



Fulbridge Academy

# Fulbridge Academy

## Four Cs MAT



### Full Local Governing Committee

**29th September 2025**  
**08:30 am**  
**Fulbridge Academy Boardroom**

#### Invitees:

Sam Smee - Head of School (SSM)  
Paulina Ford - Trustee (PFO)  
Karen Hingston - Chair of Governors (KHI)  
David Chandler - Vice Chair of Governors (DCH)  
Erum Khan - Governor (EKH)  
Farzana Akhtar- Governor (FAK)  
Scott Biggs - Governor (SBI)  
Kerry McMichael - Governor (KMC)  
Asim Mahmood -Governor (AMA)  
Dawn Wilson - Staff Governor (DWI)

Ruby Beeby (RBE) – Clerk

### AGENDA

- 1. Welcome and Apologies** KHingston/  
Apologies were noted by DCH, AMA, EKH, KMC and FAK R Beeby
- 2. Declaration of interest** K Hingston  
None
- 3. Minutes of the last meeting & matters arising** K Hingston  
None
- 4. Review of Terms of Reference and Code of Conduct for Governors** K Hingston  
Re-iterate Code of conduct to governors.  
**ACTION - Email governors - review this part**
- 5. Renewal of Term- Karen Hingston** R Beeby  
All governors are happy for Karen to continue her term in office.  
**Re-elect Chair and Vice Chair of Governors**  
Governors who attended are happy for David and Karen to continue.  
**ACTION: Email governors to make them aware that a decision has been made for KHI and DCH to stay in post.**  
**If anyone else would be interested in this role, they can email RBE.**

## 6. Start of the Year Update (Verbal)

S Smee

- Start of school has been successful. We welcomed 120 new children for Reception. Nursery has also started, we had a successful nursery bid last year.
- Nursery is now over at FAH. Not finished however, the main aim was to get it open. Children have started - Capacity for new nursery is 68 - Year 1 capacity is 50, as we have not finished we have started with 40. Hoping for it to finish between October half term and January. Once finished, we have a waiting list for two year olds, which will complete 50 places.

Trustee - What age group is this?

SSM - Previously took three year olds, as part of the bid we have extended it to two year olds. Due to the ratio of adults, we welcomed 4 two year olds and the rest are three year olds. As we go up to 50 we will increase to 8.

- Ben has discussed over the years, capacity over at Fulbridge has reduced due to the MAT role. SSM to lead governors from now on.
- implemented our Strong Start, and has been very successful. School gates are locked for a longer period of time. Staff are at the gates in the morning welcoming parents as well as in the afternoon. Proving very positive.
- Last year's attendance - pushed up to 94.5 from 94.2. Above national, still need to work on this. We continue to keep pushing this.
- Approached by OFSTED to host an Ofsted inspection for a pilot ofsted visit so they can pilot the new framework. We agreed. Staff are aware. We also made Karen, David, Scott and Kerry aware as they were the governors who supported us with our last ofsted visit, so we have asked them to support us again in this visit which they were happy to do so. During the visit, we will discuss SEF and the new framework and also CPD opportunities with them. We have the opportunity to discuss with them what we can do to improve.

CHAIR - Can I please visit the new nursery?

SSM - Yes, of course.

ACTION - Arrange visit for Karen with Louise Chapman.

## 7. Review of Self Evaluation Form

S Smee

- Adapted from previous years to fit the new framework. When Ofsted released a new framework initially there 10 parts to the framework, they reduced it to 8, however we kept it to 10 so we can ask face to face what they think.

TRUSTEE: How do you provide scripted lessons?

SSM - At the end of last year, we wanted to move our teaching and learning forward. We have a strong curriculum, however after researching and looking into further, we saw a lot about direct teaching. There is big DI and little di - Big DI is more of a scripted approach, which means all teachers are using the same wording, the same instruction and the same script all at the same time. Little di is a little less strict but still very scripted. We have standardised our booklets for History, Geography and Science. Lots of CPD to practice and rehearse how to deliver the lesson. Every teacher is delivering the same lesson using the same script. Started well, we have been dropping in and checking in - feedback documents for staff to fill in. Working well when we all do the same way of teaching. Our Reading lesson is not a booklet approach because you read. No huge difference in curriculum content, more of the way it's delivered.

CHAIR - how are the teachers feeling?

SSM - We have discussed it in every staff meeting. At the end of the last meeting, teachers were cautious, however we can see they are adopting well. They have been using SLANT which will be great for OFSTED to see.

ABA - ABAI and RWO have been dropping in classrooms for support, if teachers have questions. It's working very well.

SSM - reason for our change is our Ofsted marks are fantastic and attainment grades are good, however in order to push further we have to look at other schools and look at steps we need to make us better. We want to make a difference earlier - from Nursery onwards.

ABA - At the moment with Nursery and Reception being in the same building, they share the same toilet facilities and we can already see that nursery children are watching Reception and seeing how they behave and mimicking that behaviour.

TRUSTEE - It is normalising it so it is a smooth transition.

ABA - Yes

TRUSTEE - You mention Specialist subjects, what is this?

SEM - Fulbridge is very similar to a secondary school, we worked towards a timetable. Specialist teachers to teach specialist subjects for example - Performing Arts, PE, Art and Forest School. This allows PPA time for teachers and gives those children a chance to focus on specialist subjects.

TRUSTEE - Inclusion - You say the new framework will reduce the need for a TA in classroom, yet you are using the TAs more?

SSM - inclusion plays a huge part in the new ofsted framework, traditionally in a primary school we have the teachers and support staff - expectation on a primary school means this may not be efficient way to run the process. End if last year, worked and re-directed our support staff and how we use them. A group of support staff were chosen and now are part of the intervention tutors - their job is to pull a child who is falling behind and intervene earlier so they support the child and they can catch up and go back to the classroom.

- group of members of support staff in inclusion - specialises in speech and language, sensory circuits, ELSA delivered by 1 or 2 staff to improve consistency in the classroom. Very different from the way we work, however we are already improving.

GOV - SEND - your APDR model, now theres more TAs specialising, will they contribute more? Are teachers still owning it?

SSM - Teacher must own it, as expected from being a class teacher but the support package around them has improved further.

GOV - Assessment - Going towards diagnostic assessment, is that a year group or teacher level going to do that?

SSM - Bit of both. Model of support staff, first group or the HLTAs are now Intervention tutors. Some specialise in reading, or maths or phonics. They will do the assessment. We do not want a child to slip through the net. They will progress quickly.

GOV - Also, is racism a trend currently?

SSM - Not a trend at fulbridge but a trend in society. What's going to happen in the years ahead, there's going to be a lot of changes in the PREVENT policy across the across.

LAN - We teach the children to be actively anti racist rather than passively. Our children know racism is wrong and they shouldn't do it but that's different to being actively anti racist.

GOV - I know SLANT, SHAPE but I don't know GRACE, could you please explain?

LAN - SLANT - Focusing on how we listen. Re-set the class, when the teacher says SLANT, the child should sit up straight, arms folded and track the teaching. Remind the child.

SHAPE - How we speak. We use full sentences. Hands away from face and we articulate, project and remain eye contact. If a child speaks to the teacher, the teacher reminds them of SHAPE.

GRACE - This is how we talk. Greetings - Good morning and Good afternoon, Response - calm, thoughtful and fair, appreciation to say thank you, being kind and encouraging, Courtesy - saying please, thank you and pardon and Empathy - be patient, listen and understand. Our children already do this however we wanted to bring this in to help.

TRUSTEE: Do you have these on posters?

LAN - Yes, we have them in every classroom.

TRUSTEE - Is this new to this academic year?

LAN - Yes but not so new to teachers as this has bought it all together. ABA and RWO picked up early on that there needs to be two versions - Track the Teacher and Track the Board. Sometimes children need to look at the board. It is naturally developing.

**ACTION - Send SLANT SHAPE and GRACE posters to gov's.**

## 8. Standards Updates

L Angier  
S Smee

- Curriculum (LAN)
  - Booklet Update
- Last year booklet examples at the last governors meeting have changed.
- Years 2 to 6 use scripted booklets for their lessons, since the start of term. Professional day was showing how to use them. Teachers are going from a planning meeting to a rehearsal meeting. You do not think about what to do, the booklet shows them how to do it. Teams are sitting together and rehearsing and discussing how they are going to teach their lessons. Teachers won't tackle how to teach text, this has been removed. Children are enjoying this familiarity. Children like structure. Lots of tweaks, RWO and ABA have given them feedback form and they can approach them to let them know of changes.
- Teachers are enjoying them. Teachers questioned whether or not they would still be able to give their own look on this. Yes, even though it's scripted, they can make it their own. It's been embraced very well.
- Working through Science booklets at the moment - In the summer RWO and ABA tackled a Year 1 set of booklets which was challenging because of the reading age. However, they have been using AI to help with the text so it is Year 1 age appropriate. To be clear, the curriculum has not changed, content has been put into this booklet. So far it has been good.
- Large job to keep on top of printing, ready for the next set. Focus conversation at the moment.

