



NORTH HARRINGAY PRIMARY SCHOOL

Date of Meeting	15 th July 2026
Co-Chairs	Rebecca Wheater and Gill Morris
Clerk	Neomae Bell

MEMBERSHIP

STAFF	Darren Lock (HT)*	Attended
	Will Kirk (WK)*	Attended
LA Governor	Gill Morris (GM)*	Attended
CO-OPTED	Tracy Goldblatt (TG)*	Attended
	Vacancy	N/A
	Vacancy	N/A
	Ben Horton (BHN)*	Attended
	Vacancy	N/A
	Jack Mackintosh (JM)*	Attended
	Rebecca Wheater (RW)*	Attended
PARENT	Christine Cordon (CC)	-
	Jack Duncton (JD)*	Attended
	Kate Wood (KW)*	Attended
	Vacancy	N/A
TRUST	Vacancy	N/A

Also in Attendance

Lorena Skornag – (SBL)* [18:00 hours – 19.55 hours]	Attended
Fran Hargrove (HEP)* [18:00 hours – 18:28 hours]	Attended
Joseph Croall (AHT)* [18:52 hours – 19:25 hours]	Attended
David D'Mello (PSHE Lead)* [18:44 hours – 18:52 hours]	Attended
A (Year 6 Pupil)* 18:30 hours – 18:44 hours]	Attended
TY (Year 6 Pupil)* 18:30 hours – 18:44 hours]	Attended

[The meeting commenced at 18:00 hours]

[Part 1 – Open Section]

Agenda Item 1: Welcome and Apologies

The Chair welcomed Governors to the meeting. It was noted that Jack Duncton and Ben Horton would leave the meeting early.

Agenda Item 2: Declaration of Interests

There were no new interests declared.

- Confirmations spreadsheet dated 20.04.2026 circulated as part of the meeting bundle.

Action - 01 - Complete Declarations on GHub

KW

Agenda Item 3: Matters to be raised under AOB

Clerking – Governance Professional capacity to be discussed under item 18: AOB below.

Agenda Item 4: Chair's Items – Governing Body Matters

a) Membership/Current Vacancies

- Current Vacancies x 5 (CG x 3 & TG x 2)
- An applicant with an HR background had been received by HEP, who was currently weighing options including NHP alongside alternative schools closer to home.

b) Terms of Office – GM's ToO ceased on 13.07.2026. Governors had agreed to her re-appointment as a Governor via GHub 14.05.2026 with only 1 response received.

Eligible Governors **approved** a further ToO for GM.

LAG - on 29.04.2026, GM confirmed her desire to continue in the role of LAG which was supported by the HT and co-Chair (RW) with emails submitted to the LA on 14.05.2026.

c) Confirmation of Link Governors Roles

- Kate Wood had become the LG for PP/PE & Sports Premium.
- Jack Duncton had become the H&S LG since MF had stepped down on 11.05.2026.

d) Governors Development Plan

- Governors were reminded to update their knowledge in their respective link areas.
- NHP was now compliant in the safeguarding area.
- 70% of Governors had completed the effectiveness tool on GHub. Reminders were sent on 20.04.2026/14.07.2026/03.08.2026.

- 15.07.2026 - An online bespoke training *Being ready for the New Ofsted Framework* – all Governors present attended. Refer to item 9: CAR below.
- The responses from the [Governor Effectiveness survey](#) had yet to be compiled.
- Face to Face Safeguarding (inhouse)/ Prevent (external) training for Governors would be delivered on 02.09.2026 as part of the INSET day to ensure that NHP was SCR compliant.

Q&A – RW sought confirmation of training times? The agenda would be circulated by 17.07.2026.

Action – 02 - Dates for safeguarding /Prevent training to be circulated	HT
Action – 03 - Review responses from the Governor effectiveness Survey and place on September agenda (item 23 below)	RW
Action – 04 - RAG rate the GDP once the results of the survey was known	GM

Addendum - 02.09.2026 - Prevent training for Governors would commence at 9am followed by Safeguarding/KCSIE.

Agenda Item 5: Succession Planning – standing item

This item would remain on the agenda in preparation for the 2026/27 academic year.
All Governors were encouraged to complete Chairs' training.

Agenda Item 6: Minutes of the meeting held on 06.05.2026 (Circulated prior to the meeting)

The minutes were **APPROVED**.

