



'At Shawfield, We Shine'.

**SHAWFIELD PRIMARY SCHOOL
FULL GOVERNING BODY MEETING
Tuesday 15th July 2025 at 6.15pm**

MINUTES

Attended

Governors

Mick Luck (ML) – Chair	COP
Stephen Corcoran (SC)	STH
Sophie Manning (SM)	ST
Penny Gray (PG)	COP
Hannah Bagnell (HB)	COP
Lou Aherne (LA)	PA

In attendance:

Debbie Green (DG) Clerk to the Governing Body/Finance Officer

The meeting opened at 6.15pm

Governor *support* and *challenge* highlighted. *ACTIONS* underlined.

	TOPIC	Actions
1	APOLOGIES FOR ABSENCE Apologies received from JP and GT with good reason. JK absent. The meeting was quorate.	
2	DECLARATION OF INTEREST No governors declared an interest on any item on the agenda.	
3	MINUTES OF THE PREVIOUS MEETING Minutes from FGB meeting on 10 th June 2025 were agreed as an accurate record and to be signed by ML (Chair of Governing Body).	Minutes from meeting on 10 th June 2025 On MS Teams
4	MATTERS ARISING FROM THE MINUTES 1. Curriculum and Standards Committee to set date for next meeting and review Homework Policy. <i>JP advised the committee had not met due to other diary commitments. Will arrange a CSC meeting in the autumn term, before the next FGB meeting.</i> <i>JP advised the committee had reviewed the Homework Policy, now want</i>	Actions highlighted in minutes from 10 th June 2025 CSC

	<p><i>to see the policy in action which they will discuss at next committee meeting.</i></p> <p><i>Ongoing</i></p> <p>2. Curriculum and Standards Committee to forward minutes of all meetings to DG for filing.</p> <p><i>Ongoing</i></p> <p>3. DG/SC to check if there is a SCC Equality Model Policy</p> <p><i>DG advised governors that there was not a Surrey County Council Equality Model Policy. There is a model policy on The Key. DG will compare The Key's model policy with schools' current policy.</i></p> <p><i>Ongoing</i></p> <p>4. Appoint a new LA governor.</p> <p><i>ML confirmed he had completed the governor section on the LA Governor application form. SC to complete the HT section. DG to check the date of the next LA Governor panel and submit the application.</i></p> <p><i>Ongoing</i></p> <p>5. JP to send Curriculum and Standard Committee, Term of Reference to committee members to review and sign off</p> <p><i>Curriculum and Standard Committee members confirmed they have reviewed and signed off the Term of Reference.</i></p>	<p>CSC</p> <p>DG</p> <p>SC/DG</p> <p>Discharged</p>
5	<p>CHAIR'S ACTION</p> <p>Chair to advise governors of emergency actions taken since the last governing body meeting and/or those decisions which have a significant impact on the development of the school.</p> <ul style="list-style-type: none"> • ML informed governors that he had received correspondence from a parent but withheld details in case the matter progressed to a governor panel • Confirmed ML and SC had officially signed DfE agreement for the school re-build programme. 	
6	<p>HEADTEACHER UPDATE</p> <ul style="list-style-type: none"> • Shawfield Primary School Data Analysis (appendix A) <p>The school's data had been uploaded onto Microsoft Teams for governors to read before the meeting.</p> <p>SC highlighted the following –</p> <ul style="list-style-type: none"> • Early Years Profile above national (69%) at 83% - Top 10 in country. An area of action was language and communication. The children in the cohort are very capable. Previous years school has been below national. • Year 1 Phonics check. National (80%) – school 74%. Figure includes a child who is in Year R but Year 1 age who has SEND needs. Children joined Year 1 with very spread and polarised data but have made good progress. Some of the cohorts also have very high and complex needs. SC confident the Phonics programme is working and the children are making good progress and SLT/Phonics Lead can track progress. • Year 4 Multiplication times table - The check measures a score of 25 out of 25. The check is online and the children have 6 seconds to answer 	

each question. The National average is 21, school's national average was 23. This is the best result in the last 5 years. 26 children out of 30 scored above 20.

