



WELLINGTON PRIMARY SCHOOL

Dudley Hill Road

Bradford

BD2 3DE

Head Teacher: Mrs Joy Wood

MINUTES **Of the** **Full Governing Body**

Held

Monday 13th July 2026 at 6:15pm

Governors Present	Ambreen Janjua (AJ), Mark Jamieson (MJ, Chair), Joy Wood (JW, Headteacher), Aaron Sidebottom (AS), Hanna Johal (HJ), Shaila Hamid (SH)
In attendance	Clerk, Emma Marshall (attended virtually); Kim Hart, Mathematics Subject Leader for agenda item 47/25.
Apologies	Two apologies were received from HJ for work-related reasons and TM due to annual leave.

Agenda No.	Minutes	Action
42/25	Welcome & apologies for absence The Chair welcomed governors and school leaders to the meeting. Two apologies were received: one for work-related reasons and one due to annual leave. Resolved: That the apologies received be accepted.	
43/25	Declarations of interest in items on the agenda No declarations of interest were made.	
44/25	Any other business and requests for order variations Governors agreed to vary the order of business. The Mathematics Subject Leader presentation would be taken before the previous minutes and matters arising, to avoid delaying the presenter. Governor Matters would then be considered before the meeting returned to the remaining agenda items.	
47/25	Mathematics - Subject Leader Presentation The Mathematics Subject Leader explained that she had taken on the mathematics lead approximately one year earlier and had begun working with the West Yorkshire Maths Hub because the school had not had a dedicated mathematics lead for some time. She outlined the intended characteristics of a Wellington mathematician by the end of Year 6: secure number facts and times tables; independence; the ability to reason, prove, challenge and problem-solve with confidence and resilience; enjoyment of mathematics and belief in their own ability; and achievement as close as possible to each pupil's individual potential. Governors heard that a key priority had been changing pupils' mindsets. Some pupils had previously been quick to conclude that they could not do mathematics and to seek immediate help. The school was working to build resilience and an understanding that all pupils could make progress with appropriate opportunities and support.	47.1

