

ACADEMY COMMITTEE MEETING

Date: Monday 9th March 2026
Time: 4.00pm
Venue: Woodford Primary School

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

	Action	Initials
1	Governors to inform the Clerk of any changes to the register of business interests	All
1	Governors to arrange any further Link Visits to school and inform ED to allow the overview schedule to be updated	All
2	Governors are invited to attend the next Quality Assurance Visit. Date to be confirmed for governors	ED
2	Reading For Pleasure Action plan to be sent to governors	ED
4	Governors are asked to complete the four 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	SS and SW gave a presentation on Zones of Regulation which is a resource school have bought into. This is being implemented across the school following staff training. Zones of Regulation helps children understand their own feelings and how they have an impact on others. It involves teaching children when they are in a state of calmness how they can respond in a moment of stress. ZoR uses simple colour coding to enable young children to be able to recognise and express how they feel. Children are taught that it is sometimes okay to be sad, angry or nervous, etc. and are taught strategies they can use in different situations to help them to self-regulate. They are building up their own toolkit of strategies for life. Some children need co-regulation; a member of staff or sometimes a peer to tune into their individual needs and guide them towards strategies. Once the individual is in	

		a calm state, visual tools can be used to learn from the situation and what strategies could be used. Q- Has there been an impact since this has been in place? A – It has been well received and there is more expertise in staff in terms of understanding and co-regulating behaviour and a change in the way the children are recognising their emotions and using strategies. It is extremely hard to measure but it feeds into the ethos of the school and preparing for high school. Governors thanked SS and SW for the presentation.	
	Apologies	Apologies were received and accepted from F. Fraser and C.Wills	
	AOB items	There were no AOB items	
	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	There were no new governors needing to agree to the Code of Conduct	
	Minutes of previous meeting	Minutes of the meeting held 13th October 2025 were approved as a correct record of the meeting. Matter arising: Q – More flags with St George crosses have been put up since this issue was discussed in October. Does this need to be addressed in school? A – This is not at the point where we need to address it as it has not come into conversation at school, possibly because of the age of the children. School could reach out to Stockport LA if they need resources.	
	Membership	There are no updates to the membership of the Academy Committee to record.	
	Link Governor roles and responsibilities	Governors are asked to arrange any further link visits to school and inform ED to enable the schedule of visits overview to be updated.	All
	Scheme of	There were no material changes to note for the Scheme	

		Delegation	of Delegation.	
		Trust Board update	Governors received the Trust Board updates from the October 2025 and December 2025 meetings Governors received and noted.	
		Pupil Outcomes	In Reception, there are children who are still working towards achieving GLD. One group is achieving in terms of self-regulation and independence but working towards academic skills. Others are academically where they should be, but not emotionally. In addition to whole class input on Zones of regulation there are small group lessons to work on developing their self-regulation toolboxes. Year 1 are on track to achieving their target. Governors noted and there were no questions.	
2	School Performance and Accountability	School Development Plan	The focus has been on developing the 'automatic door' culture- what can we implement which doesn't affect many pupils, but which supports those that really need it? ED led Inset training for staff, identifying what can be done as a whole school and for individual pupils. Widgets (simple graphics) are used across school for everyone, but these are especially useful for pupils with SEND and EAL. Clipboards are used with widgets to stick onto the clipboard as the adult leads the pupil through the four stages of the restorative conversation:- What happened? When you were doing that, how were you feeling? Now it has happened, how can we make it better? What can we do next time? Staff also wear cards with the same widgets on their lanyard, so if something occurs in the playground, the child can just point to the images to go through the same four steps and then go back to playtime. Oracy skills will be the next focus to help children express themselves and talk about what they need. ED will send a Reading for Pleasure action plan to governors.	ED
		Quality	The second QA visit of the year had taken place on 7 th	

		Assurance Visit	January. Learning walks had focused on children with SEND and what they were doing. One pupil was doing their handwriting standing up, which was an adaptation allowing them to access the activity. Q – If one pupil has permission to do their handwriting at the window, won't other children want to do the same? A – We are very open with the pupils from pre-school that we are trying to help the individual. We might say 'You don't need that but they do', or 'You can...they can't'. Universal automatic door will not meet everyone's needs. Individual adaptation is needed for some. Another example given was an adapted start time, so a pupil can come in when they are self-regulated and ready to learn. Parent informs school they will arrive later. Q- How do you get the child who arrives late to school to a point where they have to be in the office at 9? A – The lateness adaptation is not abused and has been used less than 5 times, often after a holiday or weekend. Making the adaptation reduces disruption to other pupils. Governors are invited to attend the next QAV and ED will circulate the date.	All
3	Governor monitoring	Link Governor Records of Visits	Governor Record of Visit for PSHE was received and noted.	
		Policies	There are no policies for approval at this meeting	
		Finance update including pupil numbers, benchmarking and value for money	Governors reviewed the Management Accounts to 30 th November 2025 and 30 th December 2025.	
		Safeguarding and SEND Link Governor updates	Governors received a Record of Visit for Safeguarding. Two meetings have taken place for SEND to discuss processes and a visit will be arranged. A report is	

			included in the paperwork. A further visit has been arranged and following this a Record of Visit will be completed. There are currently 3 pupils with an EHCP and 17 on the SEND register. ED - There are 3 additional children, with ongoing EHCP applications. They receive a very high level of support, currently without additional funding. ED met with two parents and talked about inclusivity and connection, which can be difficult for SEND parents. We are looking for more SEND champions and are planning coffee mornings for parents of children with SEND and other parents.	
		Behaviour and Safeguarding Update	Governors reviewed the Behaviour and Safeguarding update which had been circulated prior to the meeting. From 4th November, text messages have been sent home to say we have had a restorative conversation. Initial data suggests that one text works. Generally, there is a child in every classroom we don't send text messages home for because they would have too many. They have a bespoke provision. The idea of the text message is that parents will have a discussion with their child. There is usually a quick phone call with parents of a younger child. This has been generally well received by parents and we can tell when parents have been involved. A Safeguarding RoV was received. CC had a very comprehensive discussion with Alicia regarding safer recruitment. Q – If a member of staff has left employment by the school but is on a public forum advertising tuition as a former member of staff, or a current member of staff is working as a babysitter for some families in school, does this have safeguarding or legal implications? A – There are very strict guidelines and systems for code of conduct if they are a staff member, but not if they have left employment. Current staff must declare any criminal convictions, even driving licence points. Q – If someone employed by school acted inappropriately, could this damage the school reputation.	

			A – School would be notified. Also a member of staff could refer into MASH if they had concerns about a family and school would be looped in. Q – Should employees notify school if they are taking work outside, especially tuition or babysitting school pupils? A- Maybe this is something to take to the Trust to ask for general policy?	
		Attendance Report	Attendance is currently very good. There are individual reasons for absence and we are working supportively with parents.	
		Pupil Numbers	ED- We have received more applications this year for September and more first choices. Families find out if they have an offer on 16 th April and we will provide support to parents if their child has not got a place here.	
		Health and Safety update	Governors reviewed the Health and Safety update which was circulated prior to the meeting. Q – Are we prepared for Benedict’s Law? A – Every September, the school nurse delivers allergy, epipen and asthma training. Staff are made aware of any medical conditions and any important points to know. New members of staff are shown the allergy list and thoroughly briefed.	
4	Governor Development	Review Academy Committee training needs	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
5	Community Engagement	Stakeholder Engagement	ED has updated the RSHE (Relationships, Sex and Health Education) and would like to get parents involved. They will be invited to coffee mornings to voice any questions and so we can explain the rationale and how it will be done. Q – Isn’t the ‘S’ part missing from primary?	

			A – There is one lesson about making babies, which parents can choose to withdraw their child from. Governors had no further questions.	
	AOB		There were no other items of business to raise which were not included in the agenda for this meeting.	
		Meeting dates:	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 October and December meetings were received	
Trust Management Accounts to 30 th November 2025 and 30 th December 2025 were received	
Governors received an update on pupil outcomes and KPIs	
Updates to the School Development plan were discussed	
Governors reviewed the report from the January Quality Assurance Visit	
Link Governor records of visits were discussed	
Governors received the SEND Link Governor update	
Behaviour and Safeguarding update was received	
Governors received an update on attendance	
Governors received an update on pupil numbers	

Meeting closed at 6 pm



M Hurlston
Chair of Academy Committee
6th July 2026