

MINUTES of a meeting of the Full Governing Body of Hermitage Primary School**Date:** 21st January 2026**Time:** 4pm**Venue:** Hermitage Primary School

Governor	Role	Gov Category	In attendance
Harry Korkou	Chair	Appointed by GB/board	Y
Sarah Collier	Vice Chair	Appointed by GB/board	Y
Brian Donlon		Appointed by GB/board	Apologies
Adam Young	Headteacher	Ex-officio - headteacher	Y
Alex Davidson		Appointed by GB/board	Apologies
Stephen Haigh		Appointed by GB/board	Y
James Ede		Elected by parents	Apologies
Kathryn Davies		Elected by school staff	Y
Aimee Owen		Elected by parents	Y
Jude Steele		Parent elected	Y
Dave Bradburn		Parent elected	Y
Chrissy Petrou		Appointed by GB/Board	Y

Also in attendance: Liz Chadwick SBM, Jill Cox DHT and Su Turner Clerk**NON CONFIDENTIAL MINUTES**

1	Welcome and Apologies The chair welcomed all to the meeting. Three apologies had been received in advance, which were approved by the board.		
2	Declarations of Interest There were no declarations of interest in connection with the agenda.		
3	Minutes of the meeting; The minutes of the FGB Meeting Part 1 held on 26.11.25 were approved as an accurate record of the meeting.		
4	Matters arising and actions from the previous meetings and any previous outstanding actions:		
	Date/ item	Action	Update 21.1.26
	26.11.25 5a	Chair to step up to the Members' role	Completed

26.11.25 5b	HT to arrange for Members of the Board to meet with other members from single school academies	The Headteacher has provided details for the chair to make contact Ongoing
26.11.25 5c	Governors to read through the Finance minutes from 19th November meeting	Seen and approved Completed
26.11.258 a	HT to add KS2 outcomes to the SDP	Updated Completed
26.11.258 b	HT to add a costing column to the SDP	Added Completed
26.11.259 a	Governors to access training for link visits. National College will provide training for this.	Links have been sent out to governors, who each have their own profile on the National College. Governors to access courses allocated to them. Completed
26.11.259 b	Clerk to highlight relevant training via Governor Hub	See above Completed
26.11.259 c	HT to email governors with link staff members	Emailed out and also in the headteachers report. A discussion took place on how the new link teams work and a governor asked if shadowing arrangements could be in place for new governors. It was agreed that a Link Governor pack be created, with the clerk sending one that she has for the school to adapt. Action 4a: HK to support CP and AO at their first link visit. 4b: Clerk to send template Link Pack
26.11.251 1a	New Governors to have Safeguarding Training and complete Prevent Training	See above Completed
26.11.251 1b	Governors to follow the link to access the school's IDSR (HT to provide the link)	The headteacher had provided a screen short of the IDSR in the meeting folder Completed
26.11.251 3a	SEND and Safeguarding Link Visit Reports to be uploaded onto Governor Hub in the 26.11.25 folder	Discussed Completed
8.10.25 2a	BD to support and mentor SC in her new role.	ongoing
8.10.25 11b	Headteacher/ clerk to review an annual planner of business and include which policies are to be reviewed by each FGBs across the year.	Ongoing

	30.4.25 5c	Governors to complete the Board Effectiveness Tool (Skills Audit on Governor Hub Carry on accessing training	Ongoing now at 71%
5	Governance There were no governance matters to discuss.		
	School Values and Vision The Headteacher provided an update on work undertaken since the autumn term to refresh the school's values and vision. This included engagement with staff, pupils (including School Parliament), parents, and the SLT. New school values and a mission statement, " Together we thrive ," have been launched, with a focus on pupils' holistic experience. The new THRIVE values use visual images to support understanding and accessibility for all pupils. It was noted that previously values were unclear and often confused with behaviour expectations. Weekly assemblies led by the Leadership Support Team now explore the values in practice through stories and rewards. The school vision is currently being developed by the SLT and will inform the School Development Plan. The draft vision will be shared with parents and uploaded to GovernorHub for governor input, with a planned launch after Easter. Governors welcomed the developments and the involvement of staff and pupils.		
8	School Development The Headteacher introduced the item and invited the Deputy Headteacher (DHT) to provide an update on RADY. The DHT shared a presentation deck , which will be shared with governors. Disadvantaged Pupils (DA) and RADY The DHT outlined the school's involvement in the RADY (Raising the Attainment of Disadvantaged Youngsters) project, part of a cohort of 11 primary and secondary schools. RADY is a whole-school approach involving all stakeholders, including governors, and the school has signed up to the RADY pledge. The current pilot focuses on Year 3, where approximately 20% of pupils are disadvantaged. Governors were reminded of the definition of disadvantaged pupils and that not all disadvantaged pupils attract Pupil Premium funding, though they are included within the school's disadvantage strategy. Key principles include high expectations ("uplift"), equity in teaching, and embedding disadvantage as a "golden thread" across school practice. The school monitors disadvantaged pupils' access to enrichment opportunities, including clubs, trips, and residentials, with Pupil Premium funding used where appropriate.		

