



Look and learn beyond the classroom | Have high aspirations and fulfil our potential
Care, share and belong | Lead, teach and learn with passion

LEAVENING SCHOOL GOVERNING BOARD FULL GOVERNING BODY MEETING (at school)		
Minutes of the meeting held on 9 th July 2025 at 5pm		
Members Present	Chair - James Robinson (JR) (Parent Governor) (CofG) Elaine Phillips (EP) (Co-opted Governor) (VC) Hannah Cooke (HC) (Staff Governor) Emma Isaacs (EI) (LA Governor) (virtual) Sian Mitchell (SM) (Headteacher) Jan Lomas (JL) (Co-opted Governor) Sue Schofield (SS) (Co-opted Governor) David Griffin (DG) (Co-opted Governor) Jane Price (JP) (Co-opted Governor)	
Apologies		
Absent No Apologies		
Also, In Attendance	Jasmine	
Name Of Clerk	Dominika Jureczko (LW) – NYC Clerk	
Vacancies		
School Vision And Values	<ul style="list-style-type: none"> • Look and learn beyond the classroom • Have high aspirations and fulfil our potential • Care, share and belong • Lead, teach and learn with passion 	
Core Functions Of Governance	<ul style="list-style-type: none"> • Ensuring clarity of vision, ethos and strategic direction; • Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and • Overseeing the financial performance of the organisation and making sure its money is well spent. 	

Item (Number)	Detail	Actions
Welcome (01.0725)	Chair welcomed all governors to the meeting. The meeting was quorate.	
Apologies for absence (02.0725)	No apologies were recorded.	
Presentation from staff on the approach to teaching writing (08.0725)	<p>This item was moved to accommodate for staff member reporting.</p> <p><u>Foundations of teaching writing effectively.</u> Effective writing - learning has to be built on trust and challenge. Elements of effective writing teaching and learning:</p> <ul style="list-style-type: none"> ▪ Answer: happy place ▪ Know your stuff ▪ Make it clear ▪ Pupils at heart ▪ Links and layers ▪ Talk as a tool ▪ Review, reflect, respond <p>Question: Governors enquired about the source of this approach. Answer: This came from a professional course.</p>	

A governor observed that, from their observations, this approach seemed increase children's confidence in writing.

Key principles:

- No sets/grouping by ability
- Whole class teaching approach
- High quality texts and models
- Detailed construction
- Language hoarding - banks of words, building up a wide range of vocabulary and then using it correctly.

Model text was presented to governors. It provided structure and language to children. Activities that children did with the text were summarised and overview given of how vocabulary is built across lessons.

Question: Governors enquired about the author of the programme.

Answer: Background for the author who used to be a teacher was given.

Each unit has two experience days which build excitement for writing and provide purpose. They are easily adaptable to the class.

Example of a word bank was given.

Learning chunk:

- Initiate
- Model
- Enable

A governor noticed that this programme lent itself to helping SEN children.

Examples of children's work were presented.

Question: Governors enquired how long a unit would last.

Answer: This would depend on the topic, example of one that would last seven to eight lessons was given.

Editing stage activities were explained.

A governor comment that it was a fantastic way to show children that editing was also a creative work.

Independent writing.

Tools:

- Shade'o'meter
- Kind calling out
- Chotting - chatting and jotting
- Vocabulary hoarding

Example activity was presented to governors and the aims of the approach were given.

Benefits:

- Structured
- Easily adaptable
- Supportive
- Workload - reducing staff workload
- Inspiring - children are proud of their work.

	<p>Question: Governors enquired whether school staff were seeing impact of the programme. Answer: This was confirmed.</p> <p>Governors praised the programme which they found supportive and motivating children to improve and enjoy their work.</p> <p>Question: Governors enquired whether the author had been able to evaluate the programme. Answer: There was a trial with some schools and there were published case studies.</p> <p>Question: Governors enquired what year group the programme started with. Answer: Reception.</p> <p>Governors acknowledged the time Jasmine spent researching and presenting the programme to governors.</p>	
Declaration of Interests (03.0725)	Governors confirmed they had no declarations to note for any item on the FGB meeting agenda.	
Confidentiality (04.0725)	Governors were reminded of the confidential nature of the meeting and that other people's views should be respected. <i>It was agreed that any items to be confidential and excluded from the main minutes would be highlighted during the meeting; none raised.</i>	
Notification of Urgent Other Business (05.0725)	None identified	
Minutes of the last meeting (06.0725)	<i>The Board confirmed the minutes of the meeting of 12th March 2025 were an accurate record of events and they were approved.</i>	
Matters Arising (07.0725)	There were none discussed.	
Headteacher report (09.0725)	<p>Headteacher drew governors' attention to the report and invited comments and questions.</p> <p>Governors thanked the Headteacher for the report, indicating that they found it very useful and clear to absorb.</p> <p>It was noted that some children in nursery were crying in the morning because they did not understand why their mum was leaving them in school. Governors discussed this. It was noted that getting used to being dropped off at school was something children needed to learn and build resilience.</p> <p>Question: Governors enquired whether children eventually became more resilient. Answer: This was the case; however, there was one child who had built resilience but now started to cry in the mornings again. The child was being supported by staff.</p>	
School Development Plan (10.0725)	<p>The School Development Plan (SDP) had been circulated with agenda papers. The Headteacher explained the changes to the plan's structure.</p> <p>Governors noticed that school achieved what they were intending.</p>	

