GATEWAY
PRIMARY SCHOOL
Inspiring Curious Minds

Minutes of the Meeting of the Full Governing Board

18th May 2026 – 7.00pm-8.30pm

Gateway Governors are:

- Kayleigh Anstee (KA) - Headteacher
- Gill Lock (GL) - Staff Governor.
- Kevin Moyes (KM) – LA Governor
- Helen Lynch (HL) - Co-opted Governor
- Robin Pearce-Jones (RPJ) Parent Governor

Apologises:

- Kelly Mahon (KMa) - Co-opted Governor
- Emily Tranter (ET) Parent Governor

In Attendance

- Jonathan Smith (JS) - OCC Governor Services

Item No	Topic	Minute	Document Reference	Action
1.	**Welcome**	KM welcomed all to the meeting. The meeting began at 7 pm, was quorate and was held at school. KM chaired it.		
2.	**Apologies for absence**	Apologies for absence were received and accepted from ET and KMa		
3.	**Urgent Additional Items**	There were no urgent additional items.		
4.	**Declarations of Interests**	No new declarations were made.		
5.	**Approval of FGB Minutes**	The minutes of the FGB Meeting held on Monday, March 2nd, 2026, were approved by the Governors. ***A Governor asked for clarification on the SIP visit notes that stated that children spoken to during a monitoring visit did not know their targets. KA explained that the comment related purely to English, with actions now in place to improve this as per the SIP.***	5.1 Minutes of FGB Meeting held on Monday, 9th March 2026 5.2 Minutes of FGB Meeting (Budget Approval) held on Monday, 27th April 2026	KA to continue SIP actions on pupils' awareness of English targets.
6.	**Matters arising not covered on the agenda**	There were no new matters arising.		

Item No	Topic	Minute	Document Reference	Action
7.	**Headteacher's Report**	The Headteacher presented the May 2026 Headteacher's Report. Some of the key updates noted were: • The school has received 120 applications for September 2026 EYFS places. • Attendance remains very strong. • 1.5 days of suspension have been issued, affecting two children. Parents have been fully supportive of the school's action, and there has been no recurrence of the issues. • The school is still attempting to recruit a TA. The quality of candidates applying for the post so far has been disappointing. • The two teachers joining the staff in April have made an excellent start to their careers at the school. • Recruitment of the Ready to Learn Lead is complete. The post is Grade 7, 30 hours per week, and the successful post-holder will work with some of the school's more complex learners. • The SATs assessments are now complete. KA noted that Year 6 were achieving over 80% reading outcomes in practice sessions before the exams. She added that Year 6 were serious, well-prepared and determined to try their best, but there was no sense of stress or fear. • The Multiplication Tables Check took place on 1st May. KA observed that these assessments absorb a disproportionate amount of staff time. • KA feels that staff recruitment has resulted in more consistent provision in KS1. KS1 staff continue to engage with the Maths Hub and develop their expertise. KS2 maths teaching is strong, and a recent book review identified a more consistent approach. • The Year 4 Hill End residential was successful.	7.1 Headteacher report 18th May 2026 to include School & County admin data (numbers on roll/SEND and all vulnerable groups, staffing); attendance & critical incidence reports from previous term/year; safeguarding and update on mid-year appraisals 7.2 Staff Survey Results 7.3a and 7.3b Parent Questionnaire Results	KA to continue TA recruitment/deployment and monitor staff wellbeing/rest breaks. Monitor Ready to Learn impact, behaviour patterns, outcomes (maths) and the handwriting plan. Strengthen parent communications on phones, online/road safety, enrichment and pupil-number risks.

Item No	Topic	Minute	Document Reference	Action
		Staffing *A Governor asked about the impact of current staffing vacancies, including the TA vacancy, on pupils with SEND, class-based support, teacher workload, and intervention capacity. The Headteacher confirmed that the current risk level is assessed as low to medium, with appropriate mitigations in place. The school will continue to prioritise recruitment while also reviewing TA deployment in line with school needs and the needs of individual pupils. The Headteacher confirmed that support is being targeted to the areas of greatest need, including pupils requiring additional support and classes where pressures are highest. This will continue to be assessed on a rolling basis so that support can be adjusted as needs change.* *A Governor asked for a general overview of staff attendance. GL explained that there has been an increase in compassionate leave this year, much of which is unavoidable and relates to hospital appointments. The Headteacher added that, post-COVID, colleagues are generally able to rearrange fewer appointments, such as routine dental checks, more easily and are encouraged to do so where appropriate.* *A Governor asked how the impact and success of the Ready to Learn Lead appointment will be measured, including whether the role will reduce pressure on SLT and improve behaviour. The Headteacher explained that the role is intended to provide more proactive support for pupils, enabling them to remain in class. At present, teachers and TAs can support pupils within the classroom, but have a more limited capacity to support them outside the classroom before behaviour escalates to SLT. The Headteacher confirmed that the impact of the role will be monitored through evidence such as fewer low-level behaviour incidents, pupils showing a better understanding of the impact of their behaviour, reduced escalation to senior leaders, and improved parent perceptions because behaviour concerns will not always escalate immediately to the Headteacher. Governors noted that clear behavioural data should be used to evaluate the role's impact over time.*		