Leaders noted that much work is already embedded. The next focus is on data to evidence impact and close the attainment gap, recognising the challenge where disadvantaged pupils also have SEND.

Q: What are we looking to put in place to close the gap?

R: The DHT stated that High quality first teaching, Tier 2 interventions, and tier three wider opportunities. She stated that even when children do close the gap, they will remain in the programme.

Q: Are we receiving any support for Cheshire EastE?

R: The DHT advised that this is a project that is being run and supported by Cheshire East; CPD is being provided.

Q: How confident are you that the plan is going to have the desired impact?

R: The headteacher stated that the school will know when we see the data; which is being closely monitored. Ofsted will compare and we need to show the shift in focus that the school has taken.

The chair thanked the DHT for her presentation

SEND and Inclusion

The SENCo provided a presentation and verbal update on SEND and inclusion, which forms a key part of the School Development Plan and aligns with the school's inclusive ethos and the RADY approach.

It was confirmed that diversity is valued and inclusion underpins whole-school practice. To date, staff meetings have focused on the EEF *5-a-day* strategies to support pupils with SEND, emphasising evidence-informed, Tier 1 quality first teaching. Strategies include use of technology, flexible grouping, and scaffolding. A video could not be shared at the meeting, however governors were advised to take time to watch.

Action 8a: Governors to view the video on SEND shared by the SENDCo.

A new SENCo referral form has been introduced by Cheshire East, replacing the previous "first concerns" process, to support earlier identification of need. Classroom provision is being monitored, with targeted support provided to teachers and teaching assistants. SEND provision links closely with pupil premium meetings and the RADY approach.

Work with parents has been strengthened through termly SEND coffee mornings to improve understanding and communication. SEND working groups have been established, and their operation was outlined.

The school has signed up for the Inclusion Quality Mark and is building on an audit of current practice. Next steps include developing a clear overview of what the EEF *5-a-day* looks like in lessons, increasing the visibility of the SENCo, gathering evidence for the Quality Mark, and developing a Hermitage Inclusion Strategy aligned with the CE strategy.

Governors discussed this and noted that a strong focus on inclusion benefits all pupils, not just those with SEND. The headteacher acknowledged the expanded scope of the SENCo role and governors thanked the SENCo for her work.

Q: Do you have the resources that you need?

	R: The Headteacher explained that as best practice is identified, additional needs (e.g. iPads) are emerging and have been included in the School Development Plan. The SMB commented that budgets have been adjusted using contingency funds to support this. It was noted that SEND costs continue to rise, funding does not support one-to-one provision, and no additional funding is expected from the forthcoming White Paper. Leaders confirmed that the school is currently managing within available resources.
10	Safeguarding The Headteacher provided a high-level verbal safeguarding update, supported by a report shared on screen. This was a new reporting format introduced by the Headteacher to provide governors with a clearer overview of safeguarding data, updates, and training. The Headteacher talked governors through current safeguarding concerns and the actions being taken to address them, noting that this information had not been circulated in advance. Key areas discussed included safeguarding referrals, early help involvement, and individual cases requiring additional support. Training updates were provided, confirming that all staff have received safeguarding refresher training. Behaviour incidents were discussed in the context of safeguarding, with clarification provided regarding the nature and categorisation of incidents and how these are recorded. <i>Q: How are safeguarding and behaviour incidents monitored and analysed?</i> <i>R: Leaders explained that safeguarding and behaviour data is reviewed regularly by the leadership team to identify trends and patterns. Recording systems are being used consistently and effectively, providing assurance that concerns are logged and monitored appropriately.</i> <i>A wider discussion took place on this information.</i> <i>Q: What impact are the recent changes to the behaviour policy having?</i> <i>Leaders confirmed that the impact of the changes is being monitored. It was agreed that behaviour data reporting will be amended so that it is presented on a termly basis rather than year-to-date to support clearer analysis.</i> Action 10a: Behaviour data to be presented term by term so that governors can analyse trends.
11	Headteacher's Report The Headteachers report was sent out in advance, and the headteacher guided governors through the content. His summary included: Link Governors: Staff links have been referenced in the report and governors were urged to contact their lead member of staff. School context: no changes to the context of the school Safeguarding: included in previous item Behaviour Policy and Strategy: The Headteacher provided a high-level verbal update on behaviour, drawing from the written report. The new behaviour policy is supporting staff effectively in managing

low-level disruption. Updates to the Anti-Bullying Policy were noted, with pupils in School Parliament contributing to the development of a child-friendly version. Anti-bullying initiatives led by pupil ambassadors were also highlighted.

The Headteacher outlined key systems in place to support behaviour, including the alignment of school values with weekly assembly awards and the introduction of Zones of Regulation to support pupils' emotional regulation. Consistent approaches to transitions and classroom routines have been established, although monitoring shows some inconsistency, which will be addressed.

