

ACADEMY COMMITTEE MEETING

Date: Monday 13th October 2025
Time: 4.00pm
Venue: Woodford Primary School

Clerk: N Burgess
Present: C Coyle, M Hurleston, D Russell, R Fernandez, S Stevenson and E Drake

	Action	Initials
1	Governors to inform the Clerk of any changes to the register of business interests	All
1	Governors to review their Link Governor roles and inform ED of any changes	All
1	Governors to arrange their Link Visits to school and inform ED to allow the overview schedule to be updated	All
4	Governors are asked to complete the mandatory training modules as soon as possible	All
4	Governors are reminded to send their training certificates to the Clerk	All

Agenda – Part 1			
Category	Item	Notes	Action
1	Governance Arrangements	<p>ED presented KCSiE and Safeguarding update to Governors. The presentation delivered was a summary of that delivered to all staff at the start of the academic year.</p> <p>KCSiE is updated every September and part one is the document all staff, Governors and visitors should read.</p> <p>Safeguarding is the responsibility of everyone.</p> <p>Attendance is an indicator of concern and school are able to work together with families and social care to ascertain if attendance is linked to a safeguarding issue.</p> <p>The four Cs identified are Content, Contact, Conduct and Commerce. There is misinformation, dis information, fake news and conspiracies. The children in school are taught to be safe online in an age-appropriate way. Children can engage online but this should be in a safe and cautious way.</p>	All

		<p>Q – At what age does it become an issue?</p> <p>A – It is whatever age the children start to go online, and this is different for all children. It is vital that there are filters and passwords in place to ensure their access is safe and restricted. It is also for children to know to be their own filter and to tell an adult of any concerns.</p> <p>There is also cyber security and guidance on AI appropriate use to be considered. Office 365 and CoPilot is the only AI permitted for use, but this needs to be kept safe and concise. Use can only be when logged in using a school account and is all done via the Trust system.</p> <p>The message is the same for everyone, be alert, look for the signs, and refer to get support. All staff know to report concerns via CPOMS and that SLT will review and decide the next course of action.</p> <p>Governors thanked ED for the presentation and had no further questions.</p>	
	Apologies	Apologies were received and accepted from F Fraser.	
	AOB items	Governors were asked if they receive the school weekly newsletter. It was agreed that the distribution list would be reviewed and Governors added.	ED
	Declarations of interest in any of the agenda items	There were no declarations made in any of the agenda items.	
	Register of interests	The Clerk circulated the register of business interests and Governors are asked to update their record.	All
	Code of Conduct	Governors agreed to adhere to the Code of Conduct.	
	Minutes of previous meeting	Minutes of the meeting held 7 th July were approved as a correct record of the meeting and there were no matters arising.	
	Membership	There are no updates to the membership of the Academy Committee to record.	
	Link Governor roles and responsibilities	<p>Governors are asked to check their Link Governor roles and to inform ED if there are any changes requested.</p> <p>Governors are then asked to arrange their visits to school with their link and inform ED to enable the</p>	All

			schedule of visits overview can be updated.	All
		Scheme of Delegation	There were no material changes to note for the Scheme of Delegation.	
		Trust Board update	Governors received the Trust Board updates from the May 2025 and July 2025 meetings and noted that L Magrath would be retiring as CEO in the Summer and that M Vevers had been appointed as CEO from September 2026. Governors had no further questions.	
2	School Performance and Accountability	Pupil Outcomes	<p>KPIs have now been set for the academic year, this is done by discussions with teachers and EYFS Baseline assessment data. The children are assessed on entry and again at the end of the year against the GLD.</p> <p>The KPI is for 86% of the cohort to achieve GLD. There are a small number of children who may not achieve GLD for different individual reasons. Social emotional element could be a barrier for some children, and this is a national issue, and will be revisited as the children move into year 1. Governors noted that for some children this was their first experience of education.</p> <p>For year 1 the KPI is 93% for the Phonics Screening Check. There are a small number of children identified who may not achieve, but it is vital that there are high aspirations for the children to achieve as much as possible.</p> <p>Governors were very pleased with the 2025 outcomes.</p> <p>Governors were informed that in the following academic year the children would sit the Multiplication Tables Check at the end of year 4. There is a 2-year action plan in place ahead of the tests. The KPI for the cohort will be set next academic year. Governors noted that the tests were done on a laptop or ipad and that children had 6 seconds to answer each question.</p> <p>Q – Do SEND children get extra time for the check? A – No there is no extra time.</p> <p>Governors had no further questions.</p>	

		<p>School Development Plan</p>	<p>There are no significant changes to the SDP for 2025-2027 last reviewed by Governors in July 2025.</p> <p>The Thematic Goal permeates all areas of the SDP and all staff are aware of the priorities. The Thematic Goal is to establish an 'automatic door' culture which supports all pupils.</p> <p>There is more challenging behaviour being seen and this is a national issue, some of which can be due to SEND needs. An increase in the number of SEND children does not necessarily mean an increase in funding, and schools are having to provide more support with less resources.</p> <p>ED informed Governors she would be completing Adaptive Teaching training. It is about looking at what can be done in the classroom for the behaviour culture, and what can the teacher do for all the children in the class. There will be some non-negotiables for the whole school, and then different aspects for individual classes.</p> <p>Governors were given an example for year 3 children. There are several children who need to have their own equipment and struggle to share, every child now has their own pencil case and equipment. The children are all very happy and this is a simple but effective solution.</p> <p>Q – Is there a Link Governor for behaviour? A – No, but this could be included under the remit of Safeguarding or SEND Link Governor.</p> <p>Q – You have RAG rated the SDP but what does this mean exactly? A – Green is done, yellow is started and blank is yet to start. We did this so that we had a live document which we can zone into to know exactly where we are up to. It will also assist Governors in being able to identify their questions.</p> <p>Q – In terms of adaptations in school do you have someone to come in and explain? A – We do. Behaviour resistance does not come if children understand why. We explain why and then they are fine, it is delivered in an age-appropriate way. We explain why and they have the knowledge and the clarity and this is very important life skills.</p>	
		<p>Confirm school curricula and assessment</p>	<p>ED, as Head of School, confirmed the school curricula and assessment is in line with statutory guidance and the Trust approach.</p>	

		<p>and Maths. CW had very much enjoyed the visit and was very impressed with subject knowledge of SW. It was good to note how Science and Maths links across other subject areas. All year groups go through the content at the same time, but at their own pace. Another visit is planned before the end of the academic year.</p> <p>CW also informed Governors of the Entrepreneur week which was planned for the older children, and which would open up the world and the options for the children.</p> <p>MH thanked Governors for their time in making the visits.</p>	
	Safeguarding and SEND Link Governor updates	<p><u>Safeguarding</u> CC is currently in the process of arranging visit dates for this year.</p> <p><u>SEND</u> DR has a meeting arranged and will update at the next meeting.</p>	
	Policies	<p>There are no policies for approval at this meeting.</p> <p>ED informed Governors that the Behaviour Policy is being updated and as it is Trust wide will be approved by Trustees.</p>	
	Behaviour and Safeguarding	<p>Governors reviewed the Behaviour and Safeguarding update which had been circulated prior to the meeting.</p> <p>Governors noted there had been 10 staff referrals to the DSL via CPOMS and one referral to MASSH.</p> <p>There had been one allegation of racism recorded. This was friends having a conversation about skin colour in a non-threatening way, but it was important to still have the conversation, the families were both informed and there was no malice intended. It was commented that children do have questions which they are sometimes unable to ask eloquently, and it is important to address this with the children and to empower them with the knowledge. It was noted that despite the incident not being malicious it was still important to record.</p> <p>Q – Has there been anything about flags? A – ED confirmed she is part of the Trust Safeguarding group, and that there had been conversations amongst some of the older children in other schools, but there</p>	

			<p>was nothing yet at Woodford. There are resources available if needed and any situation would be handled very sensitively.</p> <p>The Trust Behaviour Policy for Primary has been revised and has been added to the meeting documents for Governor's information. The policy has been updated to support the children in schools and to address repeated low-level behaviours.</p> <p>The policy will not stop disruptive behaviours, but it was felt the old policy did not address this in detail, including both rewards and sanctions. There was a working party for one year reviewing behaviour and from their work the policy has been updated. In terms of the sanctions section there has been updates for scaffolding behaviour, noting that sanctions do not always work. Scaffolding also involves the parents earlier.</p> <p>When notifying parent/carers smaller issues will be done by text notification, and bigger issues will be followed up by a phone call. In the text message parent/carers will not be informed of the reason. This is so that the children can tell them themselves and this is more powerful to prompt a conversation between the child and the parent/carer.</p> <p>Q – Is the same approach used by the high schools? A – Not that we are aware of. As part of the policy review we also looked at the Behaviour policies for our newer schools, HGPS and NBPS, and looked at best practice.</p> <p>Parents will be informed in the newsletter of the changes which are coming, and which will be implemented after October half term. Children will be informed in assemblies.</p> <p>S2 means the children will have 5 minutes missed at the next opportunity and this will not necessarily mean at playtime.</p> <p>Q – What happens in the 5 minutes? A – We will acknowledge the impact of their behaviour on the lesson, have a conversation with them and check why the behaviour is happening, and to give the children an opportunity for them to say why. Behaviour is a form of communication, but children do need to know the impact of their behaviour on others.</p>	
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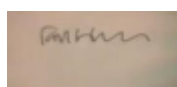
			<p>Children do need to run around at playtime, so we do not take the whole breaktime. We will tell the children we are texting home and that there will be a conversation at home later. The children can then go out to play and reset. If we address behaviour early and involve parents/carers then we can prevent escalation of behaviours further down the line.</p> <p>If children are repeatedly missing playtime and this means this is time for a meeting with parents/carers. A record of the meeting will be recorded on CPOMS and there will be follow up by letter to clarify the points raised and to track the action points.</p> <p>A standalone behaviour issue is identified as stage 3. This would be for a serious one-off incident with no previous escalating behaviour. This would involve a visit to SLT or another teacher outside of their own class. This would also be followed up by a phone call home.</p> <p>Stages 4 and 5 are for repeated incidents of disruptive behaviour.</p> <p>Governors felt it was a robust framework for behaviour incidents and with a consistent approach and would be interested in a future update to see how this was working in practice.</p> <p>Q – How do you ensure parents do not punish at home? A – It is parental choice how to parent. If a child raised a concern regarding a disproportionate outcome we could support on the journey. The key is to be open and transparent with parents/carers and involve them early so there are no surprises. We are there as a supportive approach which is non-judgemental, in the same way the parent/carers support the school.</p> <p>Governors had no further questions to raise.</p>	ED
		Attendance	<p>Attendance is monitored closely and leaders are able to build a picture as the year goes on.</p> <p>There are currently a small number of children who are classed as persistent absence at this point early in the new school year, and we are aware of the individual reasons for absence and are able to support the families.</p>	