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		The Governors discussed the staff survey results. All staff responding enjoy working at Gateway, and 100% are proud to work at the school. All feel supported in their work, and 100% feel successful. A small number feel unable to share the workload when it becomes too much. In the section "What do you like about Gateway?", one colleague responded: "Building relationships with the children and watching their confidence grow, planning and delivering exciting lessons, working alongside colleagues to plan for the phase, and buying books! *A Governor asked about staff survey responses regarding a lack of classroom support, workload, emotional pressure, and limited breaks, and what actions leaders are taking in response. The Headteacher confirmed that the school's wellbeing policy and wellbeing plan remain in place and that staff survey responses are broadly in line with or above those seen in other schools. Governors asked leaders to be clear about the specific actions being taken in response to the issues raised, particularly around classroom support, workload and emotional pressure. Governors also noted that the impact of the wellbeing plan should continue to be monitored through staff feedback and follow-up discussions.* *A Governor asked whether staff are consistently getting their proper lunch and rest breaks. The Headteacher explained that she is aware of one specific case involving a TA supporting a pupil on a 1:1 basis. The TA had been helping the pupil settle at lunchtime, then taking her own break before moving on to first aid duty. This appeared to be linked to the TA's diligence and commitment, but leaders recognised the need to ensure proper breaks are protected. Sarah has followed up to make sure the TA takes her lunchtime break on time. Governors noted that leaders should continue to monitor this to ensure that staff consistently receive appropriate rest breaks.* *A Governor noted that a staff survey indicated that parents do not always support the school's actions in addressing behavioural issues. The Headteacher explained that some parents are incredibly supportive, while others struggle to accept the school's restorative actions. Expectations can vary, but most parents are supportive.*		

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		Pupil Outcomes ***A Governor asked about the likely performance of Year 6 (reflecting on the March practice paper outcomes, the number of pupils close to the ARE threshold, and the impact of reduced TA capacity on booster, intervention, and revision sessions). The Headteacher explained that reading predictions remain strong, with the school optimistic that reading could reach around 90% this year, with maths remaining the area of focus. The Headteacher explained that there was a large group of pupils close to the ARE threshold in maths and that several changes had already been made to maths provision, meaning the lower March practice paper outcome was not unexpected. Subsequent teacher assessment indicated that 74% of pupils were at ARE, which created a significant gap between test outcomes and teacher assessment. This will be reviewed as a learning point for next year, particularly regarding assessment accuracy, tracking, and confidence in predictions. The Headteacher confirmed that additional support had been put in place after March, including teacher-led lunchtime booster sessions for pupils close to greater depth, and after-school sessions for pupils working towards ARE in maths, English and grammar. The Headteacher acknowledged that reduced TA capacity has had some impact on the school's ability to provide booster, intervention and revision sessions. However, this was not felt to have had a significant overall impact on outcomes. Governors noted that this should still be reviewed once the final results are available, particularly regarding maths and pupils who were close to the ARE threshold.*** ***A Governor asked how confident leaders are that combined outcomes will remain close to national averages. The Headteacher confirmed that leaders remain confident that combined outcomes will be close to national averages. While maths remains the greatest area of concern, reading outcomes are strong, and targeted support in maths, English, and grammar should help pupils who are close to the expected standard. Governors noted the importance of monitoring this closely once outcomes are available, particularly to understand the impact of maths on the combined measure.***		

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		A Governor asked about the impact of the two-year rolling curriculum in Years 5 and 6. The Headteacher explained that this year had been more challenging because Years 5 and 6 were working within a two-year rolling curriculum. While this was a necessary transition, it created some complexity in coverage and sequencing. The expectation is that the current Year 5 pupils moving into Year 6 next year will be in a stronger position as the two-year cycle becomes embedded. Governors noted that if final SAT outcomes are not where the school wants them to be, there will need to be a clear review of maths provision, including teaching, curriculum sequencing, interventions, and progress tracking. The school will also track pupils' progress from July to July to evaluate whether the maths scheme and teaching approach are securing sufficient progress, including whether pupils are making expected progress in SATs points over the year. *A Governor asked how the school is ensuring that the administration of phonics and the Multiplication Tables Check does not further reduce support for pupils. The Headteacher confirmed that the MTC took place on 1st May and noted that these assessments absorb a disproportionate amount of staff time. Governors noted that staffing for statutory assessments should continue to be planned carefully to meet assessment requirements while minimising disruption to teaching, intervention and targeted support, particularly for pupils who are already receiving additional support or are close to key assessment thresholds.* *A Governor asked about handwriting, which had been identified as needing further focus, and what would change in Term 6. The Headteacher confirmed that handwriting will be reviewed at an SLT meeting, with a clear plan to be put in place for Term 6. This will include going back to basics, such as pencil grip, letter formation, and consistency in handwriting expectations. The school will also revisit the handwriting model being used, including the approach to printed and cursive handwriting, and ensure this is clearly displayed and modelled in classrooms. Governors noted that handwriting should remain on the improvement schedule for next year and that leaders should be clear about how improvement will be monitored, including through book looks, classroom practice, pupil work scrutiny and SLT review.*		