Review of actions

12 th March 2025	Actions	Lead	Update
Item 10: HT report	AP 09 – Provide an example of exit interview questions to the HT	HK	ASAP
Safeguarding Escalation	AP 16 – Set up an escalation process by which incidents/data are referred to the FGB	HK –TG	04.03.2026
28 th January 2026	Actions	Lead	Update
Item 12: Finance Update	AP 08 – Present analysis showing the breakdown of ASC attendance patterns by No of days attended	SBL	06.05.2026
Item 15: Training /Visits	AP 10 – Bespoke training to be set up on the New Inspection framework	HT	Resolved – refer to item 9: CAR below
4 th March	Actions	Lead	Update
Item 7: HT Report	AP 07 – Provide an anonymised case study to help Governors understand the triangulation aspect of the case sampling process.	HT	06.05.2026
Item 8: CAR - SEND	AP 08 – Regular SEND presentations around inclusion to be given	HT	Termly
Item 10: Racial Equity review	AP 09 – Feedback from the REI Review	BHN	JC would share the REI report with BHN/FGB. SLT/FGB were highly committed. Staff, pupils, parental community were represented in all areas of school life. NHP had a diverse staff and there was a focus on increasing diversity. An atmosphere of positive learning was observed during the Learning Walk. Each stakeholder felt included and NHP was an ambitious school for all its pupils. Pupils were proud of the school. Staff treated everyone equally and that they had a sense of belonging. Pupils felt safe in school and were supported in their emotional wellbeing journey. All cultures were represented in assemblies etc. The report included PV from all ethnicities, cultures etc. Parents/carers had been invited to participate in a group for families of black pupils. Attendance varied significantly, but on the day of the REI review, 30 parents/carers had attended which was the highest recorded for an REI review in any school. The report recognised the work NHP had already undertaken. Areas for development included maintaining staff CPD to ensure a deeper understanding of cultural awareness and continue to engage with the parents who attended the meeting as part of the school's wider engagement with the local community. NHP intended to make its Black History month more memorable.
Item 14: Finance	AP 13 – An analysis of the DSG funding to be presented	SBL	Resolved
Item 22: Pupil Voice	AP 17 – PV to be represented in all LG visit reports	All	Going forward
Item 24: Items for next agenda	AP 21 – Presentations to reference the strategies NHP relies upon to ensure that children reached GLD	HT	Going forward
6 th May 2026	Actions	Lead	Update
Item 2: Declarations	AP 01 – Complete Declarations on GHub	JD/WK/KW	ASAP
	AP 02 – Follow-up with Governors re: completing GHub compliance/ effectiveness sections	Co-Chair	ASAP
Item 3: AOB	AP 03 – Provide a copy of the STA guidance and checklist	GM/EM	ASAP
Item 4: Chairs Items GDP	AP 04 – RAG rated GDP document to be shared with Governors	GM	This action had been pushed back to September
	AP 05 – Complete safeguarding training	KW	ASAP
	AP 06 – Provision of dates for September Safeguarding training to be circulated to Governors	HT	Resolved
Item 8: CAR - Inclusion	AP 07 – Slide presentations to reference PV/Inclusion/EYFS/Phonics (building stronger foundations (Early Reading /Writing)) would be circulated to Governors prior to meetings	HT/AHT	Ongoing
Item 9: Monitor SIP/SEF	AP 08 – Finalised SIP/SEF to be shared with Governors for review against 2026/27 objectives	HT	Resolved – refer to item 10: SEF/SIP below
Item 11: SEND	AP 09 – Schedule a follow up meeting and circulate the report ahead of the next meeting	CC/HT/JC	CC / RW had met with JC to discuss inclusion and observed adaptive teaching etc. Refer to item 12 below
Item 14: Draft Budget SoD	AP 10 – Amended SoD to be presented to Governors at the next meeting for approval	BSL	15.07.2026
Item 15: H&S	AP 11 – Draft combined Allergy & SCwMN policies to be presented for approval	BSL	Resolved
Item 16: Working Groups	AP 12 – Comments on the draft complaints policy to be submitted to the HT	All	Resolved
	AP 13 – Undertake a detailed read of the draft complaints' policy	CC	Resolved
	AP 14 – Provide a staff / parent Governor perspective on the draft complaints' policy	RW/WK	ASAP
Item 17: Governor Visits	AP 15 – Share dates/options for summer term GLW	JC	ASAP
Item 20: PV	AP 16 – PV to present to Governors	HT	Resolved – refer to item 20 below
Item 21: Policies	AP 17 – Governors to submit any comments on policies	All	Resolved
	AP 18 – Monitoring impact of EOs to be placed on the agenda	HT/Clerk/JC	Resolved
	AP 19 – Ratification of all of the above policies to be placed on the agenda	HT/Clerk	Resolved -refer to item 21 below
Item 23: Effectiveness Survey	AP 20 – Feedback from the FGB self-evaluation and effectiveness of the Circle Model to be presented	Co-Chairs	15.07.2026

Action – 05 - Actions to be updated and sent to the Governance Professional

RW

Agenda Item 7: HT Report (Verbal) – Questions only

Attendance

- NHP continued to monitor pupil attendance with greater precision and at a more micro level.
- The Turkish/Bulgarian cohort had been linked to the priorities in the SEF/SIP (refer also to item 10: Monitor SEF/SIP).
- The SENCO was leading on this priority with more regular updates to be provided.
- NHP needed to review its strategies around translation, cultural barriers.
- Since the last reporting period, the analysis had identified that SEMH and neglect remained the highest No of concerns for the school.
- In 2026/27, NHP would review its Pupil Premium strategy to determine whether funds could be redirected to funding new strategies around the issue.
- SLT had met with Streets Ahead, an organisation that provided mentors to work with approx. 8 identified pupils on a 1:1 basis each term which NHP could not currently provide due to its budget constraints.
- The organisation used similar strategies to those already adopted by NHP e.g. ZoR etc.
- Gov.UK had fully funded the provision for 2-years.
- However, if NHP committed to a 3-year contract, it would gain additional benefits e.g. staff training etc. the cost of which amounted to approx. £11k (equated to approx. £3,667 pa).
- There was no commitment for NHP to pay the total cost upfront. Instead, an annual payment agreement would specify the exact yearly amount that would be paid.
- The SLA would be subject to a quality/impact and performance threshold and failure to provide a measurable impact would void the agreement.
- Financial liability would be limited to the portion of the contract or services NHP actually used prior to termination.