- KS2 SATS results – SC reported to governors that the KS2 SATS results showed some clear trends within the data. The cohort had received Covid catch-up interventions in the previous year due to being below average. The combined results for Reading, Writing and Maths were 55%, compared to the national average of 62%. The gap was largely due to Maths outcomes, which were also below the national average last year but had been expected to improve. SC noted that many of the errors in Maths were simple mistakes (e.g. writing digits incorrectly or missing decimal points). ML confirmed he had reviewed the exam papers and agreed that the errors were minor.

Governors were reminded that this is a particularly vulnerable cohort: 10 pupils are on the SEND register, with additional children presenting with ADHD, ASD or dyslexia, who receive only the school's standard provision.

SC also presented data showing pupils' standardised scores from entry into Year 6 alongside their SATS results, which demonstrated the accelerated progress they have made. **As governors had only just received the data, SC will review it again at the next FGB meeting in September.** Isabel Ramsay, the School Improvement Partner, has also reviewed the results.

SC provided further detail on the data in Appendix A. The Year 6 teacher had a writing moderation visit from Surrey County Council, during which writing samples were reviewed. The moderator confirmed that all of the school's judgments were accurate, with 76% of pupils meeting the expected standard in writing and 7% working at greater depth. SC highlighted that this was a very positive outcome and noted that teacher assessments are becoming increasingly accurate, not only in Year 6 but across the whole school.

While Shawfield's results will be compared with those of other local schools, SC emphasised the significant effort made by both staff and pupils. **HB asked if the results were better than last year** - SC confirmed they were the same. SLT had identified three years ago that this cohort was likely to be weaker, and both Covid catch-up funding and school-led tutoring funding were directed towards intervention sessions. SC explained that there are capable pupils within the cohort who perform very strongly in two subjects but fall short in the third.

HB reported on her recent visit to observe English lessons in Years 4 and 6. She noted that the teachers engaged the pupils effectively, and the children were enthusiastic and passionate when sharing their learning through pictures, colouring and writing. The pupils HB spoke to were confident in discussing their work.

HB observed a clear difference between children who read regularly at home and those who did not. She also noted that pupils found it difficult to create their own stories, with imagination appearing limited. HB suggested this was not due to a lack of teaching within school, but more likely linked to modern lifestyles and the influence of technology

such as the internet and mobile phones. HB acknowledged she had seen evidence of how much work the school had put into writing.

SC reported that writing has been a whole-school focus, beginning in Early Years. A teacher from the English Working Group attended a 3-day course with the National Handwriting Association, shared learning with staff, and this has been incorporated into next year's action plan. From September, all year groups will teach handwriting in the same way.

LA asked if the school was following a particular scheme, SC confirmed the school is not following a particular scheme but is using guidance from the National Handwriting Association, which aligns closely with government advice. SC explained that up to Year 4, teachers can support handwriting through multisensory approaches, but in Years 5 and 6 improvement relies on consistent practice and high expectations. Governors were told this will be evident in pupils' books and will lead to more accurate writing assessments.

ML commented that writing has changed significantly in the last five years. SC – has become more vocabulary-rich. SC added that teachers should model writing directly in front of pupils using flip charts, rather than relying on pre-prepared materials or PowerPoints, so that children see their teachers as writers.

SC confirmed that the English Working Group has been led by three members of staff this year. A similar group will now be established for Maths. ML reminded SC/governors of the importance of sustaining the positive work already achieved by the English group.

SC reported that a range of strategies are in place to support attendance. Since the last Ofsted visit, when there had been a long list of children requiring behavioural support, there are now no children on that list. As a result, SLT no longer need to patrol with walkie-talkies and now have more capacity to focus on attendance.