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		Behaviour *A Governor asked about the school's approach to mobile phones, online gaming and out-of-school disputes, including how the school is working with parents on these issues. The Headteacher explained that children hand in their phones when they arrive at school in the morning and collect them on the way home. Some children naturally challenge these arrangements. The Headteacher also explained that Phone Free Childhood advice pamphlets are available in the school reception, and messages advising restrained use of phones by children regularly appear in the newsletter. Governors noted that future communications should include clear reminders to parents about expectations regarding mobile phones, online behaviour, and the impact of out-of-school disputes on learning, relationships, and wellbeing in school. Governors also noted the importance of linking this to wider safeguarding, online safety and media-use education.* *A Governor asked how leaders respond when parents say they do not consent to behaviour consequences or support practices. The Headteacher explained that, where parents raise concerns or say they do not consent to behaviour consequences or support practices, the school meets with them to discuss the issue and ensure they have the full facts. This includes explaining what has happened, why a particular consequence or support strategy has been used, and how this links to the school's behaviour policy and duty to maintain a safe and positive learning environment. Governors noted the importance of maintaining clear and consistent expectations while continuing to work constructively with parents.* *A Governor asked about the Swift parenting course, which was withdrawn because only one parent attended, and what alternative approach will be used to engage families who may need the most support. The Headteacher explained that around 30 families had either been identified for, or offered, the Swift parenting support course, but only one parent attended. As a result, the course was withdrawn. Governors noted that this raises an important question about how the school can engage families who may benefit most from parenting support but are less likely to attend a formal course. Leaders will consider alternative approaches, such as more targeted individual conversations, signposting through trusted staff members, shorter or more flexible*		

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		sessions, or linking support to existing parent meetings where engagement may be stronger. *A Governor asked whether exclusions and behaviour incidents are being analysed by pupil group, time of day, location and underlying need so that governors can understand patterns. The Headteacher confirmed that behaviour and exclusion information will continue to be reviewed to identify patterns and inform support. Governors noted that this analysis should include pupil group, SEND status, time of day, location, type of behaviour, repeat incidents, escalation route and any underlying needs. Governors noted that this would help them understand whether behaviour concerns are isolated or systemic, whether particular groups of pupils are disproportionately affected, and whether additional support, staffing, supervision or intervention is needed.* **Finance** *A Governor asked about the potential risk to pupil numbers due to local Ofsted outcomes, including the likely impact on admissions or retention, and whether this had been modelled financially. The Headteacher acknowledged that this could affect pupil numbers. Previously, some families were choosing to move pupils in Year 4 to schools linked to alternative secondary options, such as Burford. However, this is now less likely to be a realistic option for some families because of the associated costs, meaning more pupils may remain and transition to CCC. The Headteacher is working with CCC to strengthen the link between the two schools and to help pupils become more familiar with CCC before transition. Governors noted that, given the potential impact on admissions and retention, this risk should continue to be monitored and, where possible, reflected in financial planning and pupil number projections.*		

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		A Governor asked what early warning indicators governors should monitor, given that future financial security rests on stable pupil numbers. The Headteacher confirmed that pupil numbers will continue to be monitored closely, particularly at census points, as this directly affects funding and future financial planning. Leaders will also report on patterns in pupil mobility, including pupils leaving the school, year groups with changing numbers, and any known reasons for families moving. This will continue to be included in the Headteacher's Report so that governors can identify emerging risks early and understand the potential financial implications. **Parent Voice** *The results of the parent and carer survey were shared with the Governors. The Headteacher confirmed that 60 families had responded to the survey and that the responses were overwhelmingly positive. There were many "strongly agree" responses, indicating that parents are well informed and that communication is effective. 93% say their child feels safe, 95% say behaviour expectations are clear, and 88% say the school is well-led.* *A Governor noted that extracurricular provision was the lowest-scoring area and asked what the school's plan is for reviewing provision, participation, and communication. The Headteacher responded that extracurricular provision may have been affected by the expansion of the school's wraparound offer, as some parents may previously have used clubs or activities as a form of extended provision before or after school. The Headteacher also recognised that the wider community offer has grown and that the school may need to review its own extracurricular provision. Governors noted that the school should review the range of clubs and enrichment opportunities available, levels of pupil participation, and how clearly these opportunities are communicated to parents. This should include considering whether there are gaps in provision and whether families understand what is available.* *A Governor asked whether disadvantaged pupils, pupils with SEND and service pupils are accessing clubs and enrichment at the same rate as others. The Headteacher agreed that pupil groups should review participation in clubs and enrichment so the school can understand whether all groups are accessing wider opportunities fairly. Governors noted that this analysis would help identify whether any pupils face*		