Action – 06 - Report to Governors on the impact of the streets ahead initiative and how it fed into the PP strategy

HT

[BHN Left the meeting at 19:30 hours]

Staffing

- There had been 3 x resignations (TA/CTs x 2).
- Succession and efficiency planning – NHP had a quota of agency TAs on which it could rely on.
- Class Teachers (CTs) – As part of its efficiency strategy, NHP may not replace the CTs long term.
- AHT x 1 (MLA) was due to return in February 2027.
- The No of returning MLA expected between 2026-28 meant that NHP could potentially operate without replacing the 2 x FT CTs.
- NHP was currently reviewing creative ways in which it could maximise its current staffing model e.g. NHP would explore alternative deployment options for the Nursery teacher that continued to provide a safe environment and an enriched curriculum whilst maintaining strict compliance with the new EYFS Framework.
- NHP had a deficit of £23k and would apply for a LD.
- **Mandatory Recovery Plans:** Under DfE guidance, schools must submit a formal recovery plan and would then fall under the formal oversight of the LA *Schools in Financial Difficulty Group* which coordinated and monitored LD recovery actions where primary schools had a cumulative financial deficit exceeding 5% of its budget or where its absolute cumulative deficit exceeds £100k.

Suspensions/Exclusions

- There had been 1 x internal exclusion during the summer term for Child on Child abuse (SEN).

Pupil Survey Headlines – Questionnaire was based on Ofsted Questions

- 95% of pupils enjoyed school, 3% did not and 2% did not know.
- 99% of pupils stated that teachers *always/sometimes* provided the additional support needed to ensure that pupils learnt well/stayed in school.
- 91% of pupils *always / sometimes* appreciated the feedback received from teachers which helped pupils improve their learning.
- 61% of pupils stated that they *always* felt safe in the school environment; 30% stated that they *sometimes* felt safe and the remaining 9% *did not know*.
- Pupils can interpret cold surveys differently.
- Reception children were also included in the survey. Several children had made reference to the scary noises /smells from the old drainage system etc. in the toilets
- The urinals etc. had been removed.
- The school had referred the issue to the LA, but the issue had not been resolved.
- In 2026/27 NHP intended to use its capital to upgrade the area, if possible.
- Governors were asked to provide support by writing to the LA.

Q&A – GM asked whether the condition of the toilets had had a negative impact on children going to the toilet? If so, there could be a potential health concern which could form the basis of the school's communication with the LA? To address younger children's toilet anxiety NHP had implemented operational strategies e.g. increased cleaning and site manager presence, emotional reassurance, regular spraying of air freshener etc. but NHP now needed to focus on environmental modifications rather than repeated surface sanitisation. The issue had not affected the learning.

Q&A – RW requested that SLT share the pupil survey results with Governors as it reflected pupil voice? RW commented that one of the main reasons parents chose a school-based Nursery over a private provider was the specific structural advantages /convenience of a shared site with the primary school, allowing for a smoother transition into Reception etc.

Q&A – RW asked whether reducing the Nursery teacher's hours typically lowered application Nos by undercutting the perceived educational quality and transition readiness that a teacher-led provision guaranteed? If so, how would parental expectations be managed? The EY framework outlined the criteria needed for each setting, e.g. maintained /private; a Qualified Teacher Status (QTS) or Level 3 etc. The HT had

compared models with other local schools to align standards; however, SLT was cognisant that it needed to balance parental expectations with the final strategic staffing model. A potential strategy could include deploying multiple QTS specialists who would deliver high-quality phonics, foundational learning/ targeted instruction etc. thereby moving away from an all-day teacher model.

Q&A - RW sought additional information as to what would be the likely impact on children meeting GLD benchmarks, as well the operational risks posed to teacher workload if the 2 x CTs were not replaced? 1 x TA had completed a 2-year course and had gained Early Years Teacher Status (EYTS). In a private, voluntary, or independent (PVI) nursery, EYTS satisfied the statutory requirements to manage a setting; however, the requirements were much stricter for a nursery within a maintained /foundation primary school. By law, a nursery class in a maintained school must be led by a school teacher who held full QTS.

- The HT assured Governors that high standards remained the core focus and any future changes would be built on maintaining that quality/standards.
- The HT would continue to compare models with other local schools /HEP to align standards/compliance with the EY framework.

Action – 07 - Meet to discuss the support Governors could provide about the condition of the toilets
Action – 08 - Circulate the pupil survey results

Co-Chairs
HT

Agenda Item 8: SAT Outcomes

- SATs Outcome – delayed until 16.07.2026
- JD confirmed that he had undertaken the requisite exam security.

Action – 09 - KS2 Outcomes Headlines to be circulated to Governors

HT

Agenda Item 9: Curriculum Area Report

Being ready for the New Ofsted Framework by Fran Hargrove (HEP)

Q&A – GM commented that the FGB needed to provide evidence of support and challenge and asked what would Ofsted be looking for as evidence of that and what could Governors do more of? Ofsted looked for clear evidence of strategic challenge, 1st hand knowledge of the school and impact on pupil outcomes. To strengthen their oversight and readiness, Governors could undertake additional independent monitoring through Link Governor visit reports that cross-referenced staff feedback, pupil voice and school data; demonstrate rigorous questioning and strategic triangulation.

Governors needed to demonstrate clear familiarity with the SIP, safeguarding procedures, inclusion metrics and spending impact (pupil premium etc.) as well as consider the areas in which they had had significant involvement that led to change.