TRUSTEE - Has each year group been putting the booklet together?

LAN - No, RWO, ABA and BER have been doing a lot. Aminah and Serena, who are very good teacher and have been involved in the changes, as they have an interest. Nicole formats the booklets.

TRUSTEE - If the curriculum isn't changing once you get them embedded, you're just tweaking the booklet?

SSM - This is why we have the feedback document. We are printing as we go rather than one big print as we are still making changes.

CHAIR - What's important is the consistency and the delivery but there is a fine line because you don't want to impact someone's style. Everyone's style is different, how they deliver from their own personality. You don't want them to do the same thing and lose their passion for teaching.

LAN - We are giving every teacher the same script but it will be delivered differently. They will put their own mark on it. Every teacher is different.

ABA - Again rehearsing comes in. This is important.

GOV - Although we are trying to give the same content, some will teach in different ways, giving their own style.

- LAN - Tweaking on text. Finding our way with SEND, how we change our approach with staffing. In foundation lessons there are no support staff in the classroom because teachers can deliver on their own. No activities in class where they need support staff there. Have had a look at booklet adaptations for some children.
- Exposure to text is important for child with SEND needs and doing it with the class is very valuable. Might not access part of the activities but there will be an alternative task for that child when the children are working on the quizzing or writing part. Finding a new way forward.
- Teaching and Learning
  - Direct instruction
  - Moving towards direct instruction approach. Core teaching techniques. RWO and ABA went through this with the teachers on the professional day. They put together a great programme of staff meetings and CPD to keep adding some techniques in.
  - In the teacher version of the booklet it tells the teacher what techniques to use and what time. Very important
  - ABAI found some teach sheets- To have on the desk as a reminder. RWO and ABA keep checking in on classes and techniques. Some teachers were successful and some are taking a little bit longer, however we still check in but not too much. We are being very picky but we want consistency in a kind and supportive way. We want perfection in class.
  - Reception are also starting Direct instruction (di). This is less strict, still using core techniques but using other techniques around that. For Maths they are using big DI, they are using a script for consistency.
  - ABAI and RWO will be spending more time with Reception teachers as will LCH, our new assistant principal, rehearsing again. Key these Maths lessons are delivered the same way.
  - Reception teachers Aminah and Serena have been very involved from the beginning working with BER. Gwen and Jo, our other Reception teachers are a bit traditional but they are enjoying the direct instruction.

TRUTEE - It will be interesting to see the impact on the attainment level.

LAN - Yes, research behind DI is incredible. Not another approach that gets the attainment level especially with the disadvantage and SEND children. RWO and ABAI went to see a school in Cornwall to see a school which was great. They saw it in person which was great to see. They came back a bit more positive. Made a great link and a partnership with the school which we are looking forward to. Their Maths data was at 99% on track.

TRUTEE - What percentage of children do you have who have English as a second language?

SSM - 89%

TRUSTEE - That's a big hurdle to deal with.

LAN - Our direct instruction approach and phonics approach will support with that. We want to make it as strict as the Maths and we have the right team for that.

- Assessment (LAN)
  - 24/25 Results
- We had an exam review with Mike and Ben. They were happy with the results.
- Good set of Key Satge 2 results. More to come from Year 6 but not from the current format that we have. We are having to work too hard to make up for that lost progress in where they come in Reception.
- Big push on early years, heavy intervention to keep up rather than catching up approach. Happy with the context but we want to aim to 100%, we want to get every child to cross the line.

CHAIR - Did you get feedback from secondary schools in regards to how well Fulbridge chid is doing?

SSM - This is something we have started to do. Looking at transition, how well a Year 6 from Fulbridge has done in their GCSE.

LAN - We always get positive verbal feedback in terms of behaviour.

SSM - We are looking to get children that go to Fulbridge, Manor and Discovery to be able to attend AMVC, Manor secondary and Ken Stimpson which are all part of the trust, so we can really see the data. At the moment they are not in catchment.

LAN - Our results are as follows:

Reading - 72%  
 Grammar- 84%  
 Maths 89%  
 Writing - 70%  
 Combined 66%

Our target for combined was 67%. We are pleased however writing is not as good. We continue to struggle with this however we are trying to support this. Year 6 is a real struggle for teachers. We are given a set of targets but there is so much ground to make up for it, teachers do it but we as a school we do question is this an environment we want our teachers and children to be in. This is why we are pushing it in early years. The lower end of school has been given more support staff but still we still need to keep an eye on upper school.