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		barriers to participation and whether additional communication, encouragement or support is needed. The lead governor should review this at the next Inclusion monitoring visit. *A Governor asked whether the high "don't know" responses for online safety and road safety indicate a provision issue, a communication issue, or both. The Headteacher responded that online safety and road safety are both covered in school, but parents may not always be aware of when and how this happens. This suggests that the issue may be partly about communication and signposting, rather than necessarily a lack of provision. Governors noted that the school should do more to communicate with parents when online safety and road safety are taught or reinforced, including through newsletters, curriculum information, assemblies, events or parent updates. This would help parents understand the provision in place and reinforce key messages at home.* *A Governor noted that 60% of parents who responded to the survey had a low level of understanding of the Governor's activities and the Board's role. He asked how governors will make their role and impact more visible. Governors discussed placing more focus on governance in school communications, increasing governor presence at drop-off and pick-up, and attending events such as parents' evenings where appropriate. Governors agreed that this should be built into a wider community engagement plan for next year, so that governor visibility is more intentional and parents have a clearer understanding of who governors are, what they do, and how they support and challenge the school. The newsletter can also help share the governor's activities with the community.* *A Governor asked about the bullying-related question, which was lower than some of the broader safety questions, and about what pupil voice says about whether children feel confident speaking up. The Headteacher responded that the lower parent survey score may reflect perception rather than direct evidence of pupils feeling unsafe or unable to speak up. Recent governor monitoring and pupil voice activity have been positive in this area, with pupils indicating they know who to speak to if they have concerns. Governors noted that the school should continue to triangulate parent feedback with pupil voice, behaviour records, bullying logs and safeguarding*		

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<tr><th>Item No</th><th>Topic</th><th>Minute</th><th>Document Reference</th><th>Action</th></tr>
<tr><td></td><td></td><td>information. This will help ensure that any concerns are identified early and that pupils continue to feel confident reporting worries or unkind behaviour.

A Governor asked whether responses on healthy eating and PE/activity, while positive, may be linked to catering, lunchtime routines or parental communication. The Headteacher responded that the responses may be linked, in part, to parental perceptions and communication. For example, parents can become frustrated when PE days or timings change, particularly where this creates logistical issues at home. The Headteacher recognised that parents need clear and timely communication about changes to PE arrangements, including when children need to wear or bring a PE kit on a different day. Governors noted that the school should continue to review whether there are any links with catering, lunchtime routines, PE provision or communication. Where changes are made, these should be communicated clearly so parents understand the reasons and can support their children appropriately.</td><td></td><td></td></tr>
<tr><td>8.</td><td>Update from the Chair</td><td>There were no new issues to share with Governors.</td><td></td><td></td></tr>
<tr><td>9.</td><td>SEF and School Improvement Plan</td><td>The SEF document has been rewritten to reflect the new Ofsted grading criteria, and the pupil and school data have been updated. The document focuses on impact and outcomes.

The current self-evaluation judgements are:

<table>
<tr><th>Area</th><th>Judgement</th></tr>
<tr><td>Safeguarding</td><td>Met</td></tr>
<tr><td>Inclusion</td><td>Strong Standard</td></tr>
<tr><td>Curriculum and Teaching</td><td>Expected Standard</td></tr>
<tr><td>Achievement</td><td>Expected Standard</td></tr>
<tr><td>Attendance and Behaviour</td><td>Expected Standard</td></tr>
<tr><td>Personal Development and Well-being</td><td>Expected Standard</td></tr>
<tr><td>Early Years</td><td>Strong Standard</td></tr>
<tr><td>Leadership and Governance</td><td>Strong Standard</td></tr>
</table></td><td>Up to date 2025-6 SEF
2025-6 SDP progress update</td><td>KA and SLT to prioritise monitoring of teaching, behaviour, SEND and pupil outcomes.
KM: Review 2025–26 SIP at July FGB; keep SEND as 2026–27 focus.</td></tr>
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		A Governor noted that the mobility quotient recorded in the SEF is lower than last year and asked why this had changed. The Headteacher explained that the Air Force has recently moved to a policy of five-year postings, rather than three-year postings. This has reduced the movement of families in and out of the school. ***A Governor asked about the reference to succession planning in the SEF, including whether the school expects members of the leadership team to be promoted to other posts elsewhere. The Headteacher confirmed that one senior leader is currently applying for roles elsewhere. She explained that she feels the time is right for this colleague to seek greater responsibility and move on, and confirmed her support for this development.*** **9.2 Governors reviewed the 2025-26 School Improvement Plan, which has four priority objectives:** **Priority** / **Objective** **Priority One** — Ensure improved progress in mathematics through, amongst other things, whole-class teaching. **Priority Two** — Ensure improved progress in English through active instruction in reading and writing. **Priority Three** — Focus on oracy across the curriculum, making "talk for learning" a priority. **Priority Four** — Ensure that pupils with complex needs receive the support they need. ***Governors noted that the May/June governor monitoring activities include GDPR compliance, as well as staff-related matters such as wellbeing, training, personal development and workforce-oriented policies. The July FGB meeting will include a review of the 2025-26 School Improvement Plan.***		