SC stressed that improving attendance is not a quick fix; it requires investing time with children and their families. Pupils who struggle to come to school often find it difficult to regulate their emotions, and each child needs dedicated adult support to feel safe and happy. SC noted that Ofsted do not always recognise the significant amount of time staff put into ensuring every child can access education. ML added that parents also need to play their role in supporting attendance.

Headteacher Report (Appendix B)

HT report on Microsoft Teams for governors to read before the meeting.

SC highlighted the following.

- The updated/new information is shown in purple
- Attendance: Excluding SEND and Pupil Premium (PP) pupils, Shawfield's attendance ranks within the top 10% nationally. Focused action is ongoing to improve attendance for SEND and PP children. The Pastoral

	<p>Care Lead has supported some of the most vulnerable families. The Inclusion Officer only works with pupils whose attendance falls below 60%, and no children at Shawfield meet this threshold. Overall, attendance is improving year on year, although it has not yet returned to pre-Covid levels.</p> <p>ML asked when attendance figures might return to pre-Covid levels. SC responded that schools are unlikely to reach pre-Covid attendance due to changing family patterns, including term-time holidays, flexible working arrangements, and family priorities taking precedence over school. Holidays are also often cheaper during term time. Families absent for five or more days are fined, and repeated absences (two fines within three years) may lead to prosecution. While the government expects children to attend school, SC noted that perfect attendance is not achievable as children do get ill.</p> <p>Data indicates that pupils with attendance below 95% are likely to experience learning gaps. HB asked whether it is the parents' responsibility for the child to catch up; SC clarified that this responsibility lies with the school. Pupils with attendance above 95% have a significantly higher chance of meeting the expected standard. This academic year, 1,198 sessions (equivalent to 599 school days) were missed due to appointments. The school encourages parents to schedule medical and dental appointments outside school hours. Additionally, Muslim families requested up to three days of absence during recent Eid celebrations which fell in term time.</p> <p>Attendance is good apart from SEND and PP children. Although Shawfield's data is above national in these areas.</p> <p>No further questions from governors.</p>	
7	<p>POLICIES</p> <ul style="list-style-type: none"> • Health and Safety (SCC model policy) – Appendix C SC updated the policy in September using Surrey County Council model in time for a Finance Audit at that time. The auditor raised no concerns regarding the revised policy. All governors agreed to adopt policy. • Teacher Appraisal (Appendix D) No updates required. All governors agreed to adopt policy. • Education Visits Policy (Appendix E) SC informed governors that securing parental commitment and payment for the three annual school residentials has become increasingly challenging. <p>In December 2024, parental contributions for the Year 6 residential were £6,500 short. SC met with parents to explain that payment was required or the visit would be cancelled. After significant follow-up, parents made the payments, and the residential went ahead as planned in January 2025.</p>	On Teams

	<p>Year 4 Residential – Hooke Court (November 2025)</p> <ul style="list-style-type: none"> - Currently, 17 of 30 pupils are confirmed to attend. - SM will check with Hooke Court whether the school can proceed with only 17 children and has requested a small increase in parental contributions. - SC emphasised that the residential needs to go ahead; cancelling it could reduce participation in Years 5 and 6. - HB asked whether the school or PTA could fundraise to support the visit. SC explained that the low uptake is not solely financial—some children do not wish to attend, and some parents are not encouraging participation. Cultural factors may also influence attendance. <p>SC informed governors that he wants to maintain the three residential at their current locations, as each offers a distinct experience that is valuable for the children. JP added that attending the first residential is likely to encourage children to participate in the subsequent two.</p> <p>HB asked whether the residential could be closer to home, citing Sayers Croft, a study centre about one hour away, as an example. She suggested surveying parents to identify the barriers preventing their children from attending residential visits.</p> <p>Governors agreed to support all 3 residential for the next academic year.</p> <p><u>ACTION – SC to survey parents in September re: residential visits (any barriers to why their child would not attend – anonymous)</u></p>	
8	<p>FINANCE</p> <ul style="list-style-type: none"> • FMR Month 2 (May 2025) and Month 3 (June 2025) Appendix F and G <p>FMR month 2 and 3 on Microsoft Teams for governors to review before the meeting.</p> <p>DG explained that the majority of funding from Surrey County Council was received in Months 2 and 3. This included Pupil Premium and Service Children grants totalling £83,210, and the Universal Infant Free School Meals grant of £34,030. Remaining government funding to be received includes the PE and Sports grant of £10,000 and additional funding for staff pay increases of approximately £11,000.</p> <p>SC informed governors that he and DG had completed the new government PE and Sports Premium digital form, which requires schools to itemise how the grant had been spent in the academic year.</p> <p>There will be building expenditure over the summer holiday – general maintenance and compliance.</p>	On Teams