- Governors could review previous minutes/recent workstreams for focussed conversations that show challenge, which allowed for tracking the impact of actions and re-checking to prove that identified risks/areas for development were actively resolved over time.
- Governors needed to be cognisant that challenge meant posing questions to the SLT which would identify the rationale behind the decisions made and the impact of those decisions.
- Governors should also ascertain how decisions were to be implemented and whether potential challenges had been considered.
- What would be the immediate / longer term impact of any decisions.

Q&A – GM asked whether despite moving to a circle meeting structure NHP could reference examples discussed at committee level? Yes. Ofsted was ambivalent as to the type of meeting structure adopted and Governors could even reference the FGB's decision to move to a circle model and the rationale behind that decision.

- FH had reached out to her inspector approved partners, HM Inspector contacts and Governors who had experience of Ofsted inspections and had compiled a list of potential questions that Ofsted Inspectors could ask, plus the changes in the new framework e.g. safeguarding.
- The question examples could form the basis of Governors' support / challenge questions moving forward.

Q&A - TG asked whether Ofsted enquired about school complaints? Not directly, unless complaints had been specifically drawn to the attention of Inspectors. Inspectors would not investigate complaints during an inspection, unless it pertained to safeguarding / immediate risk to a child or the direction of travel in their Ofsted inspection. Complainants would be directed to the usual channels. An Inspector may discuss a qualifying complaint that had been submitted to Ofsted.

- Inspectors should not raise any complaints of which the school was not already aware.

Q&A – The FGB had examples pertaining to individual year groups and interventions which were reactive rather than proactive on the part of the FGB and sought clarification as to what Governors should be considering? It was not up to Governors or SLT to point out the school's weaknesses. It was incumbent upon Inspectors to diagnose the school's areas for improvement for themselves.

- Governors needed to know the areas for further development and have a secure narrative around them.
- The HT would advise Governors on areas of expected challenge for the HT/SLT.

- Following the next review in 2026/27, the HT could undertake a piece of work with the SIP Advisor using the toolkit to help construct a prepared narrative around areas for development and responses to challenge questions.

Q&A – RW asked how best should Governors explain that the current Year 6 was an area of concern?

Governors should make their awareness known and reference any minutes that identified steps taken/interventions put in place to improve the situation and their impact.

GM had liaised with a CoG from another borough who, as part of their preparation for Ofsted, had been issued with a crib sheet to ensure that Governors adopted the same language/phrases when talking about the curriculum/USPs etc. The continual repetition of those phrases would help embed the school's vision, ethos etc.

Q&A – GM asked whether compiling a crib sheet was a good idea and if so, what should it contain? It could be a good idea. However, Governors only had 15-minutes and not only needed to be concise and clear on their responses, but to be able to advocate in terms of their effectiveness as a governing body around whether it asked considered questions, its impact and support to ensure that NHP provide a better education for its pupils.

- The lines of enquiry for Governors would be related to the Inspector's discussions with SLT on the 1st-day.
- Governors should revisit the Ofsted /safeguarding questions provided as part of the Power Point presentation / Handbook which could form the basis of their narrative.

Action –10 - A list of potential Ofsted / Safeguarding questions to be sent to Governors

FH

Action – 11 - Relevant changes to the Framework would be incorporated into the training and sent to Governors

FH

[BH attended the meeting at 18:22 hours]

[FH left the meeting at 18:25 hours]

[DDM attended the meeting at 18:44 hours]

PSHE by Daniel D'Mello (RE/PSHE Lead)

- NHP would ensure that it was compliant with the new statutory changes which were due to come into effect in September.
- There would be a greater emphasis on digital wellbeing, online fraud scams, interpersonal relationships on social media etc.
- Several schemes had been considered, but the KAPOW Primary scheme appeared to be the most appropriate for NHP.
- The scheme offered detailed lessons, learning objectives, adaptive teaching strategies for EXS/ GDS pupils, success criteria etc.
- It was easy to use, inclusive, fully structured and was mapped out in the curriculum.
- DDM was confident that the scheme would be effective.

Q&A - GM noted that the PSHE curriculum was wide and asked how did NHP intend to ensure that teachers had sufficient subject knowledge of the required areas? The scheme comprised *teacher zones* and breakdowns of each lesson. It also provided comprehensive information on the knowledge teachers were expected to know/familiarise themselves with prior to lessons being taught.

- During the September INSET, the Kapow scheme would be broken down further into its structured components to ensure that staff can deliver it confidently from the start of the autumn term.
- The scheme provided a curriculum overview, clear progression and operated as a *spiral curriculum* in which concepts were revisited and deepened every year.

Q&A – RW sought confirmation that the scheme would not be too burdensome on staff? No, moving forward the PSHE curriculum would be delivered on a weekly basis rather than bi-weekly which would ensure better curriculum coverage, clearer progression and an easier to follow predictable, sequential plan.

Q&A – RW asked whether there were areas of the scheme that required adaption? Teachers needed to understand the latest DfE guidance regarding health, safeguarding and relationships education, but it was also imperative that teachers felt comfortable teaching correct body parts, safe relationships and aligning those topics/scientific names with the science curriculum. The scheme was newly implemented and would require additional research over the summer, but DDM did not perceive any significant issues. The scheme covered a vast range of topics e.g. digital safety, relationships, types of family structures that reflected the school community etc.

Q&A – TG asked whether pre-prepared slides accompanied each teaching area? Yes, the scheme allowed for slides to be built; however, staff were encouraged to undertake their own research to ensure that the lessons met the needs of pupils with SEN / pupils working at GDS etc.

[DDM left the meeting at 18:52 hours]

[JC attended the meeting at 18:52 hours]

Agenda Item 10: Monitor SEF/SIP by Joseph Croall (AHT) – Circulated

- The SEF was a working document. The main SIP objectives had been approved by Governors in October 2025.

Contextual Information

- The No of Pupil Premium pupils was high.
- EAL Pupils/Pupils with SEND /pupils with EHCPs were high in relation to the national picture.

2025 KS2 outcomes

- The strong outcomes were reflected on the IDSR.
- The outcomes in GDS were a particular strength of the school -Reading = 47%; Maths = 51%; GPS = 49%.

Phase/Register	No of Pupils/Update
Pupil Premium	127 pupils
Child in Need/LAC	42 pupils
EHCPs	27 pupils
Other barriers to learning	79 pupils
EAL	55%
SEND	99 pupils
Mobility	21.7%

- Internal data showed that the No of pupils working at GDS in 2026 had dipped, but was still strong and potentially remained above national.
- A main priority for 2026/27 was to increase the No of pupils in key groups meeting the EXS.

KS2 Outcomes by Group

- Priorities for 2026/27 also included improving SEND outcome data which had reflected less than 50% over the last 2-academic years. Although outcomes were above national, the gap between pupils with SEN and non-SEN pupils needed to be reduced.
- **Pupil Premium** - was not of a particular concern when compared with the national picture, but it would continue to be a focus for the school.

Attendance and Behaviour

- NHP had received a *close to average* distribution banding (94.8% all pupils; 93.5% FSM (above national); 93.7% SEN (above national)).

[JD left the meeting at 19:00 hours]

Ofsted Targets

- The targets were available on the IDSR.

Year 4 MTC – the only **red** target on the IDSR.

- Interventions had been put in place which resulted in improved outcomes.

Self-Evaluation

- The new framework had changed criteria to a *secure fit* so the school had graded itself as EXS for each Ofsted evaluation area.
- On 14.07.2026 SLT had met with their SIP Advisor who felt that there were approx. 2 evaluation areas that could potentially be graded as *strong*.

Curriculum & Teaching

- **Disciplinary Literacy** – The AHT had met with RW /CC to discuss Thinking, Oracy and Writing (TOW).
- 2026/27 would see a focus on Reading across the curriculum in which pupils would be exposed to high quality reading texts etc.
- The objective linked with several priorities, including challenge.
- There had been a positive impact on TOW in terms of improved vocabulary for Pupil Premium pupils, EAL pupils and pupils with SEND.

Leadership & Governance

- NHP had changed the way in which it worked with its MLT.
- SLs had previously gathered information from across the school and providing feedback to SLT.
- SLT had evaluated the area and determined that there had been insufficient focus on the impact of the information /actions gathered.
- In an attempt to further strengthen /support the MLT, SLT had implemented *working within curriculum teams* which would fine tune expectations and ensure consistency.
- MLT comprised new teachers who would benefit from working in tandem with experienced teachers to support their development.

Safeguarding/Inclusion – main foci for 2026/27

- PV was valued in all areas of the curriculum.
- Safeguarding had taken on an even bigger focus in terms of online safety etc. and adapting priorities based on pupil feedback.
- Interventions for Phonics /pre-teaching vocabulary etc. had been implemented across the school and were linked to EHCPs, EAL pupils (including mid-year admissions).
- Some interventions were disjointed and support staff had requested additional training.
- NHP would adopt a more flexible approach to allow support staff to become specialists in their respective areas and work across the school.
- Interventions would be a main focus next year.
- Pre-assessment of pupils who participated in interventions was a main priority, but there needed to be a strong justification (impact) to take pupils out of class i.e. where possible pupils needed to be in the classroom environment. This would be revisited in September.
- The AHT /SENCo would develop a process which would determine whether there had been a preassessment mismatch etc.

Monitoring

- The AHT/SENCo continued to assess the quality of the intervention, model best practice for support staff who lead on interventions.

Ongoing Assessment

- SLT needed to assess more rigorously the impact of how interventions were rolled out and adapt accordingly.
- Governors needed to be cognisant that some pupils participated in interventions on a termly / Year on Year basis, that had only shown minimal progress.

Achievement

- A main priority was to improve outcomes, reduce gaps for pupils with SEND and Pupil Premium pupils through early identification, targeted provision and effective monitoring.
- The monitoring process would identify whether being taken out of class or remaining in the classroom environment with access to high quality inclusive teaching was the best approach for pupils.

Attendance & Behaviour

- NHP would focus on core groups who were persistently absent e.g. Turkish/Bulgarian cohort (refer also to item 7: HT report above).
- The SENCo /EWO were working with the families to identify potential barriers and reinforce school expectations around attendance.

PD & wellbeing – refer to item 9: CAR above.

- PSHE was fully compliant with the new framework.
- The Kapow scheme was also being used for the Computing curriculum. There was crossover with the PSHE curriculum with a strong focus on AI/areas of digital concern for pupils.

EY Provision

- HEP had undertaken an audit of the provision.
- The relationship between staff and pupils had been positive.

Areas for development

- Included the learning environment which had already begun.
- The outside space had been improved.

- There would be a much bigger focus on child initiated play.
- Training staff on high quality adult:child interactions e.g. shared sustained thinking.
- Since the audit had been completed, ½ day training for staff had already taken place.
- Staff had adopted a more proactive approach towards supporting pupils and modelled high quality language.