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		A Governor asked whether any areas of the School Improvement Plan are more at risk because of staffing capacity, recruitment difficulties or absence. The Headteacher explained that progress has been made in each School Improvement Plan strand and all strands remain active. However, the pace of improvement has been slightly affected by the difficulty of filling key vacancies. She added that the day-to-day operational demands of the school, including cover, are absorbing an increasing share of leadership capacity. The Headteacher confirmed that the areas most at risk are those requiring consistent implementation, leadership monitoring and follow-up of classroom practice. Staffing pressures, recruitment difficulties and absence mean that leaders sometimes need to respond to immediate operational issues, including behaviour-related matters, rather than having fully protected time for planned monitoring and development work. Governors noted that this creates a risk to consistency of practice across the school and to the pace of improvement in some School Improvement Plan priorities. Governors also noted that leaders should continue to review this and prioritise the most critical monitoring activities, particularly those related to the quality of teaching, behaviour, SEND provision, and pupil outcomes. The Headteacher confirmed that SEND provision will remain a key development focus in 2026–27, following the unsuccessful bid for local authority-funded support. **The Governors approved the SEF and School Improvement Plan as a true reflection of the school's strengths, areas for development, and key priorities.**		

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<tr><th>Item No</th><th>Topic</th><th>Minute</th><th>Document Reference</th><th>Action</th></tr>
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<td>10.</td>
<td>Governor updates since last meeting</td>
<td>
<u>Learning and Teaching</u>

The overview of Term 4 pupil attainment and progress data was presented to Governors.

For pupils with SEN, the percentage of children just at or above has improved since September as follows:

<table>
<tr><th>Year Group</th><th>Just at or higher in all subjects</th><th>Improvement since September</th></tr>
<tr><td>EYFS</td><td>86.4%</td><td>+1.4%</td></tr>
<tr><td>Year 1</td><td>60.5%</td><td>+4.7%</td></tr>
<tr><td>Year 2</td><td>61.7%</td><td>0</td></tr>
<tr><td>Year 3</td><td>56.8%</td><td>-3.2%</td></tr>
<tr><td>Year 4</td><td>78.4%</td><td>+5.4%</td></tr>
<tr><td>Year 5</td><td>74.4%</td><td>+4.2%</td></tr>
<tr><td>Year 6</td><td>75%</td><td>+6.1%</td></tr>
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<table>
<tr><th>Area</th><th>Improvement since September</th></tr>
<tr><td>Reading</td><td>+8.6%</td></tr>
<tr><td>Writing</td><td>+11%</td></tr>
<tr><td>Maths</td><td>+9.9%</td></tr>
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</td>
<td>10.1 May DD3 DATA PACK and GROUPS DATA: review pupil progress and attainment, including reporting on vulnerable groups.
10.2 Governor Monitoring Reports Teaching Learning and Inclusion: Data Analysis - 02.04.2026
10.3 Governor Monitoring Reports Teaching, Learning and Inclusion: SATS Administration 14.05.2026
10.4 PP and Service Premium Strategy Review
10.5 2026-2027 ED2254 Gateway Primary School Budget Submission Confirmation Letter</td>
<td>HL to complete June monitoring visits, including clarifying PP priorities, writing a gap timescale, and monitoring.
KM: Finance monitoring to review CFR, pupil numbers, income, pay/reserves and staffing changes.</td>
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		HL conducted a data-focused monitoring visit to the school on 2nd April. Her visit covered objectives 1-4 in the 2025-26 School Improvement Plan. She met with key staff and scrutinised the SONAR analysis of pupil achievement and progress. HL provided a summary of her visit, including the following data:		

Year Group	Reading % expected	Writing % expected	Maths % expected
Year 1	65.1	74.4	81.6
Year 2	70.2	66	85.1
Year 3	83.3	59.5	78.4
Year 4	83.8	78.4	91.9
Year 5	81.3	76.8	79.1
Year 6	84.1	86.4	79.6

The Headteacher confirmed that the current Year 3 class, as Year 4, will have the same teacher next year. She explained that the teacher knows each child's needs well, and this arrangement should support a strong start in September 2026. The Headteacher also confirmed that the school plans to conduct five data-point reviews next year.

HL will carry out two further monitoring visits in June.

HL reported that she conducted SAT administration monitoring during the week beginning 14th May. This was a significant operation involving 42 Year 6 children. HL reported that all procedures were followed correctly and that Year 6 pupils were excellent.

Inclusion

Governors discussed the Pupil Premium and Service Premium Report. The report explains how Pupil Premium funding has been allocated between 2024 and 2026 and its impact. It was noted that the school has 25 Pupil Premium children, representing 8% of pupils, and receives £38,750 of funding.