	Pupil Premium and Sport Premium	<p>Links to Pupil Premium are on the website.</p> <p>The school are not able to report in detail due to the small number of children which could lead to identification.</p>	
	Health and Safety update	<p>Governors reviewed the Health and Safety update which was circulated prior to the meeting and there are no significant issues to note.</p> <p>ED informed Governors of the evacuation drills which had taken place in the weeks prior to the meeting. In terms of the incident alarm, the children were informed of the process in an age-appropriate way.</p>	
	Educational achievement of CLA and PLAC	This item was covered as part of the Pupil Premium review.	
	Pupil numbers	<p>Governors noted that there were now 149 children in school.</p> <p>There has been some mobility in Reception. One child left the school and a child who was on the waiting list has joined.</p> <p>Q – With the proposal for more houses on the development questions are being asked what they do about a school. Is there any response from the Trust? A – Interestingly, all the children on our waiting list for a Reception place do not have a Woodford postcode.</p> <p>Governors discussed at length the falling birth rate, the number of places available at the school and the schools in the surrounding areas.</p> <p>Q – Does this matter as a school? A-We want people to be able to come to our school, and we have our Admissions Policy in place to ensure we comply. Some years we have lots of children apply who have siblings in the school already, and some years not so many. Currently school tours are taking place every Monday.</p> <p>Q – As a Governor what should we be saying about the size of the school against the proposed new houses? A – We would say if they wish their children to attend the school to specify it as a preference on the application. The school is designed as a two-form entry but that would be a decision for SMBC in the future.</p>	

		Website compliance	ED confirmed that the school website contained all statutory requirements, and that this was overseen by the Trust Director of Compliance.	
		School Risk Register	Governors reviewed the School Risk Register which was circulated prior to the meeting, noting that there had been no additions, or changes to any of the risk profiles. Governors had no further questions to raise.	
4	Governor Development	Review Trust training	Governors are asked to complete the four mandatory training modules as their earliest convenience: GDPR, Cyber Security, Prevent and Safeguarding.	All
		Training completed	Governors are asked to send their training certificates to the Clerk for retention.	All
		Academy Trust Handbook	The Academy Trust Handbook was circulated with the meeting papers for Governor's information.	
5	Community Engagement	Stakeholder Engagement	<p>A review of the Parental Engagement Strategy is taking place to see what is being done to engage with parents/carers.</p> <p>There is a big focus on online safety. The aim is to provide useful information to parent/carers to assist with the older year groups.</p> <p>The school are also looking at online learning platforms for home learning. There are apps available to the older children, and also Timestable Rockstars. It is important we provide quick and easy interactive resources for parent/carers to be able to help their child with home learning.</p> <p>We will be offering a parent workshop on Reading to show how to work to develop a love of reading in the children. There will be ways to support the children and book recommendations.</p>	
	AOB		<p>There were no other items of business to raise which were not included in the agenda for this meeting.</p> <p>Governors were reminded of the Governor and Trustee Conference which would be taking place on Wednesday 10th December from 9.00am – 10.30am.</p>	
		Meeting dates:	Monday 9 th March 2026 at 4.00pm Monday 6 th July 2026 at 4.00pm	

Impact of Meeting / Key Outcomes
Governors received a presentation on Zones of Regulation
Trust Board updates from the May and July meeting were reviewed
Governors received an update on pupil outcomes and KPIs
The updated SEF template was reviewed by Governors following the publication of the revised Ofsted framework
Governors reviewed the report from the September Quality Assurance Visit
CW updated Governors on his STEM visit to school
Governors reviewed the Behaviour and Safeguarding update
Governors reviewed the Parental Engagement Strategy

Meeting closed at 6 pm



M Hurlston
 Chair of Academy Committee
 09.03.2026