Q&A – GM asked how did actions, assemblies, record keeping impact on the safeguarding target? As well as the action stations in classrooms, one had been placed outside the HT's office specifically for emerging online concerns/behaviours. The appropriate medium would then be used to address the concerns e.g. assemblies, activities etc. the notes would be retained to evidence how the concerns were addressed. Teachers had been given the authority to address any concerns through the curriculum to ensure that PV was heard.

Q&A – TG asked would Governors know the KS2 outcomes before the end of term? Bridget Phillipson, MP had issued a letter to schools about the delay, but the initial data was expected to be available on 16.07.2026.

Q&A – RW asked how did SLT decide upon its current priorities over alternative priorities? The EY was an area that the school had wanted to improve for a while and the recent audit had provided fresh impetus to adapt and develop the work already taking place. It was the right time to make those adjustments. Inclusion was also a key area and it was apparent from the data that the school needed to close the gaps for its vulnerable pupils.

- MLT/SLT had reviewed which elements of the process worked well and which areas required development.
- The progress measure for pupils in key groups was positive, but SLT acknowledged that more could be done.
- As part of the evaluation process, SLT / SENCOs had identified targeted / intensive interventions as the primary area which required the most focus to improve pupil progress and address specific learning gaps.
- SLT would continue working with teachers around adaptive teaching to ensure that pupils were in the classroom environment as much as possible.

[JC left the meeting at 19:25 hours]

[TG left the meeting at 19.26 hours]

Agenda Item 11: Safeguarding Update - Open report from Link Governor – TG (Circulated)

Q&A – TG sought confirmation as to whether NHP was due to undergo a LA safeguarding Audit? An independent review led by Tony Hartney, was scheduled for 17.09.2026, the findings of which would be circulated to Governors.

Q&A – TG asked whether she was expected to attend the review? The SLG was not required to attend in person, but may need to be contactable. The audit would involve staff, pupils, SLT and a review the safeguarding systems/processes in place.

- **Impact of the Children's Safeguarding and Wellbeing Act** – SLT would review the current paid school breakfast offer and evaluate the logistics/ financial viability of aligning with the national rollout for universal free breakfast provisions.
- Targeted pupils would access free breakfast on an ad hoc basis.
- NHP was not part of the DfE 'early adopter' pilot to provide universal free 30-minute breakfast clubs before class.
- Feedback from schools that participated in the programme had been negative. The scheme was underfunded.
- NHP needed to balance its charging policies against the growing expectation for subsidised / free early morning support.

Q&A – RW asked when did the free breakfast provision need to be in place? The pilot was currently happening, but Gov.UK had not set a date for implementation.

Q&A – JD noted that the feedback from the pilot had identified that the scheme was underfunded and asked how much of a financial risk would it be given the school's current financial position? The feedback had been generic and the finer details remained unknown. In NHP's attempt to continue to reduce barriers /improve connections with the school community, Governors needed to be cognisant that NHP had submitted a deficit for the 1st time and it was uncharted territory for the school. There was a need to balance the demand with any matched funding from the DfE.

Action – 12 - Feedback additional information on the free breakfast

HT

- **Smartphone Ban** – Only year 6 pupils were permitted to have mobile phones which had to be handed in at the start of the school day and were returned at the end of the school day. Any usage had to be negotiated with SLT.
- The procedures had been encapsulated into the Digital policy.
- It was unclear whether the issue needed to be more explicit and therefore required its own policy. If so, the SIP Advisor would provide a model policy in which NHP would incorporate its own procedures.
- There were no reportable safeguarding concerns that needed to be brought to the attention of Governors.

Action – 13 - Ascertain whether smartphone procedures required their own policy

HT

Agenda Item 12: SEND Update - CC - Link Governor (not circulated)

- The Co-Chair and the SEND LG had met with JC. Inclusion had been the main focus of the visit (Years 3 and 5 pupils) during which adaptive teaching had been observed in the classroom.
- Disciplinary literacy was also observed during the visit and highlighted how challenging it could be to support pupils through the conversation and to communicate things that they knew.
- PV had been represented during the link visit and would be included in the report.

- The visit also focused on the assessment tracking system and how it monitored different groups of pupils etc. to ensure appropriate support/adaptations were in place, including pupils working at GDS.

Agenda Item 13: Monitor PE & S Premium/ Pupil Premium

The Governance Professional reminded Governors that the completed PE and Sports Premium report needed to be uploaded and live on the school website by 31.07.2026.

- PE & Sports Premium - Some of the funding for the Year 6 residential had been used to introduce pupils to horse riding.
- Some of the funding had been used to pay for additional swimming lessons which had had a positive impact.
- Pupil Premium – the main focus had been on widening experiences e.g. theatrical trips for all year groups (EY in house).
- As well as pupils having access to widening enrichment activities, NHP had run a KS2 learning club to which PP pupils attended. NHP had provided devices to ensure that pupils could access the home learning.
- Next year – interventions for Pupil Premium pupils would need to be reviewed to ensure that the gaps continued to close.