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		The activities funded by this investment are intended to: • improve attendance and ensure that pupils are ready to learn; • remove financial barriers that inhibit learning; • provide full access to the enrichment curriculum; • support social interaction and emotional regulation; • reduce the writing gap; and • promote early language and communication development. ***A Governor noted that the Pupil Premium strategy identifies seven challenges and asked which two or three are the highest priorities for 2026-27. The Headteacher explained that it is difficult to generalise because priorities vary depending on the needs of individual pupils. Each Pupil Premium child has a profile that sets out their individual barriers, needs, milestones, and required interventions. This allows support to be targeted more precisely rather than applying a single whole-group approach. The Headteacher added that the writing gap remains a significant challenge. Governors noted that, while individualisation is important, it would still be helpful to identify two or three overarching priorities for 2026-27 so that Governors can monitor impact at a strategic level.*** ***A Governor asked about the target timescale for narrowing the disadvantaged writing attainment gap, noting that the strategy identifies disadvantaged writing attainment as 59.1%, compared with 73% for non-disadvantaged pupils. The Headteacher confirmed that writing remains an area for continued focus, particularly through strengthening oracy and providing opportunities for pupils to develop vocabulary, spoken language and confidence both in school and at home. Additional resources will also be used to support pupils where needed. Governors noted that the strategy should be clear about the expected timescale for narrowing the writing gap, including what improvement should be seen during 2026-27 and how progress will be monitored through assessment, book scrutiny, pupil voice and targeted intervention reviews.***		

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		A Governor asked how Governors will ensure that monitoring of the Pupil Premium strategy is meaningful without creating unnecessary workload for staff. The Headteacher noted that some of the impact of Pupil Premium support may not be fully visible during pupils' time at primary school and may be seen later through secondary school outcomes, confidence, attendance, engagement and longer-term life chances. Governors agreed that monitoring should be proportionate and should use existing data and reporting wherever possible, including attendance information, assessment summaries, SEND governor monitoring, CPOMS data where appropriate, and updates linked to new roles or interventions. The focus should be on whether support is making a difference for pupils, rather than creating additional paperwork. ***Service Pupil Premium funding is £66,240, and 60% of Gateway pupils are from service families. The Service Premium funding is used to support Gateway's pastoral and inclusion strategy and to provide emotional support for service children who may be required to move schools at short notice.*** **<u>The Pupil Premium and Service Premium Report was approved for publication on the school website.</u>** **<u>Finance</u>** Governors noted that the Chair of Governors had submitted the three-year budget, approved at the FGB meeting on 27th April, to the Local Authority before the deadline. **Area** / **2026-27** / **2027-28** / **2028-29** **Revenue income** / £1,968K / £2,022K / £2,063K **Revenue expenditure** / £1,967K / £2,021K / £2,068K **Revenue balance** / +£0.5K / +£0.5K / -£5.2K **Teacher costs** / £1,028K / £1,079K / £1,103K **TA costs** / £380K / £382K / £394K **Pupil numbers** / 304 / 312 / 315 **Balance carried forward** / +£48K / +£49K / +£43K		

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		Governors noted that the capital budget will support improvements to the kitchen, staffroom and workroom areas over the summer. In addition, improvements to the KS1 outdoor play and learning area have taken place. The playground now has designated areas for games and activities, and PE and sports equipment has recently been purchased. GL explained that Burford FC are using the school facilities for training, and that other activities are taking place each evening. The drama group also continues to use the site. GL added that the additional income from lettings is helpful. ***A Governor asked when the budget assumptions will be reviewed again, given that the OCC budget review recommends updating the funding scenario once pupil numbers for October 2026 are clearer. It was agreed that this should be confirmed and brought back to the Governors at the appropriate point.*** It was agreed that the next Lead Governor finance monitoring visit will include a review of the following areas: • The CFR categorisation issue identified by OCC, including confirmation of who is responsible for correcting this, whether any support staff are currently recorded in the incorrect CFR category, and the timescale for completion. • The sensitivity of the budget to lower-than-expected pupil numbers, given that the budget assumes pupil numbers rising to 304, 312 and 315. • Whether the assumed £62K surplus from wraparound care remains realistic, given that the holiday club was cancelled because of insufficient interest, and whether this affects current income assumptions. • The contingency arrangements if pay awards are higher than assumed, particularly as staffing represents around 83% of the budget. • Whether Governors can be assured that there are sufficient reserves for major premises costs, including kitchen and staffroom works, boiler replacement or other significant repairs, and how this links to the premises plan and future budget planning. • Whether Governors will receive a revised budget if material staffing changes are made because of SEND provision, the Ready to Learn Lead role or further recruitment.		

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		Governors agreed that any key findings, risks or required actions from the finance monitoring visit should be reported back to the FGB as part of ongoing financial assurance. **<u>Community</u>** Community activity included the following updates: • The PTA continues to provide great financial support for school activities, but the group is finding it hard to recruit new members. • Sports Day will be held on 17th June. • An RAF Veterans Group supported the national Month of the Military Child in April, and it is hoped that the group will work with the school again in the future. • The David Attenborough Day was highly successful, and parents and grandparents were welcomed on site. The event supported the school's environmental agenda. • Attendance at the Year 6 SATs parents' meeting was not as strong as hoped. However, all relevant information was shared with parents through the Year 6 Class Dojo. • The Headteacher attended the annual Carterton Town Community Meeting to present an update. Only two of the five Carterton headteachers attended.		
11.	**Safeguarding**	The Headteacher confirmed that there were no safeguarding, bullying or racist incidents to report to Governors since the last meeting. Governors noted that the Lead Governor for Safeguarding will share the latest Safeguarding Monitoring Report with Governors following this meeting. The report will be discussed at the next FGB meeting. Governors agreed that the next safeguarding and inclusion monitoring activity should follow up on the following points, with any key findings, risks or actions reported back to the FGB as appropriate: • The timetable for the further staff training identified in the SEF, including FGM, forced marriage and contextual safeguarding.		KMa to share report; discuss at next FGB. Next monitoring: raining, online safety, parent comms and safeguarding/SEMH triangulation.

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		• How online safety is being monitored and evidenced, particularly in light of issues linked to mobile phones, online gaming and out-of-school conflict. This should include how online safety concerns are recorded, monitored and linked to wider safeguarding, behaviour and pastoral support. • How the school will make online safety provision more visible to parents, given that the parent survey suggests many parents are unsure about this area. This may include communication through newsletters, curriculum information, assemblies, parent updates and wider safeguarding messages. • Whether behaviour incidents, exclusions, safeguarding concerns and SEMH needs are being triangulated effectively to identify pupils who may need earlier support. This should include whether information from behaviour records, CPOMS, exclusions, pupil voice and pastoral support is being reviewed together to identify patterns, emerging risks and pupils who may require additional intervention.		
12.	**Health and Safety**	The Headteacher confirmed that there were no immediate health and safety issues to report to Governors. Governors agreed that the following points should be followed up through the next Health and Safety Governor monitoring visit, with any key findings, risks or actions reported back to the FGB as appropriate: • Whether there are any outstanding actions from the previous health and safety audit. • What lessons have been learned from the recent water-related school closure, including any learning relating to communication, site management and business continuity arrangements. • Whether any health and safety implications are arising from the planned kitchen, staffroom and office refurbishment, including the arrangements needed to manage the works safely while minimising disruption to pupils, staff and site users. • Whether staff wellbeing should be considered as a health and safety risk, in light of staff survey comments about short lunch breaks and high pressure. This should include consideration of whether any stress or workload-related		KM: H&S monitoring: audit actions, water closure, refurbishment, wellbeing risk and site security. Report key findings/actions to FGB.

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		risks need to be reflected in the school's risk assessment or wellbeing arrangements. • Whether security and external lighting improvements are now complete, and whether Governors can be assured that the site is secure.		
13.	**GDPR**	The Headteacher confirmed that no GDPR breaches have been reported since the last meeting. She also confirmed that the CCTV Policy is active. ***A Governor asked for an update on the GDPR Working Group, CCTV Policy and Governor Privacy Notices, which had been referenced in the March minutes. It was agreed that progress against these actions should be confirmed and reported back through the next GDPR governor monitoring activity or at the next FGB, as appropriate.*** ***Governors noted that the Children with Health Needs policy includes a reference to sharing relevant health information with staff. Governors were assured that any such information would be shared appropriately, proportionately and only with staff who need to know, in line with data protection and confidentiality requirements.*** ***Governors noted that records relating to medical needs, reintegration plans, exclusions and safeguarding are retained and stored securely, with access appropriately restricted and retention arrangements managed in line with relevant data protection and confidentiality requirements.***		KMa GDPR monitoring/next FGB: confirm GDPR Working Group, CCTV Policy and Governor Privacy Notices progress.
14.	**Governor Business and Communication**	The Board currently has vacancies for two co-opted governors, which will increase to three when KMa steps down in July, and one parent governor. GL's term of office ends in December 2026. KM confirmed that the vacancies have been advertised on the national governors' recruitment website and the school website. Governors noted that recruitment remains a priority, particularly given the number of current and anticipated vacancies. Recruitment will be informed by the skills and experience the Board wishes to strengthen, drawing on the findings of the most recent skills audit.		KM: progress skills-led governor recruitment. KM: complete website audit and update governor information. KM: Monitoring schedule to focus on key risks; update next FGB.

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		A Governor noted that the parent survey shows that 60% of respondents were unsure whether Governors hold leaders to account, and asked what specific action Governors will take to improve visibility. Governors agreed that governor visibility should be strengthened through school communications, attendance at appropriate school events, and clearer information for parents about who Governors are, what they do, and how they support and challenge school leaders. A Governor asked whether the Governor's roles and monitoring activity are clear and up to date on the school website. Governors agreed that this should be checked again and updated where needed, so that parents and the wider school community have a clearer understanding of governor responsibilities and recent activity. A Governor asked whether the website actions from March have been completed, including admissions details, remote education information, the Pupil Premium statement and SEND information. Governors agreed that these actions should be followed up on and confirmed through a new website audit conducted by the Lead Governor. Governors agreed that monitoring for the remainder of the year should focus on the biggest risks facing the school, including SEND provision, staffing capacity, pupil outcomes, Pupil Premium impact, staff wellbeing and safeguarding. Governors agreed that the monitoring schedule should remain focused on the highest-priority areas and should be reviewed to ensure that it provides appropriate assurance against the key risks facing the school. Updates on the above points will be brought to the next FGB meeting.		
15.	**Governor Training Update**	Governor Training Update Training completed this term includes: • JS attended the OCC Clerks' Briefing on 30th April 2026. • HL attended Preparing for Ofsted on 23rd March 2026. It was agreed that the Chair would follow up with governors on any outstanding training areas.	15.1 Updated Governor Training Tracker - to share certificate/details of).	KM: Outstanding governor training and update/share tracker.