	<p>A new set of classroom chairs has been purchased. The old chairs will be dismantled, with usable parts kept as spares and any intact chairs retained. HB asked whether the old chairs could be sold on Facebook Marketplace. SC explained that they are unlikely to be wanted and, according to a DfE survey, the chairs are now non-compliant for the new building as they lack stoppers on the feet. The next survey will focus on tables. ML reminded governors that the school will not be able to replace all furniture in the new building.</p> <p>Current in year deficit is £61,120 with a carry forward figure of £57,451.</p> <p>Capital funding of £6,306 now received. £5300 which will be transferred to 'ICT in schools' cost centre to cover the purchase of 32 x pupil laptops.</p> <p>No further questions from governors.</p>	
9	<p>BUILDING UPDATE</p> <p>See Part B</p>	
10	<p>GOVERNORS MANAGEMENT ISSUES</p> <ul style="list-style-type: none"> • Governor training and development • Impact of Governor training <p>ML advised governors that there are three governor vacancies and recruitment will focus on individuals with no current connection to Shawfield. One person has already expressed interest in becoming a governor. ML, SC, and DG will meet with them to discuss the role. The school aims to recruit at least two new governors and asked existing governors to promote the vacancies within their workplaces.</p> <p>DG noted that there is currently an advert on Inspiring Governance, which is the source of the prospective new volunteer's details.</p> <p>SC – The current governing body has a wide range of expertise.</p>	
11	<p>SELF EVALUATION</p> <p>Governors to consider "What have we done at this meeting/since the last meeting that has improved the education for the children in our school?"</p> <ul style="list-style-type: none"> • HB visited school for monitoring visit • All governors supported building project 	
12	<p>AOB</p> <ul style="list-style-type: none"> • HB informed governors that she had been contacted via LinkedIn by Simon Hall, who is reviewing 'Data Protection for governors' on behalf of the government. While governors are responsible for GDPR, this responsibility is usually delegated to Headteachers. Due to numerous GDPR breaches, he is looking in to improving systems and has established working groups. HB wanted governors to know she has joined one of these groups but at her first meeting had to leave early 	

	<p>due to another commitment.</p> <ul style="list-style-type: none"> • HB – The Woodland Trust are currently running a competition where you can vote for your favourite tree from the 10 shown on their website. HB thought it might be a nice classroom activity. The closing date is 19th September 2025. <p>No further AOB from governors.</p>	
13	<p>NEXT MEETING @ 6.15pm 30th September 2025 2nd December 2025 17th March 2026 9th June 2026 14th July 2026</p>	
14	<p>SUMMARY OF ACTIONS</p> <ol style="list-style-type: none"> 1. Curriculum and Standards Committee to set date for next meeting and review Homework Policy. 2. Curriculum and Standards Committee to forward minutes of all meetings to DG for filing. 3. DG/SC to check if there is a SCC Equality Model Policy 4. LA governor application – SC to complete HT section and DG to send to SCC. 5. SC to survey parents in September re: residential visits (any barriers to why their child would not attend – anonymous) 	

Finished at 8.15pm

Signed (Chair of Governing Body)



Dated 22/10/2025

Governors respect the confidential nature of discussions and do not disclose governor business or decisions. When minutes of governing body meetings, Part 1, are approved they are made available to any member of the public who requests sight of them.

Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity.