



**GLEBE PRIMARY SCHOOL**

**Minutes of the Full Governing Body Meeting  
Glebe Primary School, Sussex Road, Ickenham  
23<sup>rd</sup> January 2025 – 18:30pm**

Mr J Buckingham (Chair)  
Mrs P Swindells (Vice Chair)

Mrs M Penney (ex-officio)  
Miss J Brown  
Mrs J Campbell  
Mrs R Collins  
Ms L Dwyer  
Miss J Griffiths  
Mr L Vandorpe

Mr P Niznik  
Mr R Purewal  
Miss H Imane  
Mr R Shah +  
Mr S Youens  
Mr T Sheldon  
Mrs D Georgiou

\* Denotes apologies received    ^ Denotes associate member  
+ Denotes member absent        ~ Denotes member late

Action

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| 4229 | <p><b>Apologies</b><br/>No apologies received.</p> <p>There was an advert for a Parent Governor and Maria Penny is sitting in on the meeting to observe. She can then decide if she wants to continue with her application.</p>   | Chair       |
| 4230 | <p><b>Single Central Register</b><br/>Checked and signed by Chair.</p>  | Chair       |
| 4231 | <p><b>Approval of minutes from the last meeting</b><br/>Minutes from 28<sup>th</sup> November 2024 approved and signed.</p>   | Chair/Clerk |
| 4232 | <p><b>Matters Arising</b><br/>None</p>  | Chair       |
| 4233 | <p><b>Matters for AOB</b><br/>Parent Governor Update<br/>Zones of Regulations<br/>Prevent</p>   | Chair/Clerk |
| 4234 | <p><b>Head teacher's Report</b> – distributed via email prior to meeting.<br/>We have had our census, so the numbers have fluctuated slightly since the report was sent to Governors two weeks ago. MP has had her first day of Senior Mental Health training. We are the only school at the meeting who has their own Well Being Governor. We need to do a Well Being Audit following on from our last a couple of years ago.</p> <p><i>As we collated all our evidence from the Carnegie Award there should not be much of a gap</i></p> <p>We may introduce training for parents who have children with anxiety. This may take the form of a workshop, where we can teach practical solutions on how to support children with anxiety.</p> <p><i>How do we advertise these workshops? Are they on the newsletter?</i></p> <p>Yes. JCo and JD have held workshop in the past for those parents who have children on the register for ASD, Speech and Language etc but they tend to be during the school day, which can impact parent attendance. Once MP does the training, we can look at workshops.</p> <p><i>What happens after you do the training? JC has been collating information.</i></p> <p>JC We have been collating information for the Carnegie Mental Health Award. We pausing this for the moment as MP to undergo the training and to assess whether, given the time commitment, if it is worth continuing. It could be worth it in terms of impact versus taking Clare's time away from the children, which is the priority, to gather the</p> | MP          |

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|      | <p>evidence. A lot of the work has been done, so it would be good if we can find the time to piece it together for assessment. MP/CS to potentially work on blogs to make a wider impact.</p> <p>Great feedback for PSD after school club. There was a typo on the leaflet advertising their half term club. Reception were not listed but are included, so that was amended. PSD are contributing to the cost of the intercom for the gate.</p> <p><b>Is there an update on the EHCP children who wanted to attend with very high level needs?</b></p> <p>For one child JD/JCo made a visit in their settings, which was useful. EHCP was out of date and suggested a specialist setting. Hillingdon has a policy of Ordinarily Available Provision which means that every classroom that your child visits, if they have certain needs, their needs will be met. We have agreed to have them for one year on an assessment placement. If we determine that it is not in the child's best interests after one year, then another setting will be needed. The parents are happy with this idea. The other child JD visited. Hearing impairment low down on the child's list of issues. Their attendance was 35% and lived across from the school but was not safe to cross the road. They are also out of borough. Mainstream school cannot meet their needs. The social worker in Buckinghamshire had recommended us.</p> <p><b>Why is there such a difference between the Year 5 results from Autumn Term and the interim data in January?</b></p> <p>This year group, which was our most affected by Covid, find it difficult to get into the swing of this level of teaching and they were not put in their familiar groups for their tests. At the beginning of the year they were struggling with certain concepts such as fractions. They hadn't covered the whole curriculum in time for the assessment in November, so fractions hadn't been covered. The curriculum that was taught, the children needed a little more time to go over concepts. Intensive learning was put in place. We are delaying the Spring Assessments for Year 5 as we don't want the results to be skewed.</p> <p><b>Is the retake the same paper as before?</b></p> <p>Yes, but most did not remember the questions and the teachers hadn't gone through the answers in class.</p> <p><b>Children are impacted in the way they answer their exams by the environment they are in. Unfamiliar settings can impact children i.e. sitting an exam in a class they do not normally have that subject in can affect them.</b></p> <p>Yes, and this year group were most impacted by Covid. One third are on the Special Needs Register, which is a significant number of children. When this year group were doing KS1 papers, we were doing booster sessions every day.</p> <p>Nothing else to report.</p> |    |
| 4221 | <p><b>Finance Report</b></p> <p>Minutes were sent to all Governors this morning.</p> <p><b>Sign off the SVFS checklist</b></p> <p>The benchmarking showed the excess in administrative spending compared to other similar schools e.g. photocopying costs. The rest of the benchmarking was all in line with other similar schools. The projection for the end of this financial year is better than last year. The increased cost last year was partly to do with the cost of paper, £2.72 a ream. We are raising awareness to the staff regarding colour copying and whether there is a need to photocopy as much.</p> <p><b>Sprinkler System</b></p> <p>Quote for approx. £800 to check the sprinkler system. H&amp;S advisor has confirmed no need for this check as long as site staff do their usual visual check regularly and there are no leaks etc.</p> <p><b>Intercoms/phone</b></p> <p>We would like these changed and have received quotes.</p>  | JB |

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|      | <p><b>Do you ask the Governors help to validate these quotes?</b><br/> We always do for large amounts. MP can sign off up to £10,000. Depending on the amount, we ask for three or five quotes for comparison or put the project out to tender.</p>  |             |
| 4222 | <p><b>Academy Status</b><br/> None</p>   | MP          |
| 4223 | <p><b>Working Parties</b><br/> None</p>  | Chair       |
| 4224 | <p><b>Governor Training</b><br/> PS, SY &amp; TS were on 'Achievement for all' run by Hillingdon.</p> <p>Interesting stats and a good insight for TS. We are given the data and the onus falls of the Governors/Parents/others to act. Interesting stats regarding pupil premium. No recommendations from course on how to act upon the data. We fed back that LA should provide this advice. Michael Hawkins, Head of Education, phoned recently to say our Pupil Premium data good compared to others, wanted to know what we are doing differently. We spend our money on 1:1 tuition for PP children which looks at individual needs.<br/> Governor Feedback survey was sent to all to complete.</p>   | Chair/Clerk |
| 4225 | <p><b>Sub committees</b><br/> C&amp;P meeting very good. All impressed with maturity of pupils discussing feelings and how they would react to different situations. Impressed with the language used. Three very good presentations. The enthusiasm of the staff was wonderful.</p>   | Chair       |
| 4226 | <p><b>Link Governors</b><br/> There is a vacancy for a Science Link Governor. Governors to put themselves forward if interested. Once a term, touch base with the Science Co-ordinators so they can fill you in on the relevant information, either by visiting, zoom or by phone.<br/> PS to take EYFS and KSI</p>  | Chair       |
| 4227 | <p><b>Adopted Governors</b><br/> Remind teachers to invite their Adopted Governor to trips.</p>  | Chair       |
| 4228 | <p><b>Any Other Business</b><br/> <b>Zones of Regulations</b><br/> Context - Introduced 7 years ago for a handful of children who were struggling with their behaviour and emotions. When current year 3 came into Reception we decided to introduce a whole school approach to introduce strategies to support their emotions. We were successful as they were able to identify how they were feeling, get support and develop strategies to become more independent. As the year group moved through the school, we saw how much it benefited them and rolled it through to the rest of the school. It was more successful in KSI and EYFS, but KS2 children struggle more with friendship issues and hormones. So instead of relying on information from the internet we purchased the digital curriculum this year, which has ten concepts, we are currently on concept five. We have four coloured zones that are linked to their emotions. Their emotions affect their energy e.g. blue zone would mean the energy is low, harder to concentrate. Yellow zone is very heightened, so their focusing may be an issue but they may work more quickly potentially. From Yr 1-6 they have begun following the Zones of Regulation<br/> There was a learning walk on the C&amp;P meeting. The governors went to a Yr 2, 3 &amp; 6 classes and watched them discuss the zones. JG thought it would be a good idea to have the same discussion in the Governing Body meeting.<br/> Governors discuss.<br/> Zones have been helping the children to articulate their feelings and support the children. We have the zones on badges on our lanyards so children who cannot express their emotions at the time can point to a card to express their feelings e.g. if they are in the yellow zone and need a movement break.</p> | Chair/JG/PN |

**It's empowering for the children to say what works for them as different children will have different strategies that work for different zones**

Staff talk about the zones between themselves so they are so used to discussing them, it then becomes second nature when talking to the children. We have a display on the walls for each zone of regulation with pictures of staff and children in various zones. It's not about moving to the green zone it's about learning how to deal with whatever zone you are in.

**You may be angry about an injustice and that anger is important**

We are not trying to stop you from feeling these emotions, it's completely normal to feel that way. It's making sure emotions are channelled in the right way. It's phenomenal to hear a 5/6-year-old expressing how they are feeling and what works best for them. The charts on how to deal with emotions change all the time as the same approach does not always work. Training the parents around this language would be useful.

**The parents may be confused when the children are telling them they are in a particular zone when they are at home**

We have details of the zones on the website but maybe we do a newsletter zones of regulation special to explain the concepts. Once we have the full program embedded with the children towards the end of the year, we could do a parent workshop. We may do drop-in sessions in Open Evening.

**Prevent**

No updates, we have had the training. After the Southport incidence, Prevent will change. Our prevent training focused a lot on radicalisation and extremist groups but didn't cover an obsession with serious violence. Schools can raise issues but does it meet their threshold for action? There will be more directives from the Home Office. We know our families well and will look for the warning signs.

**Do you have risk assessments for these things?**

We do for children with high needs. We get families to come in and ask if they are aware of their activity online. As the children get older, there is more secrecy and parents not wanting to infringe on their privacy. When we have online safety issues, parents usually act after something has happened. MP has just had training from LGFL who are bringing in some software for monitoring captures on computers for key words that may be a concern. DSL will need to check the program daily, which will flag any key words in any computer in the building. This starts in a couple of weeks.

Maria Penny left the meeting

Maria Penny is the only parent who applied to be governor and therefore no need for an election. We are happy to appoint Maria.

Please reply to DG's email regarding Safeguarding training before the next Governing Body meeting.

**Dates for Future Meetings**

**Full Governors**

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|----------|-----------------|--------|
| Thursday | 13th March 2025 | 6:30pm |
| Thursday | 15th May 2025   | 6:30pm |
| Thursday | 3rd July 2025   | 6:30pm |

**Finance**

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|--------|-----------------|--------|
| Monday | 10th March 2025 | 6:15pm |
| Monday | 12th May 2025   | 6:15pm |
| Monday | 30th June 2025  | 6:15pm |

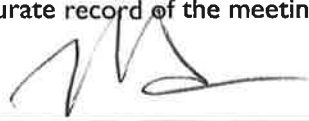
**Curriculum & Policy**

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| Wednesday | 19th March 2025 | 1:30pm |
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|  | Wednesday 21st May 2025 | 1:30pm |  |
|  | Wednesday 9th July 2025 | 1:30pm |  |
|  | Meeting closed at 20:15 |        |  |

I agree that this is a true and accurate record of the meeting dated above:

Signature:  
(Chair of Governors)



Date:

13/3/25.