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16.	**Policies Review/for approval (as per policy schedule)**	Policies Review / Approval Governors considered the policies presented for approval or adoption. Governors approved the following policies: • Children with Health Needs Who Cannot Attend School Policy 2026 • Stress and Wellbeing Policy 2026 • Staff Discipline, Conduct and Grievance Policy 2026 Regarding the Children with Health Needs Who Cannot Attend School Policy, a Governor noted that the cover sheet lists the next review date as May 2027, whereas the body of the policy lists May 2026. Governors agreed that this should be corrected before the final version is uploaded. Governors noted that the Attendance Policy was reviewed at the March FGB meeting. The Complaints Policy, CWCF Policy and Staff Capability Policy will be presented to Governors in July.	16.1 Update Policy Tracker 16.2 Children with Health Needs who can't attend school Policy 16.3 Staff Disciplinary, Conduct, and Grievance Procedure 16.4 Stress and Wellbeing Policy 2026	KA: Correct policy review date before upload. Upload approved policies; present Complaints, CWCF and Staff Capability in July.
17.	**Community Communication and Activity**	Governors agreed that the community communication following the FGB would include: • Governor recruitment, David Attenborough Day, school events and recent successes. • A celebration of the positive work taking place across the school, including the strong parent survey results. • A clear explanation of how Governors and leaders have listened to parent feedback and are acting where improvement areas have been identified. • Updates on the areas identified through the parent survey, including extracurricular provision, online safety, road safety and governor visibility, so that parents can see how their feedback is being used. • A short explanation of the role of Governors and recent governor monitoring activity, to help improve parental understanding of governance and how Governors support and challenge school leaders. • Information about the new Ready to Learn Lead and the school's wider work on pastoral and SEND provision, where appropriate, to help parents		KM: Draft community communication covering recruitment, survey actions, governor role, Ready to Learn and SEND/pastoral support.

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		understand how the school is strengthening support for pupils with more complex needs. Governors agreed that the communication should provide a balanced update for parents, celebrating successes while also showing that parent feedback, governor monitoring and school improvement priorities are leading to practical action.		
18.	**Non-standing items for the next FGB meeting as per the LA schedule and the Gateway monitoring schedule.**	Governors agreed that the following items would be included on the agenda for the next FGB meeting: • Review of the long-term school strategy, including consideration of pupil number growth, town growth, SEND complexity, staffing sustainability and premises capacity. • Approval of any forthcoming residential visits, where required. • Focused SEND and provision update, including the new SEND Teacher, the Ready to Learn Lead, enhanced provision and the current funding position. • SENCO/SEND monitoring visit update. • Review of Year 6 outcomes, phonics and Multiplication Tables Check results, including comparison with previous predictions and any learning for future planning. • Review of exclusions, behaviour patterns and the impact of pastoral provision, particularly in light of the new Ready to Learn Lead role and the wider focus on behaviour, pastoral support and inclusion. • Premises update. • Governor self-review, including reconsideration of the 2024–25 Governor objectives. • Governor training gaps review, informed by the updated Governor Training Tracker, including any priority training needs. • GDPR actions and website compliance, to remain on the agenda or action log until Governors have received assurance that the actions have been completed. • Staff Discipline, Conduct and Grievance procedures. • Governors' Allowances Scheme. • Review of the Computing Code of Conduct.		Clerk: Add agreed assurance items to the next agenda. Keep GDPR/website compliance actions on the action log until closed.

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		Governors agreed that the next FGB agenda should be shaped around the highest-priority areas requiring assurance, including SEND provision, pupil outcomes, behaviour and pastoral provision, premises, governor training, GDPR and website compliance.		
19.	**Meeting Impact**	Governors assessed the impact of the meeting and concluded that the meeting had provided appropriate support and challenge, with a clear focus on the highest-risk areas facing the school. Governors concluded that the Board had provided a challenge in key areas, including staffing capacity, SEND provision, pupil outcomes, finance and safeguarding. These areas were discussed during the meeting, and several follow-up points were identified to further strengthen assurance. Governors concluded that the meeting had maintained a focus on strategic assurance. While several operational issues were discussed, they were considered in the context of strategic risk, assurance, and the Board's responsibility to understand the impact on pupils, staff, safeguarding, finance, and school improvement. Governors agreed that the impact of the meeting will be demonstrated through clear progress against agreed follow-up actions, evidence from governor monitoring visits, updates on key risks, confirmation of outstanding assurance points, and updated reporting where required. Governors agreed that actions arising from the meeting should be clearly recorded in the action log, with named owners and timescales, so that progress can be reviewed at the next FGB. Governors agreed that the next FGB agenda and governor monitoring activity should continue to focus on the areas of greatest risk and importance.		KM: create an ongoing action log to record owners/timescales ; review progress and evidence at next FGB.
20.	**Date of next meeting – 7 pm in school**	• Monday 29th June 2026		