



MILVERTON COMMUNITY PRIMARY AND PRE-SCHOOL

FGB MEETING MINUTES

Wednesday 6 May 2026, 18.00

Governors Present		In Attendance	
Linda Burton (Chair)	LA Governor	Rob Hancock	Observer
Clare Adams	Parent Governor	Tim McConnell-Wood	Observer
Stephen Jones	Co-opted Governor	Gloria Hamlet (items 1-4)	Finance Officer
Chris Mann (Vice-Chair)	Co-opted Governor	Kathryn Lanning	Clerk
Stephen Penny	Staff Governor		
Nicola Stoddart	Headteacher		
Fiona Taylor	Co-opted Governor		

Item 1 – Apologies and Declarations of Interest

- 1.1 The Chair welcomed Rob Hancock and Tim McConnell-Wood who were observing the meeting with a view to joining the Board.
- 1.2 Apologies for absence were accepted from Kieran Neale and Emily Weiss.
- 1.3 There were no new declarations of interest relating to items on the agenda.

Item 2 – Minutes of the last FGB meeting: 25 March 2026

- 2.1 The Board approved the minutes of the FGB meeting held on 25 March 2026.

Item 3 – Matters Arising / Action Tracker

- 3.1 The Board noted updates to the Action Tracker as follows:

REF	ACTION	OWNER	UPDATE
FGB Meeting held on 28 January 2026			
Para 7.6	New DfE Data Protection Complaints Process to be brought to Board	HT	Guidance not yet published
FGB Meeting held on 25 March 2026			
Para 5.1	Health and Safety Governor to be appointed	Board	See item para 12.2
Para 5.3	Review contacts/options for prospective governors	All	Done – see para 1.1

Para 8.1	SEF to be brought to the next meeting	HT	See item 8
Para 82	Explore training resources on GovernorHub	All	Ongoing
Para 9.1	Governors to arrange monitoring visits	All	To do
Para 9.2	Include Ofsted strand on FGB agendas	HT/Clerk	See item 9

Item 4 – Month 12 Finance Report (paper)

- 4.1 GH reported that there was a total carry forward from 2025/26 of £61,353. £10,327 of this is committed leaving £51,026 to support the current year's budget – an improvement on the carry forward of £30,301 predicted at month 10. The main areas of saving were in energy (£10k) and building works (£9k). In addition, extended schools and pre-school income had been higher than anticipated and it had been possible to release £5k from the Universal Free School Meals budget centre due to the number of qualifying children not taking up the offer. Higher Needs Funding had also been higher than anticipated. There had been no major overspend during the year, apart from staffing, which had been forecast in previous years.

Question: why are energy costs lower than anticipated?

Response (GH): the LA has negotiated a good deal with suppliers and the price was fixed at the start of the year so there have been no price fluctuations. Changes in LA software have meant that it is currently not possible to monitor bills online.

Question: if £9k savings have been made in building costs does this just mean the money will need to be spent next year?

Response (GH): some of the £9k will need to be spent next year but some of the money was allocated for work which the LA has since covered.

Question: why is the SEND Alternative Provision (AP) underspend quite high?

Response (GH/HT): we make a prediction when the budget is set in March but then provisions change over the course of the year. One child left the school, to go abroad, and another did not require the level of AP allocated.

Question: will the LA claw back the AP underspend?

Response (HT): no, this is an underspend on money we allocated in our budget.

- 4.2 GH advised that the increased carry forward had improved the position for this year. Whilst the in year budget deficit remained the same at £26,521, the revised Year End Surplus had increased from £198 to £24,505. To put this in context, the HT commented that she had been made aware that 80% of mainstream schools had needed to set a deficit budget for the current year, in many cases over £100k, so Milverton was doing very well to have set a budget with a surplus, even though it was very small. It was anticipated that there would be 188 pupils on roll from September, including at least 21 in Reception.

Question: is that a low number for Reception?

Response (HT): it is a healthy number for the area, particularly in the context of falling birthrates.

Gloria Hamlet left the meeting at this point.

Item 5 – Chair's Update (oral)

- 5.1 The Chair reported that Marian Barlow, the school's Office Manager, was leaving a half-term. Governors expressed their enormous thanks for her hard work and support, and wished her well in her new career. The HT advised that 3 people were being interviewed for the position on 8 May.

Item 6 – Governor Services Update (paper)

6.1 The Clerk drew governors' attention to the following items in the Governor Services Report:

- New school food standards will come into force in primary settings from September 2027 to strengthen nutritional requirements across the whole school day.
- All schools will be required to develop and publish an Inclusion Strategy by 31 December 2026 and governors are responsible for ensuring this is in place.
- Schools need to prepare for emergencies, including incidents involving terrorism. The HT reported that she had attended a conference on this recently and work was underway to tailor plans for Milverton school, including making sure that all members of staff on site can be notified quickly in an emergency.
- There has been a national rise in parental complaints to Ofsted but, despite this, fewer complaints met the criteria for investigation.

6.2 The Chair pointed out that the 'to do' list for the summer term included the Board undertaking a 360° review of the Chair. The clerk would circulate a questionnaire for governors to complete.

ACTION: Clerk

Item 7 – Headteacher's Report (oral)

7.1 The HT updated governors as follows:

Children on roll

7.2 No children had left the school since the last FGB and there were potentially 7 new starters. 26 children would be leaving year 6 in July and 21-23 joining Reception. In preparation for moving up a class, pre-school children were now eating lunch in the hall with older children and joining Reception class for story time and other transition activities on a daily basis.

Attendance

7.3 Improving attendance remains a focus and efforts continue to reduce term-time holidays. Overall attendance for the school remains above the national average of 95% but attendance of 18 vulnerable children (for example those with additional needs, medical issues, involvement of external services) was below 90%.

Pupil Progress

7.4 Termly meetings are held to review pupil progress in reading, writing and maths. As part of this exercise staff report on children in the following vulnerable groups to discuss how best to support them and ensure their progress matches that of their peers:

- Socio-economically disadvantaged pupils (ie those in receipt of pupil premium grant)
- Pupils with SEND
- Pupils known to be currently or previously in social care
- Pupils who may face any other barriers to learning, for example those with protected characteristics, English as a second language, turbulent home lives or who have experienced bullying.

7.5 The latest pupil progress meeting predicted the following KS2 results based on teacher assessment:

- Reading – 92% meeting age-related expectations (ARE); 57% working at greater depth (GD)
- Writing – 85% ARE; 27% GD
- Maths – 81% ARE; 34% GD

KS2 SATs would take place 11-14 May. CM volunteered to observe on Wednesday 13 May.

- 7.6 Reception assessment data for the end of Spring term was not as good as expected and this was an area of focus. Children have to meet a good level of development in 17 different areas and many of the 30 children in Reception were identified as having a gap in just one area. Twenty of the children in Reception are boys, two-thirds of whom have communication and interaction needs.

Strengths and weaknesses of the school

- 7.7 The recent Board Effectiveness Review (outcomes reported at the last meeting) had identified a desire for governors to improve their understanding of the school's strengths and weaknesses. The HT said that the school uses the term 'areas for development' rather than weaknesses and explained that governors could develop their understanding from the following:
- the School Development Plan
 - Inspection Data Summary Report (IDSR) – data compiled by the DfE showing three-year trends for the school and nationally was shared with a focus on attendance and behaviour.
 - the School Self-Evaluation Form (SEF). The SEF was undergoing major revision to reflect the new Ofsted framework.
- 7.8 [The Ofsted Inspection Toolkit](#) sets out the criteria for meeting grades in the following areas and outlines what evidence inspectors would need to see against each in order to form their judgments:
- Safeguarding
 - Inclusion (Ofsted are likely to track a child from one of the four vulnerable groups over the course of their visit to see what provision is made for them)
 - Curriculum and teaching
 - Achievement
 - Attendance and behaviour
 - Personal development and wellbeing
 - Leadership and Governance
 - Early Years
- 7.9 Attendance remains a key area for development for Milverton. The HT presented IDSR data which showed that Milverton was around average for attendance overall, but below average for disadvantaged children.

Question: are school comparisons only with national data? Are there any comparisons with schools in similar circumstances?

Response (HT): national comparisons only. Data is also skewed by the fact that only 9% of our children are in receipt of pupil premium so a high percentage of that group of children only represents a small number of pupils.

Question: does the school have a good understanding of the issues that affect our disadvantaged children?

Response (HT): issues vary across the board but quite a few have SEND (autism and SEMH). We have drilled down into the information about each of the 18 children in the persistent absence group to see which of the four vulnerable groups identified by Ofsted each child fits into. Unsurprisingly, most children fit into more than one category but we need to consider what we can do for each individual child and have a laser focus on bespoke support for each child.

Question: can we review the IDSR data ourselves so we are more familiar with it?

Response (HT): governors are not able to access the data themselves but are more than welcome to come into school to look at it in more detail. The data covers a three-year period up to last year and when it is updated to include data from the current year (usually around February) I will share it again with governors.

- 7.10 The HT explained that the SLT RAG rates each bullet point statement in the Ofsted toolkit (red – requires urgent attention; amber – work in progress; green – appropriate measures in place). Next month she would be attending a course on evidencing impact.

Question: where a statement is green does this mean you can provide supporting evidence?

Response (HT): not yet, we know the evidence is available, hence the green rating, but we need to ensure it is recorded and accessible. For example, a lot of work has been done over the last year to improve behaviour, developing a relational approach, and we need to capture what we have done and analyse how things have changed since last year to provide evidence for the toolkit.

- 7.11 EYFS is one of the key assessment areas in the Ofsted Toolkit and a key area of focus in the School Development Plan. Improvements need to be made to the physical environment for Reception (we have had to wait until the current financial year to order equipment) and the curriculum is in the process of being developed to support Reception children with high communication and interactive needs. The EYFS section of the Ofsted toolkit therefore shows a lot of amber which signifies that actions are in train with the expectation that they will be complete by the end of the current academic year. The HT added that Pre-School is now viewed as the school's first class with a clear flow from Pre-School to Reception and onwards.

Question: is the toolkit helpful for the school?

Response (HT): yes, some of it is useful for self-evaluation and self-validation, illustrating areas of strength such as behaviour, personal development/wellbeing, extra-curricular and enrichment. However, the toolkit asks if we have a personal development programme in place so, whilst we know our offer is excellent, we need to write it up into a coherent programme.

Question: how many schools have undergone an Ofsted inspection under the new framework?

Response (HT): only about six in Somerset.

- 7.12 The HT showed governors the Governance section of the Ofsted Toolkit which explains that the Inspector will look for evidence that governors:

- are knowledgeable about their statutory duties and carry them out effectively
(the HT noted that there is clear evidence of this in FGB minutes)
- support and challenge the school's leaders effectively, using the best methods to assure themselves of the quality and impact of different aspects of the school's work
(the HT noted that evidence of this can be found in governor monitoring reports, FGB minutes)
- understand their role as the responsible body, where applicable, in considering and addressing leaders' workload and well-being
(the HT noted that the chair checks on her wellbeing through regular, confidential 1:1 meetings; it was also suggested that a HT wellbeing plan be developed)

Action: Chair

- assure themselves that leaders have an accurate understanding of the school's context and are prioritising the actions for improvement that will have the greatest impact on pupils
(the HT noted that this would include evidence of governors reviewing/discussing the SDP, monitoring pupil progress data, safeguarding, pupil voice, governor training logs, compliance audits etc)
- ensure that systems for monitoring and quality assurance are fair, valid and constructive, and provide leaders and staff with high-quality feedback to inform continuous improvement
- hold leaders to account appropriately and effectively for the impact of the school's professional learning programme for staff
- hold leaders to account appropriately and effectively for the school's support and provision for disadvantaged pupils, those with SEND, those who are known (or previously known) to

children's social care, and those who may face other barriers to their learning and/or well being

- 7.13 The HT said she would include the Leadership and Governance section of the Ofsted Toolkit on the next agenda for further discussion.

ACTION: HT/Clerk

- 7.14 The HT commented that most of the work covered by the Ofsted Toolkit was already in place/in training, but a bank of evidence needed to be compiled. Particular strengths of the school were its curriculum, attainment, behaviour, wellbeing, personal development, inclusion and SEND provision.

Safeguarding

- 7.15 The HT and Assistant HT (Pastoral) were working on development of a new Relationships, Sex and Health Education curriculum for implementation in September 2026. Parents will be consulted on the new policy which will also be shared with governors.
- 7.16 The HT reported that she had delivered further safeguarding training to new staff and volunteers, and also that the new electronic sign-in system was now in place.
- 7.17 Milverton currently has access to a Parent and Family Support Adviser (PFSA) one day a week who supports up to 4 families at a time, working to prevent problems escalating which would place more demand on overstretched local services. LA funding (currently distributed by Kingsmead School) has been reduced from September and the school was currently liaising with a group of local primary schools to see if the LA could support in brokering access to PFSA support.
- 7.18 There were no further safeguarding issues to report.

Health and Safety

- 7.19 The Office Manager would be meeting with three external providers to agree an approach and costs for work arising from the recent fire audit.

Item 8 – SEF

- 8.1 A new version was shared and discussed – see above.

Item 9 – Ofsted Monitoring

- 9.1 Covered in the HT's report, item 7.

Item 10 – Governor Monitoring

- 10.1 Governors noted that CM and CA had submitted the following governor monitoring reports:
[Year 5 Curriculum Monitoring Visit and Pupil Voice](#)
[SEND Monitoring Visit](#)
- 10.2 The Chair reminded governors of the need to book in monitoring visits and that they should aim to visit at least twice a year. The HT confirmed that the dates she is available to support governors during their visits remained as previously circulated (dates for the rest of the year are Tuesday 12 May, Tuesday 19 May, Tuesday 9 June and Friday 26 June).

Item 11 – Policies

- 11.1 The Board approved the Behaviour Principles Statement (no changes).**

Question: how to you reconcile protecting children from disruptive behaviour with the need to promote inclusion?

Response (HT): inclusion is much broader than behaviour management. For example inclusion covers differentiating work on screen, using colour overlays for children with dyslexia, providing a microphone in class for a child with hearing difficulties etc. We try and be proactive rather than reactive for children with dysregulated behaviour, for example by scheduling regular movement breaks.

Item 12 – Appointments

- 12.1 The Board approved the appointment of Rob Hancock and Tim McConnell-Wood as co-opted governors, subject to usual checks including DBS and references.**
- 12.2 The Board approved the appointment of Tim McConnell-Wood as Health and Safety Link Governor.**

Item 13 – Any other business

- 13.1 There was no other business and the meeting finished at 7.45pm.

Date of next meeting

Wednesday 15 July 2026, 6-8pm

Kathryn Lanning
Clerk to Governors