	The Mathematics Subject Leader illustrated the progression from Early Years number recognition and subitising through to Year 6 SATs reasoning. She used a recent SATs-style money problem to demonstrate that apparently complex questions often relied on earlier mathematical knowledge, such as odd and even numbers and counting in twos and fives, combined with reasoning and problem-solving skills. The school used Power Maths from Year 1 to Year 6 to provide a consistent structure and curriculum coverage. The Mathematics Subject Leader emphasised that teachers adapted the resource rather than following it mechanically. Teachers checked whether pupils had the prerequisite knowledge, inserted additional teaching or interventions where needed, and replaced activities where a more practical or appropriate approach would better meet pupils' needs. The Headteacher summarised this as teaching the curriculum rather than the scheme of work. Governors were informed that pupils received a weekly one-hour arithmetic lesson focusing on the four operations. This supported long-term retention, revisited knowledge that could otherwise be left for long periods within the scheme, helped identify gaps and increased pupil independence and confidence. Problem-solving and reasoning remained a significant development area. The Mathematics Subject Leader described the use of low-stakes reasoning activities which gave pupils of different abilities an accessible starting point and required them to explain how they had reached an answer. This was intended particularly to build confidence among quieter or less confident pupils and to help children articulate their thinking before being expected to record reasoning in written form. Governor Question: Are the low-stakes reasoning activities used consistently from Year 1 to Year 6, and what work has been undertaken specifically around oracy? Response: The Mathematics Subject Leader confirmed that the approach was used across the school. Stem sentences had begun to be introduced to move pupils away from one-word answers and support them in explaining their reasoning in full sentences. This would continue to be developed next year. Governor Question: How is mathematical vocabulary mapped and developed from Year 1 to Year 6? Response: Power Maths identified key vocabulary for each unit. Vocabulary was introduced and discussed at the start of units and displayed on working walls. Staff encouraged pupils to use precise mathematical language, for example numerator and denominator rather than "top number" and "bottom number". The Mathematics Subject Leader highlighted the importance of times-table fluency. Although the statutory check took place in Year 4, work began earlier and continued afterwards. Secure recall reduced the demands on working memory and supported access to multiplication, division, fractions and wider mathematical learning. The school used regular practice, chanting, TT Rock Stars, other online resources and class/school competitions. Future priorities included analysing the delayed Year 6 SATs results when available; continuing to improve the times-table approach, including Year 5 intervention; tracking and supporting pupils working significantly below peers, including pupils with SEND; continuing to develop teacher subject knowledge; and introducing Mastering Number in Reception, Year 1 and Year 2. Governor Question: How would Mastering Number fit alongside the existing arithmetic provision without allowing mathematics to dominate the timetable? Response: The Mathematics Subject Leader explained that the existing Fluent in Five starter in Years 1 and 2 could potentially be replaced by Mastering Number. Leaders were due to meet to consider the timetable and achieve an appropriate balance.	
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	Governors thanked the Mathematics Subject Leader for the presentation and noted the staged approach to introducing change and the positive impact on pupil confidence and mathematical talk.	
53/25	Governor matters Governors noted that the Chair of the Resources Committee had resigned from the governing board. Her Local Authority governor vacancy would therefore need to be filled through the appropriate nomination process. The meeting considered arrangements for Chair and Vice Chair from 1 September 2026, when the current Chair's term in office would end. Governors discussed the responsibilities of the Chair, including chairing meetings, liaising with the Headteacher and Clerk, checking agendas and minutes and helping to arrange panels when required. It was noted that panel membership did not automatically have to include the Chair and that Governor Services and training were available to support the role. A governor volunteered to undertake the Chair role on an interim basis. Following a formal nomination and seconding, no other nominations were received and the appointment was approved unanimously, effective from 1 September 2026. The existing Vice Chair confirmed willingness to continue. Governors supported continuity in the role and the appointment was confirmed from 1 September 2026. Governors discussed the vacancy for Chair of the Resources Committee and the importance of maintaining a strong mix of skills on the committee. The committee combined finance and HR responsibilities and was considered a key monitoring and decision-making committee. It was agreed that opportunities for governors to join the committee should be circulated and the chairing position considered further. Proposed meeting dates for 2026/27 were considered. To improve attendance, governors discussed retaining FGB meetings as proposed but moving Resources Committee meetings from Wednesdays to Mondays where possible. The meeting immediately preceding the statutory May budget submission deadline required special consideration because of the bank holiday; Tuesday 4 May was proposed as an exception. The Clerk would revise and circulate the dates for confirmation by email. Governor monitoring visits were reviewed. Science and History visits had been completed successfully; the Modern Foreign Languages visit remained outstanding and would be picked up in September. A governor reported very positively on the Science monitoring visit. Evidence showed regular science teaching, visible and appropriately used vocabulary, progression in the quality of conclusions from Year 1 to Year 6, cross-curricular links, increasing independence and less reliance on worksheets. Pupil voice was also positive, with pupils able to discuss current and previous learning and use scientific vocabulary confidently. A development point was to continue challenging stereotypical perceptions of what a scientist looks like so that pupils could see themselves as potential scientists. The Headteacher praised the work of the Science leader and noted that the subject had developed considerably. A brief update on History also noted curriculum review work, refreshed units and clearer links between prior, current and future learning. The same curriculum-planning model had been used in Geography. Modern Foreign Languages were discussed. Although governors had previously considered whether another language might be more relevant, the Chair reported positive pupil enthusiasm for French observed during transition activity. The planned MFL monitoring visit would provide further evidence.	53.1 53.2 53.3

	Governors noted that the Online Safety Policy had been reviewed by the link governor and no amendments were required.	
45/25	Minutes of the last meeting held 11 May 2026 Governors considered the minutes of the meeting held on 11 May 2026. Resolved: That the minutes be approved as a true and accurate record. The motion was proposed by AS and seconded JW.	
46/25	Matters arising Actions from the previous meeting were reviewed. The Science and History governor monitoring visits had been completed; the Modern Foreign Languages visit remained outstanding and would be undertaken in September. The previous action to invite the Mathematics Leader had been completed through the Mathematics Subject Leader's presentation earlier in the meeting. The Attendance Policy remained under review because the policy was required to name the Attendance Officer and the school was in the process of recruiting to the new Attendance and Engagement Mentor post. Further work was also being undertaken with the Local Authority on staged attendance intervention. The existing policy remained current on the website. The Relationships Policy was being redrafted in light of the new curriculum requirements. Outstanding matters included deciding when work on puberty should begin and completing parental consultation. Governors were reminded that some content was statutory through the Science curriculum, while parents retained the right to withdraw children from non-statutory sex education. The revised policy was expected to return for ratification in September.	46.1 46.2
48/25	Head Teacher's Report Staffing: Two members of staff were leaving at the end of term. An Early Years Practitioner had secured a community-based NHS role. Nursery numbers had initially appeared low, so the school had delayed immediate replacement; numbers were beginning to increase and the Headteacher anticipated that either an Early Years Practitioner or Teaching Assistant might need to be recruited. A long-serving Teaching Assistant was also leaving after many years of service. Two Teaching Assistants had been appointed following recruitment. One appointment was to replace the departing Teaching Assistant and the budget had allowed a further appointment. Leaders spoke positively about the candidates' strengths, including phonics, precision teaching and pastoral experience. One candidate was considering the offered hours and pay arrangements; the school was awaiting confirmation. The Headteacher confirmed that every classroom was expected to retain an attached Teaching Assistant from September, including classes without pupils with EHCPs. This level of support was possible because the school remained full, which continued to support the budget. Two members of staff were currently absent on sick leave. In accordance with the Headteacher's explicit request, their names and personal medical circumstances are not recorded in these minutes. Attendance and Engagement Mentor: The school had created and advertised a new Attendance and Engagement Mentor role in response to concerns about persistent absence. Around ten applications had been received and two candidates shortlisted, with interviews and practical activities scheduled for Wednesday. Leaders wanted a practical, community-facing role focused on working directly with pupils and families rather than simply analysing attendance data.	48.1 48.2

	Governors heard that persistent absence was an area requiring improvement when benchmarked against similar schools. Leaders explained that the threshold for persistent absence was now below 90% attendance and that post-Covid patterns and current attendance regulations had increased the challenge. Governor Question: Was the worsening position principally the result of the changed threshold, and had the creation of the new role followed the appropriate governance approval process? Response: Leaders explained that both the changed threshold and wider post-Covid attendance patterns contributed. The Headteacher acknowledged that, procedurally, the post would ordinarily have been brought to governors for approval, but the school had moved quickly to advertise before the end of term because the need was urgent and funding was available. Governors discussed punctuality and the impact of pupils arriving after registers closed. Suggestions included clearer communication to parents about gate/classroom times and practical approaches to reducing late arrival. Leaders reiterated that the new post would be pivotal in identifying the underlying causes of poor attendance and working with families. Premises: The proposed halal kitchen was confirmed as going ahead during the summer. Facilities Management would meet the installation costs. The change would enable halal meals, required by the majority of pupils, to be cooked on site rather than supplied in foil containers. The previously approved car-park resurfacing would take place in the first week of the holiday, with surfacing followed by line marking. Governors discussed accessible parking provision and agreed that three accessible bays should be marked on the opposite side of the car park, with the access route to the overflow car park hatched to prevent obstruction. Further security work was being undertaken around access from Peterborough Terrace following fly-tipping and unauthorised access to the playground outside school hours. SEND provision: The Headteacher outlined plans to use the bungalow for a small “pop-up provision” from September for pupils whose EHCPs indicated that mainstream provision did not fully meet their needs but for whom specialist/resource places were unavailable. The provision would initially operate for three mornings each week, led by a designated member of staff, using the bungalow’s open space, sensory room and garden. It would be vertically grouped, with a maximum of 12 pupils and parental agreement required for participation. The initiative would begin on a small scale and be reviewed as it developed. No separate safeguarding or accident/near-miss update was identifiable in the transcript beyond the attendance/welfare and premises matters recorded above.	
49/25	Pupil Outcomes and Summer Assessment Data Governors received the statutory assessment information available at the time of the meeting. Year 6 SATs results had been delayed nationally because of technical/marketing issues and were expected later that week. Leaders would analyse the results when received and bring the full information back to governors. The Year 4 Multiplication Tables Check showed 22% of pupils achieving 25/25. Leaders stressed that there was no statutory pass mark, although 25/25 was commonly used as an internal benchmark. The spring figure had been 37%. The reduction was particularly evident in one class which had experienced significant staffing disruption during the year. If a benchmark of 23 or more correct answers was used, 55% of pupils achieved that level.	49.1