Agenda Item 14: Finance Update (Open Section)

Governors had reviewed the SBL's report(15.07.2026) and Budget Report 2026-27 with comments

- The budget had been amended to show the opening balance and how the budget progressed on a 1/4ly basis.
- NHP would start the new academic year with a (£23k) deficit.
- The original budget had reflected a deficit of (£185k) as at March 2027.
- Some sources of funding had recently been announced e.g. Inclusive mainstream funding of £19k and £1.5k funding distributed by the LA (underspend) to all schools.
- Expenditure – The teacher salary increase had been projected in the budget at 3%, but had now been confirmed as 3.5%.
- The TPAG would be partly funded, but schools were expected to fund the 1st 1% of the increase.
- An estimated income from the TPAG had been profiled into the budget.
- The 1st ¼ would see a deficit of (£152k).
- Governors needed to be cognisant that the SEN budget allocation had been significantly reduced from £250k (April) to £105k. The SBL had queried the amount with the LA.
- The No of pupils with EHCPs leaving (3 x Year 6, plus a few across the school) did not equate to the difference predicted in the SEN budget allocation.
- If the SEN allocation was incorrect, there was the potential for the (£152k) deficit to be further reduced by approx. £100k.
- The staff salary budget (minus agency/supply) amounted to 81% of the school's budget allocation.
- The creative changes in staffing (MLAs/New Starters/Leavers /Changes to working formats etc.) had also significantly reduced the expenditure budget.
- Agency staff members x 5 would be reduced to 1 x agency staff member which would also positively affect the expenditure budget.
- However, Governors needed to be cognisant that the No of agency staff was entirely dependent upon the needs of the new cohort.
- The expected income from extended services for the autumn and spring terms had been profiled into the budget.
- Governors acknowledged the potential significant reduction in the deficit and credited the hard work of the SBL.
- Qtr2 would identify the exact No of pupils on roll (N and R – Extended services)) and NHP was expected to be close to the current year-end projections.

Agenda Item 15: H&S and Premises Update – Committee Minutes had been circulated for review

Governors were asked to consider any urgent H&S issues.

- The SBL had met with JD as the new H&S LG during which the expectations /strategic overview had been discussed.
- The H&S audit report had been received today and had been uploaded to GHub for Governors to review.
- Compliance was up-to-date and there were no actions for NHP.
- There had been no reportable incidents of which Governors needed to be made aware.

[The SBL had left the meeting at 19:55 hours]

Agenda Item 16: Reports from Working Groups – if any

No working groups had met.

Agenda Item 17: Reports from Governors (visits)

- 10.06.2026 – GM – EYFS
- 10.06.2026 – TG - Safeguarding
- 30.06.2026 – TG - Safeguarding

Agenda Item 18: Chair's Action and Any Urgent Business or Any Other Business

There were no Chair's actions/any urgent business taken since the last meeting or the production of the agenda.

Clerking

Due to capacity constraints the Governance Professional could not commit to the 2026/27 meeting schedule. To ensure continuity, a new Governance Professional had been allocated, starting in September, who would be supported by an experienced mentor.

Action – 14 - Arrange an introduction meeting with the new Governance Professional

Co-Chairs/HT

Agenda Item 19: 2026/27 Meeting Dates – circle format

Governors **AGREED** the following 2026/27 meeting dates with the format TBC:

23.09.2026 (KCSIE); 25.11.2026; 27.01.2027; 17.03.2027; 19.05.2027 and 14.07.2027.

Agenda Item 20: Pupil Voice

2 Year 6 pupils delivered a presentation on pupil wellbeing.

- Both pupils were Anti Bullying Ambassadors (ABA).
- Their role was to put a stop to any bullying in the school and provide support for pupils who may be bullied.

Q&A – The HT asked the ABAs whether there had been anything significant happening in the school recently? New stage 3 posters had been put on display around the school which highlighted the type of penalties available:

- Direct communication notifying parents/carers about specific behavioural incidents at school.
- Completion of reflection sheets.
- The tools shifted focus from pure penalties toward pupil self-evaluation and accountability.
- Some pupils had thought play fighting was acceptable because no-one got hurt, but play fighting was considered a stage 3 behaviour.
- **Circle time** for year 6 pupils had been increased at which mentoring was also offered.
- The increase in time allowed pupils to have sufficient time to speak about any concerns.
- If the class teacher was busy, the mentors would provide pupils with support.
- **Roots to success** – Both Year 6 pupils had attended the ASC which also provided a mentoring session. It combined solo and team activities/games that helped create a balanced approach to MH and wellbeing.
- Mentoring opportunities were also provided through sporting activities on a weekly basis which allowed pupils to open up and discuss any issues at their own pace.
- **Action Stations** – boxes into which pupils placed any written concerns that would be addressed anonymously during circle time.
- NHP intended to revisit how its Action Stations functioned in order to increase maximise year-round usage.
- The pupils felt that the box no longer served a purpose.
- **Garden** – would incorporate a *talk it out* zone.
- **Poetry Award** – Year 6 pupils had submitted poems to the multi faith forum about *growing hope*, which achieved the 1st ever community award.
- It was hoped that the award would inspire others not to spread hate which linked to the British values.
- The forum intended that the pupils' images/poems should be used for publicity across the borough, subject to parent consent/GDPR etc.

Q&A – GM enquired about the difference the ABAs had made in the school? The newly updated ABA posters informed KS1 pupils who they should contact about concerns if an adult was not available. The ABAs also visited with KS1 pupils on a weekly basis to help out.

The Chair thanked the pupils for their presentation and acknowledged that addressing the Governors was a significant and daunting challenge.