CPE gives good feedback, He has asked for more support which we have given him, shift the year 6 struggle. We are supporting as much as we can.

- Greater depth result - Our core business is age expected. If a child is academically capable, the teacher will push them. However, our core business is to get them ready for secondary school. Children will flourish in the secondary sector.
- Timestable Timetable - 58% above national average. Every year we go up, which is great. We don't change in Year 4, they practice on tests
- Phonics Screening - Year 1 80% Year 2 81% - real effort from the Year 2 team. This went from 50% to 81% so we are very proud.
- Challenges in current Year 3 as we have been focusing on phonics but we will catch up.
- Year 1 Phonics- Intervention team are assessing the children.
- KS2 targets are similar to last year's. Staffing change will have an impact

- **Inclusion/Safeguarding (SSM)**

- Safeguarding report
- Summer Data - End of Year Attendance 94.5.
- PAN numbers 872
- Suspensions and Exclusions - additional suspensions in term 3. Individual pupils were discussed.
- Figures remain steady with relation to number of children in care, open CP cases, referrals. Very consistent, strong team to support this.
- PCC Annual Safeguarding Return 2024/25
- Completed. All training that has been done.
- KCSIE update
- MAT put a document with the update. We were told lots of changes to document, however this was not the case. The way in which governors and trustees obtain their Safeguarding certificate will no longer be with National College, we will be moving on to The Key.

TRUSTEE - One of the main concerns was neglect, is this on the increase?

SSM - No increase - Term neglect could mean lateness, no breakfast, not being picked up on time and our job is to unpick up these details. Keeping our staff trained to look out for and making them aware. Any concerns they will log on CPOMS. To showcase the work we do, we are engaged in the HAF programme which is a programme set up by the Dfe that supports the free school meals children to have free holiday support. We placed a nursery child in HAF who should not be in HAF as it is only for primary age, however we had safeguarding concerns. We deliberately put them in HAF to support and safeguard them. We were able to have eyes on the child because we had an incline. The child is now in CP. We continue to support the children.

LAN - DME and her team, restructuring the support staff. Some TAs have stayed in the year group and some are on a timetable to support that year group.

- Some have been taken out completely to work in DME team to deliver areas of provision for children. Delivering speech and language therapy, their core focus is delivering that to the best of their abilities. We have some delivering early Maths, early reading who require this provision.
- Support staff are trying to do everything, for example - teaching, playing, lunchtime duty but now they have time to put into children.
- TAs did a lot in a classroom, now they have gone teachers are now tuning really hard on how to fully support their classroom.
- Children are delivering high level provision which is great. Teachers are happy with this, we are working hard to make sure each child has that support. Lots of change in SEND

GOV - This is the back of funding getting smaller, we have to have our own practice.

LAN - Exactly, not only is SALT very expensive, the waiting list is years. They miss out on so much learning and by the time funding comes, it's too late.

SSM- Very fortunate to show ofsted our change and structure of area.

LAN - Narnia 0 is up and running. This has started for children with high needs. This is helping reception children with high needs with their learning.

TRUSTEE - It is increasing year on year.

LAN - Yes, we have time to control it, plan it and support it.

- Elect link Governors 2025/2026
  - Curriculum
  - Admissions
  - Teaching & Learning
  - Assessment
  - Safeguarding (Karen)
  - SEND & Inclusion
  - Site & Premises

SSM - We talked in the last governors meeting about learning walks and thought about linking each governor to each area instead. We want to nominate or volunteer each governor to a link and then you will organise a meeting directly with the lead before the governors meeting. Karen is already safeguarding the link and meets with SSM to discuss updates.

**CHAIR - Would anyone like to nominate?**

**SSM - We discussed the following:**

- Curriculum (Scott or Kerry)
- Admissions (David)
- Teaching & Learning (Scott or Kerry)
- Assessment (Farzana)
- Safeguarding- Karen Hingston
- SEND & Inclusion (Erum)
- Site & Premises (Asim)

**ACTION: To email governors to confirm they are happy with Link decision**

Need to arrange with RWO to get in touch to arrange a meet once a term. 3 times a year.

**TRUSTEE - Is there a link governor form?**

**CHAIR - There was a form that Isabelle started.**

**LAN - We will look into that. .**

SSM - We want the update to be verbal and not a form.