	Leaders noted that the computerised check was demanding because pupils had around six seconds per question and could not return to an answer. The school had administered the check one-to-one this year to reduce distraction and believed this had been helpful. Governor Question: What additional support would be provided to pupils in the affected class to address the weaker times-table outcomes? Response: Intervention work had already been identified for Year 5. Pupils needing support would be targeted, and regular practice with the test format, keyboard/mouse use and half-termly analysis would continue. Year 1 phonics outcomes were 84%. Leaders described phonics as a continuing strength at Wellington and highlighted the progress made from pupils' starting points, particularly given the language needs of many children on entry. Little Wandle was now well embedded, including in Reception. For pupils retaking the phonics screening check in Year 2, 40% passed. Governors were advised that the cohort included pupils with additional needs and disadvantage. The six pupils who had not met the standard would continue to receive additional support into Year 3. Reception Good Level of Development was 62%, slightly below the previous year. Leaders stressed that the cohort had been particularly low on entry and that the headline figure did not show the extent of progress. A more detailed progress table would be prepared. As an example, in Listening, Attention and Understanding the proportion well below age-related expectations had reduced substantially across the year, while around 70% were at the expected age-related level by the end of the year. Governors agreed that the full data picture, including Year 6 outcomes and progress information, would be revisited in September.	
50/25	Approval of Three-Year Budget Governors considered the three-year budget. The Resources Committee had previously reviewed the budget and a governor who had been unable to attend that meeting had provided detailed written questions and indicated support in principle. The budget had been submitted to School Funding by the 30 June deadline on the understanding that formal FGB ratification would follow. Governors discussed the uncertainty inherent in three-year forecasting, particularly because staffing represented the largest proportion of expenditure and future staffing costs could change. Leaders noted that earlier forecasts had indicated a significant deficit, but prudent management had resulted in a balanced position and the school continued to monitor future-year projections closely. Quarter 1 monitoring was due for submission by the end of July and would be reported retrospectively to governors. Resolved: That the three-year budget be formally approved/ratified. No objection was raised.	
51/25	Resources Committee Report The key Resources Committee matters had been covered through the three-year budget discussion and earlier Governor Matters. Governors reiterated the importance of the committee because it combined finance and HR responsibilities and provided detailed scrutiny of staffing and financial planning. The committee chair vacancy arising from the resignation of the previous Resources Committee Chair remained to be addressed, and governors would be invited to consider joining the committee to strengthen its skills and capacity.	51.1
52/25	Policies for Approval	52.1

	The Attendance Policy remained current but required further revision once the new Attendance and Engagement Mentor had been appointed and staged intervention arrangements had been finalised with the Local Authority. The Relationships Policy was being revised in response to new curriculum requirements and would require further parental consultation before being returned to governors for ratification, anticipated in September. The Online Safety Policy had been reviewed by the relevant link governor. No amendments were required and it was confirmed as ready to proceed.	
54/25	AOB referred from above No further substantive items of Any Other Business were raised beyond the matters already recorded under the varied agenda order. The Clerk was asked to circulate the revised 2026/27 FGB and Resources Committee dates as soon as possible so that governors could enter them in their diaries. The Chair thanked governors for their attendance. The meeting concluded at approximately 8:15pm.	54.1

Actions

Action No.	Action	Responsibility
46.1	Undertake the outstanding Modern Foreign Languages governor monitoring visit.	MFL link governor
46.2	Bring the revised Attendance Policy and Relationships Policy back to governors following completion of the relevant review/consultation work.	Headteacher / senior leader
47.1	Analyse the delayed Year 6 SATs results when available and use the findings to inform next steps in mathematics.	Mathematics Subject Leader / school leaders
48.1	Complete recruitment to the Attendance and Engagement Mentor post; re-advertise if neither shortlisted candidate meets the required standard.	Headteacher / senior leader / attendance lead
48.2	Proceed with summer premises works, including halal kitchen works, car-park resurfacing/markings and agreed accessible-bay/access arrangements.	Headteacher / school
49.1	Bring full Year 6 outcomes and more detailed Reception progress information back to governors.	Senior leader / school leaders
51.1	Invite governors to consider joining the Resources Committee and	Chair / Clerk

	address the committee chair vacancy.	
52.1	Return revised Attendance and Relationships policies for ratification when ready.	Headteacher / senior leader / Clerk
53.1	Record the Chair and Vice Chair appointments effective from 1 September 2026 and complete any associated governance updates.	Clerk
53.2	Revise Resources Committee dates, including Tuesday 4 May as the proposed exception, and circulate the 2026/27 meeting schedule for email confirmation.	Clerk
53.3	Continue to seek a Local Authority governor nomination and strengthen Resources Committee membership.	Chair / school / LA
54.1	Circulate the agreed/revised meeting dates as soon as possible.	Clerk

Signed by..... Date.....

Signed by..... Date.....