The current behaviour climate was discussed, including the need to improve orderly movement around the school and the challenges presented by extreme behaviour linked to SEND. Next steps include strengthening pupil voice and continuing to support staff in embedding Zones of Regulation.

There have not been any exclusions since the last FGB.

Attendance: The Headteacher reported that overall attendance remains above national averages across all groups. Attendance is slightly lower than at the same point last year for most groups, with the exception of pupils with English as an Additional Language (EAL) and Pupil Premium pupils, where attendance has improved.

Stage 1 attendance letters have been issued since Christmas to parents of pupils with attendance below 90%. Attendance continues to be promoted through the weekly school newsletter and is challenged by the administrative team.

There are currently 17 pupils across the school identified as persistently absent.

A discussion took place on term time holidays, on measures to prevent and on fines. The school also tracks for different groups and uses this to spot trends

Staff Wellbeing: The Headteacher provided a brief update on staff wellbeing. An INSET day was delivered via Teams due to adverse weather. Staff continue to take PPA time from home where appropriate. Weekly staff "shout-outs" continue, alongside ongoing CPD. Staff have been consulted and remain integral to decision-making, including the development of school values.

Curriculum and Assessment: The Headteacher provided an update on curriculum and assessment. A new assessment system (Insight) has been purchased and is currently being trialled in three classes, with full implementation planned from the end of the Spring term data collection. Pupil Progress Meetings have taken place for all classes and have led to targeted Tier 2 interventions, refined timetables, additional resources, and staffing adjustments.

Continued Professional Development remains focused on adaptations, writing, and inclusion in line with the School Development Plan. An updated RE/PSHE online platform has been purchased, and an Early Years audit and support package is taking place to enhance continuous provision.

Monitoring activity has taken place across SEND provision, writing, RE/PSHE, and adaptations across the curriculum. The DHT continues to engage with the RADY project, and both the HT and DHT have participated in Challenge Partners reviews. A Challenge Partners Review is scheduled for March 2026, with a School Improvement Partner visit planned for April.

Parental Engagement: The Headteacher provided an update on parental engagement. New parental events include a SEND working party at the start of the Spring term, led by the SENCo, and *Eat With*

	Me events scheduled for this term. Parents continue to access FACE (Family Advice Communication Education) videos to support learning at home. Parents attended a new KS2 Christmas Carol event, which received positive feedback. The school's new values and vision have been shared with parents and are now linked to all school awards. A parent survey focusing on homework is planned for the Summer term. DATA: Governors received a summary of pupil progress analysis for Autumn term. Governors were advised that within the IDSR, EM refers to <i>Emerging</i> and EX refers to <i>Expected</i>. It was noted that Reception outcomes are measured differently and are based on baseline assessment on entry. Writing outcomes were discussed in more detail, with leaders explaining that current data reflects assessment criteria not yet taught as this falls to be taught later in the year and should therefore be interpreted with caution. Writing remains a key priority within the School Development Plan. Leaders confirmed that all pupils' progress is discussed and tracked. Specific cohorts, including Year 5, were highlighted as requiring careful monitoring and targeted support to boost progress. Year 6 was noted as a strong cohort at this point in the year. It was confirmed that from the next data collection point, Insight reports will be used to support more efficient and effective analysis.
13	Governor Monitoring Reports • No further updates
14	Policies A number of policies had been placed on GovernorHub for approval. It was agreed that the: Absence Policy, Complaints Policy, Equality Policy and EYFS Policy would be reviewed by governors outside of the meeting and this will be minuted at the next meeting. Uniform Policy The SMB presented the updated Uniform Policy for approval, noting the importance of agreeing changes promptly to provide parents with sufficient lead-in time. It was confirmed that there are no major changes to uniform expectations. Updates reflect statutory requirements (which the school already complied with), including clarification that branded items are not mandatory. Leaders outlined proposals to remove the <i>Healthy Hermitage hoodie</i>, tighten expectations around footwear, and simplify colour choices, while being mindful of minimising additional costs for families. Three local uniform providers were identified, and parents will be informed once discussions with suppliers are complete. Leaders explained that the <i>Healthy Hermitage</i> approach is being embedded as everyday practice rather than through separate uniform items. Simplifying colour options was intended to reduce confusion and choice for parents. The policy also supports pupils in preparing for secondary school expectations. Governors discussed whether the choice between Navy and black presented too many options for parents. Outcome: The Uniform Policy was approved.

15	AOB There were no items of AOB
16	Date of next meeting FGB 29.4.26
	Part Two Business To discuss confidential matters under a separate agenda.

Actions from meeting:

Item	Action	Who	When
4a	HK to support CP and AO at their first link visit.	HK/CP/AO	Spring term
4b	Clerk to send template Link Pack	Clerk	Spring term
8a	Governors to view the video on SEND shared by the SENDCo.	All	Spring term
10a	Behaviour data to be presented term by term so that governors can analyse trends.	Headteacher	Future reports