



# TAVISTOCK PRIMARY & NURSERY SCHOOL

## Minutes of the Full Governing Board (FGB) Meeting Tuesday 18<sup>th</sup> November 2025, 6pm, Tavistock Primary and Nursery School

Please note: This meeting is open to the public. Meeting dates are published in the school newsletter and on the website. If you would like to attend, please notify the Clerk to the Governors.

<b>CHAired BY:</b> Tim Bonney	TB	<b>CLERKED BY:</b> Kirsten Wake	KW
<b>PRESENT:</b> <b>Governors:</b> Tim Bonney (TB), Emma Byrom (EB), Nicky Collett (NC), Pete Easton (PE), Josie Spooner (JS), Karen Wright (KWR) <b>Guests:</b> Alice Thompson (AT), Richard Edlmann (RE) - late, Katy Kelly (KK) - late, Helen Payne (HP), Claire Pilsbury (CP) <b>Clerk:</b> Kirsten Wake (KW)			
<b>APOLOGIES:</b> Chrissie Owen (CO), Nicole Statton (NS)			
<b>NIL HEARD FROM:</b> None			

FG25/26_10	<p><b><u>Welcome and Introductions</u></b> Governors and guests introduced themselves.</p> <p><b><u>Apologies for absence</u></b> Apologies received and approved from NS - childcare and CO - illness.</p>	<b>DECISION</b>
FG25/26_11	<p><b><u>Business/Pecuniary Interest Register</u></b> None declared.</p>	
FG25/26_12	<p><b><u>Vision – Where are we now?</u></b></p> <ul style="list-style-type: none"> <li>Minutes of the last meeting 23<sup>rd</sup> September 2025 Minutes of the last meeting. Approved with no amendments.</li> <li>Actions from the last meeting 23<sup>rd</sup> September 2025 Actions – FRS – Bromcom is not working at the moment. 08 - OMGs are now downloaded on OneDrive. Sign in sheet to be printed for safeguarding training to next meeting. 09 – HT Performance Management completed. FG25/26_10 - Updated version of Raising a Query is on the website Pay Committee meeting held.</li> </ul> <p>Governor vacancies. Remain. Raising the profile of governors. – profiles on the website. Governors to have their own</p> <ul style="list-style-type: none"> <li>Governor Vacancies 2025/26</li> <li>Co-Chair Appointment Josie - Proposed TB. Seconded PE.</li> <li>Raising the profile of Governors</li> </ul>	<p><b>COMPLETE</b></p> <p><b>COMPLETE ACTION KW COMPLETE COMPLETE COMPLETE</b></p>
FG25/26_13	<p><b><u>Headteacher Report</u></b></p> <p>Q1. Regarding the high profile children’s alternative provision and timetable: How many children are accessing this alternative provision and what defines them as ‘high profile’? To what level are they accessing learning and do they move between this provision and mainstream classroom learning? Could you expand on the ‘significant progress’ that has been made and is it measurable? A1. High profile – at risk of being suspended. Not accessing main classroom.</p>	<b>CHALLENGE</b>



	<p>Q2. Parent consultations. Do we have any data that is more recent than October 2024? A2. High profile children are in a separate classroom and are now accessing work. Suspensions reduced. Result is that the adults in their usual classrooms are now able to concentrate on the needs of the rest of the class, including SEND provision.</p> <p>Q3. Could you provide a short explanation of the soon to be introduced OPAL scheme and its potential impacts on behaviour? A3. OPAL scheme will bring resources to set up play zones to assist the children in improving their playtime experience. Advertised for a play lead, running the OPAL scheme, once the advisory period is complete. Funded through the PE budget.</p> <p>Q4. Appendix 5 Phonics screening – The percentage (53%) of year 1 pupils in Class 3 (Reception and YR1 mixed) that met standards last year was significantly lower than the year 1 pupils in classes 4 and 5 (year 1 and 2 mixed). Do you have any possible reasons why this might be the case? What changes have been made to mitigate these? A4. That class had higher SEND ratio. Addressed through Little Wandle scheme, training provided for teaching and non-teaching staff. Children are also streamed.</p> <p>External Phonics support is being used and will identify any issues in implementation of the new scheme.</p> <p>Claire gave positive feedback regarding the phonics workshop held for Reception parents.</p> <p>PE questions Q5. A5. Specific children.</p> <p>Q6. A6.</p> <p>Q7. Increase in suspensions. A7. If it continued, yes. But the suspensions should help to establish boundaries. That time is used for SLT to review provisions for those children. Educational psychologist and school improvement officer have confirmed that he is in support of the approach currently being used.</p> <p>Q8. Expand on behaviours reported. A8. School Improvement Officer is going to advise on how best to report.</p>	<p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p> <p><b>CHALLENGE</b></p>
FG25/26_14	<p><b><u>School Business Manager's Report</u></b></p> <p>Replacement for FRS is not yet in place. A temporary document has been prepared by DCC, but we can't currently access the document. School Improvement Officer is going to look into it.</p> <p>327 on roll last year. October census has significantly less children on roll. Mostly due to more children leaving year 6, compared to new reception joining.</p> <p>EHCP funding has been received and backdated.</p> <p>Staff absence policy has been reviewed and now includes a return to work interview for all absences. KWR – email to ask Part Two Q9.</p> <p>Q10.Are absences higher than usual? A10. Yes.</p>	



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	<p>Q11. Is it higher than usual for this school/nationally. (TB) A11. Yes, it is higher than usual (KWR).</p> <p>Q12. Is there a singular reason identified for absence? A12. There are a mix of reasons, including anxiety/mental health. The staff returning to work interviews will help to address any work related anxiety issues. (EB) AT reported that SLT are working on improving the culture within the school to enable staff to feel they are able to have open conversations with SLT. Support is also being provided to staff when the expectations of their role changes. Training undertaken is being compiled by email. Gaps in training are being identified, which will be addressed. (AT)</p> <p>TB</p> <p>Q13. Does the forecast income for SEND have the to increase? A13. Income from EHCPs needs to be used in a creative way in order to provide support required for the children. The funding often takes 5-6 months to come through.</p> <p>Q14. How accurate would you say the forecast is? A14. Very difficult to forecast. For example, when a child leaves, the funding moves to the next school.</p> <p>Q15. What steps can we take to increase enrolment at the school? A15.</p> <p>Q16. How many more children do we need to have an increase in</p> <p>Q17. Are we restricted on contractors which we use? A17. Not restricted. We do use recommendations from DCC. Contractors are held to account and not used if we deem we are not getting value for money.</p>	
FG25/26_15	<p><b><u>Autumn Term Monitoring</u></b></p> <p>Monitoring Timetable – to be updated to include separate SEND. SEND – Lead governor needed. JS to take on this role. Governors will attend training to support staff.</p>	
FG25/26_16	<p><b><u>Safeguarding</u></b></p> <p>Governors_confirmed they have read the OMGs.</p>	
	<p>DCC Redundancy Policy – TB propose. PE seconded.</p>	

**DATE OF NEXT FGB MEETING: Tuesday 20<sup>th</sup> January 2026, 6pm, Tavistock Primary and Nursery School**

**These minutes are agreed**

\*Without amendment / with the following amendments (\*please delete as appropriate):

Signed:

Dated:

A list of acronyms can be found at <https://www.nga.org.uk/Glossary.aspx>