	<p>Governors commented that it was good to see that staff members like Jasmine had the confidence to propose new programmes and evolve their practice.</p> <p>The impact of the SDP was shared with governors and they were able to confirm this via monitoring visits.</p> <p>Governors approved the SDP formally.</p>	
Pupil progress and attainment (11.0725)	<p>Headteacher drew governors' attention to the pupil data document and highlighted key points.</p> <p>In Key Stage 1 all pupils reached expected standard. Question: Governors enquired whether there was scope for greater depth. Answer: There was for one pupil.</p> <p>Key Stage 2 results were highlighted. Governors celebrated the results.</p> <p>Question: Governors enquired whether the Headteacher could see the impact of the work staff had done with children. Answer: Headteacher confirmed this was the case.</p>	
Safeguarding (12.0725)	<p>Safeguarding was included in Headteacher's report. There were no questions.</p>	
Health & Safety (13.0725)	<p>Health and Safety reports were circulated with agenda papers.</p> <p>The Headteacher reported that all actions from last inspections had been actioned.</p> <p>Question: Governors enquired whether there was a list of what actions had to be completed each term. Answer: The Headteacher confirmed this was the case.</p> <p>Question: Governors enquired whether the report gave any actions that the Headteacher was not expecting. Answer: There was an action that was not picked up in the previous report.</p> <p>The Headteacher reported that a building condition survey was completed and there were no actions for the school.</p> <p>Governors noticed there were checks for asbestos completed, and there was none discovered.</p>	
Governing Body update (14.0725)	<p><u>Governor terms of office.</u> It was noted that Jan Lomas and Elaine Phillips's terms of office were ending. Both governors were re-appointed to ensure continuation – Mrs Lomas from 16th September 2025 and Mrs Phillips from 9th July 2025.</p> <p>Susan Schofield has been appointed as link governor for EYFS.</p> <p>Clerk reminded governors that the new KCSiE has been released this week. Governors will sign a list confirming they read and understood the document at the meeting in autumn term.</p>	
Governor visits (15.0725)	<p>A verbal report was presented by JP who visited the school in June and focussed on writing. She went through updates from school and the development plan. She saw sample children's handwriting and looked at developing positive writing culture across the school.</p>	

	<p>The experience was very positive, and children seemed very highly motivated. It was evident the development plan was being put into place and one could see how it tied into what children were doing.</p> <p>JP saw sample children's pieces of work and was impressed by them developing vocabulary and sharing being able to share it. Every child wanted to write.</p> <p>There was a definite improvement in children's presentation in their books. Handwriting was developing well.</p> <p>Next steps will involve monitoring of spelling, handwriting and early reading.</p> <p>Question: Governors enquired about staff training. Answer: The Headteacher explained the background of the trainer who will deliver training to staff.</p>	
Finance (16.0725)	<p>EP presented the key points of the financial position of the school, highlighting a small deficit.</p> <p>Sally Dunn, NYC Head of Finance had looked at the budget and noticed that the Headteacher was already taking a high percentage of teaching. She recommended to assign no more teaching hours to the Headteacher.</p> <p>It was noted that there were possible sourced of income that could cover the small budget shortfall.</p> <p>Governors discussed the challenges of a very tight budget.</p>	
Sports Premium and Pupil Premium funding update (17.0725)	<p>Governors approved the Sport Premium strategy and requested that it is published on school website.</p>	
Strategic Direction (18.0725)	<p>Governors discussed challenges in the capacity of the school. They were pleased to be able to benchmark the school against other ones of similar nature.</p> <p>They discussed the benefits of working within a cluster of similar schools within the local area.</p> <p>Question: Governors enquired about Pathfinder Multi-Academy Trust. Answer: The Headteacher had previously co-operated with the trust and was now asked to deliver some CPD for their staff. Governors commented that this was a recognition of Headteacher's professionalism.</p> <p>Headteacher was involved with the design of the PGC programme with York University as teacher students needed the experience of working in a small school.</p> <p>Governors discussed the benefits of working with the PGC coursework, which included the recognition and marketing of the school's achievements to local community.</p>	
AOB (19.0725)	<p>There was none.</p>	
Date of next meeting (20.0725)	<p>1st October 2025. The date of the meeting in December was changed to 10th December.</p>	

	Meeting closed at 7:00 pm	
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