**GOV - Will Alex and Ryan be together?**

**LAN - Could be one or both but wont make a difference either way,**

## 9. Resources Updates

- Capital Development (LAN)
- Nursery is a huge project - Still finding our feet, we are working well. Challenging but the nursery is looking great.
- Toilets are still in process but we are on top of it.
- Fencing is done. Outdoor space has had an upgrade, forest school to make it unique. All going well.
- Sign off doesn't have to be until 2027. Conversation with DfE to make sure the money is being used to improve for the children.
- Pool - Is taking longer than expected. Tom is working with the water but it's all new for us and we are excited for the children and so are they.

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**TRUSTEE - Is the pool this for all year groups?**

**LAN - Year 2 and up.**

**TRUSTEE - Teachers will teach swimming lessons?**

**SSM - It will be all PE staff. They have been sent on training.**

Werrington has a pool so they come over to help with. It is a heated pool which means we are able to use it during winter.

- Premise Report (LAN)
  - Very old boiler. We are coming into winter and concerned with this.
  - Energy management continues, roof makes a renovate - sensor light rather than switch one.
  - We are a C on our energy report.
  - Solar panels - still in talks with council in regards to solar panels. No response. It is damaging the roof. The council doesn't want to engage with that.
  - Mesh will go in front of school, tiles keep slipping and could damage.
  - Forest school hut roof needs fixing.
  - Year 3 classes are done and are great.
  - Martin has been a great addition to the site team.
  - The old nursery will now be a new staff room. It will be called Staffbucks. Staff have not been able to have a great space. This will give them more space and area to come together.
  - New intervention room - old staff room turned into 6 rooms, seats up to 6 children.
  - Working with Claire Spooner, we had a report in May 25 - asbestos found - contained it as cost was too much to clear,
  - Fire - ongoing job
  - Nursery conversion - not compliant, letting nursery work remedy
  - Fire Door - SEA fire doors - carpenters hard to find but still looking.
  - Emergency lights have not been working (life span), looking to replace those.
  - Cleaning - good by thorough clean. Costs continue to decrease.
  - Pirate Ship in excalibur has to go as its not cost effective to keep fixing it. Happy to install some children's play equipment. Site manager looking into that. Inhouse design. Safety flooring is very good but the ship is outdated.
  - Site - training done.
- **Staffing report (ABA)**
  - We have a new member of staff in Reception.
  - With the new nursery at FAH, they run 2 sessions, one in the morning and afternoon which meant we needed a new receptionist for the front office there so we have appointed one.
  - 3 new members of support staff joining us after half term.

10. **Pupil Premium and Sports Premium Update**

S Smee

- Pupil Premium Report created on a 3 year cycle. - pulled last year's data with relation to results and given data around disadvantage and pupil premium children.
- We continue to go above and beyond for children and families. Free breakfast club for 200 children.
- Brighter Future initiative - Greggs came to see us about our After School Club. They may be able to give us additional funding to support more children with after school club.
- We need to help parents during the holidays. HAF programme.
- Continue with Fairshare - help families with food.
- Uniform - We offer new and second hand uniforms on our website. For families in crisis, we offer free uniform.
- Sports Premium - now need to log into DfE to fill in the report. Great specialist department in PE. Money was spent on the pool.

GOV- Will you have specialist coaches for SEND, is that your inclusion team?  
 SSM- A bit of both, some CPD for sports team. Some support staff supporting that particular lesson.  
 LAN - our sports team caters for all children.

11. **Policy Updates** A Barnes
- Safeguarding and Child Protection Policy
  - PEX Procedure (MAT)
  - Attendance Policy (MAT)
  - Mental Health and Wellbeing Policy
  - Security Threat Consideration (MAT)
12. **Business and Pecuniary Interest Form Returns** R Beeby  
**ACTION - To send out to Governors to complete**
13. **Annual Safeguarding Update Training/Governor Training** R Beeby
- The Key
- We are no longer with National college. We have moved over to The Key
14. **AOB** K Hingston
- GOV - if we could have a full list of all planned school trips this year**  
**LAN - Yes**  
**ACTION - RBE to send list of trips out to Governors**
- GOV - with the new option for parents to request a copy of the full curriculum for RSHE whether we could have a copy in advance to view what the parents would be shown.**  
**LAN - Yes.**  
**ACTION - Send out to Governors**
15. **Date of next meeting** R Beeby
- 1st December 2025