[Year 6 pupils left the meeting at 18:44 hours]

Agenda Item 21: Policies /Documents for Review/Ratification

Policies/Documents for Review/Approval:

- Equality Objectives to be discussed from May meeting.
- Draft Complaints policy

Policies for review and approval <https://app.governorhub.com/g/northharingayprimaryschool/docs/6a4242f7785491aefd0ca04f>

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| <ul style="list-style-type: none"> • Financial procedures • Acting Up & Honorarium (Action from March) • Staff Code of Conduct • Admissions (R-Yr6) • SEND policy • Feedback & Marking • Home Learning Policy • AI policy • Anti-Bullying • Positive Behaviour | <ul style="list-style-type: none"> • Attendance • LAC • Control of infections • Early Years • Asthma • Allergy & anaphylaxis – named Governor required • Supporting pupils with medical conditions • Intimate Care • Business Continuity & Emergency Plan - AP from 28.01.2026 • 1st Aid & Medicines |
|--|---|

Eligible Governors approved all the policies, subject to minor comments /amendments emailed through GHUB.

Policies for ratification from 06.05.2026 <https://app.governorhub.com/g/northharingayprimaryschool/docs/6a44dd2f7d4b6abf906f966d>

Eligible Governors ratified the above policies.

Agenda Item 22: Items identified for the next agenda/Clerk's items

There were no items identified.

Agenda Item 23: Meeting effectiveness and Feedback – AP from last meeting

This item had been deferred and would be completed by 17.07.2026.

Agenda Item 24: Date of Next Meeting

The next FGB meeting was scheduled to take place on Wednesday 23.09.2026 in person.

Agenda Item 25: Confidential Items [Staff /Observers withdrew 19:59 hours]

Please refer to the confidential minutes.

[The meeting concluded at 20:03 hours]

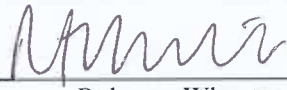
Summary of Actions and Next Steps

12 th March 2025	Actions	Lead	Timescale
Item 10: HT report	AP 03/25 – 09 – Provide an example of exit interview questions to the HT	HK	ASAP

Safeguarding Escalation	AP 03/25 – 16 – Set up an escalation process by which incidents/data are referred to the FGB	HK-TG	04.03.2026
28th January 2026	Actions	Lead	Timescale
Item 12: Finance Update	AP 01/26 – 08 – Present analysis showing the breakdown of ASC attendance patterns by No of days attended	SBL	06.05.2026
4th March 2026	Actions	Lead	Timescale
Item 7: HT Report	AP 03/26 – 07 – Provide an anonymised case study to help Governors understand the triangulation aspect of the case sampling process.	HT	06.05.2026
Item 8: CAR - SEND	AP 03/26 – 08 – Regular SEND presentations around inclusion to be given	HT	Termly
6th May 2026	Actions	Lead	Timescale
Agenda Item	6 th May 2026 Actions	Lead	Timescale
Item 3: AOB	AP 05/26 – 03 – Provide a copy of the STA guidance and checklist	GM/EM	ASAP
Item 4: Chairs Items GDP	AP 05/26 – 04 – RAG rated GDP document to be shared with Governors	GM	September
	AP 05/26 – 05 – Complete safeguarding training	KW	ASAP
Item 8: CAR - Inclusion	AP 05/26 – 07 – Slide presentations to reference PV/Inclusion/EYFS/Phonics (building stronger foundations (Early Reading /Writing)) would be circulated to Governors prior to meetings	HT/AHT	Ongoing
Item 17: Governor Visits	AP 05/26 – 15 – Share dates/options for summer term GLW	JC	ASAP
Item 23: Effectiveness Survey	AP 05/26 – 20 – Feedback from the FGB self-evaluation and effectiveness of the Circle Model to be presented	Co-Chairs	15.07.2026
15th July 2026	Actions	Lead	Timescale
Item 2: Declarations	01 – Complete Declarations on GHub	KW	ASAP
Item 4: Chair's Items - GDP	02 – Dates for safeguarding /Prevent training to be circulated	HT	Resolved
	03 - Review responses from the Governor effectiveness Survey and place on September agenda (item 23 above)	RW	17.07.2026
	04 – RAG rate the GDP once the results of the survey was known	GM	ASAP
Item 6: Actions	05 - Actions to be updated and sent to the Governance Professional	RW	ASAP
Item 7: HT report	06 - Report to Governors on the impact of the streets ahead initiative and how it fed into the PP strategy	HT	September
	07 - Meet to discuss the support Governors could provide about the condition of the toilets	Co-Chairs	ASAP
	08 - Circulate the pupil survey results	HT	ASAP
Item 8: SATs outcomes	09 - KS2 Outcomes Headlines to be circulated to Governors	HT	ASAP
Item 9: CAR - OFSTED	10 - A list of potential Ofsted / Safeguarding questions to be sent to Governors	FH	Resolved
	11 - Relevant changes to the Framework would be incorporated into the training and sent to Governors	FH	ASAP
Item 11: Safeguarding	12 - Feedback additional information on the free breakfast pilot	HT	ASAP
	13 - Ascertain whether smartphone procedures required their own policy	HT	ASAP
Item 18: AOB	14 - Arrange an introduction meeting with the new Governance Professional	Co/Chairs/HT	September

APPROVAL OF OPEN MINUTES BY CHAIR OF THE FULL GOVERNING BODY

I, Chair of North Harringay Primary School Full Governing Body, approve these minutes as an accurate representation of the meeting.

Chair's signature:  Date: 23/09/26
Rebecca Wheeler
(co-Chair)