would submit a visit report for the Board.

ACTION: SJ

Item 8 – 2026/27 Meeting Dates

- 8.1 The Board agreed the following FGB meeting dates for 2026/27 (6pm at school):
- **Wednesday 30 September 2026**
 - **Wednesday 25 November 2026**
 - **Thursday 28 January 2027**
 - **Thursday 18 March 2027**
 - **Wednesday 12 May 2027**
 - **Wednesday 7 July 2027**

Item 9 – Appointments

- 9.1 The Board approved the appointment of Susan Lucas as a co-opted governor, subject to usual checks including DBS and references.

Item 13 – Any other business

Subject Leader Reports

- 13.1 The HT shared highlights from subject leader reports in Science, Geography and History, which included assessment of children's progress - [End of Year Subject Reports](#)

Question: is there a danger that in focusing on vulnerable groups other children are overlooked?

Response: no, because in most cases vulnerable children are not taught separately so if we get the teaching right for them, it is right for everyone.

Question: do you have data to support this?

Response (HT): yes because we track progress termly in reading, writing and maths so can quickly identify if anyone is falling behind and take appropriate action.

Safeguarding Training for Governors

- 13.1 It is recommended that all governors attend annual safeguarding training delivered by the school in addition to any other safeguarding training they do. Annual safeguarding training will be delivered during the INSET day on Friday 4 September at 9am (lasting 2.5-3 hours) and governors are asked to attend.

ACTION: All

13.2 There was no other business and the meeting finished at 7.05pm.

Date of next meeting

Wednesday 30 September 2026, 6-8pm

Kathryn Lanning
Clerk to Governors