Beaminster School
Minutes of the Full Governing Body meeting held on
Wednesday 26th November 2025, 9.15am

Governors (13):	N Chalkley (NC), D Ennals (DE), P Fleming (PF), K Hales (KH) **Headteacher**, B Millwood (BM) **Chair** *left at 10.45am*, S A Palmer (SAP), K Patten (KP) *left at 11.22am,* S Rollick (SR) *left at 11.22am*, P Tanner (PT), R Tanner (RT) **Vice-Chair**, A Taylor (AT).
In Attendance:	R Barnes (RB) **Associate member,** K Quigley (KG) **Associate member**, T Harley (TH) **Clerk**, L Donaldson (LD) **prospective new governor**, S Dinsmore (SD) **SENCo** *from 10.15 – 11.05 only*.

Item	Detail	Actions
71.1.	**Welcome & Apologies:** **Apologies:** C Moss (CM), C Shead-Jones (CSJ), accepted. **Absent:** G Montague (GM). Following a parent governor election Mr C Moss was elected unopposed for a 4 year term from 3rd November 2025. **The meeting was quorate.**	
71.2.	**Declaration of Beneficial Interest:** None declared.	
71.3.	**Minutes of the meeting held on 18th September 2025** (non-confidential minutes, previously circulated)**:** • The governors **APPROVED** the non-confidential minutes, as a true and accurate record and agreed for them to be published on the school website. They were signed by BM.	TH /NC – publish non-confidential minutes
71.4.	**Matters arising and action list update from the minutes:** The governors reviewed the minutes and actions **NOTING**: • 69.6; UniFrog Demo and certificate folder examples KH took governors through a demonstration of the UniFrog software programme used by all students from Y7 – Y13 for career, PSHE and skills guidance, with a library of resources and useful tools. **GQ: This is an expensive tool, are we getting enough value from it to justify the costs?** Yes, every student uses the programme at least 6 times per year, it was embedded in the tutor programme, with staff given a framework of guidance, for Y7 – Y13 and used in the Y8 careers syllabus. SR, as a Y11 tutor, said it had been used well by students during a task set and was used by upper school students to research jobs, universities and apprenticeships. **GQ: Can students continue to access their profile after school and do parents have access?** Yes, students are able to access at home and can share the information with parents. Templates on recording achievements and writing of CV's, along with UCAS statements were also available but not yet fully unlocked. **GQ: Can we organise a short student survey to see how useful students find the programme?** Yes, action agreed. • All other actions were either complete, in hand or on the agenda and there were no other matters arising.	Update action plan Run student survey of usefulness of Unifrog
71.5.	**Headteachers Report:** (Exam reviews report, KPI, ECL report, Strategy ppt., previously circulated). **Exam Reviews.** • RB tabled a summary report generated with assistive AI of the notes made by the SLT at the reviews, listing key strengths and areas of focus. • Key strengths were as expected, and it was good to see that the homework booklets were making a good impact. **GQ: What is QLA?** Question level analysis, a tool to assess student exam performance and relied heavily on in the exam reviews. • **GQ: Is this summary fed back to staff?** Yes, a Team Leader report is generated and shared. All areas were already written into the DIP's with fortnightly link meetings to follow through actions.	

	• **GQ: Key areas of focus; what is happening to improve coordination with the HUB and on consistent TA support?** The role of the TA has changed and is now more focused on hot spots and specific support, intervention work and enabling students to be able to attend lessons. The SENCo was very aware and supporting students and department planning needs. • **GQ: What was the plan for the 6th form?** Discussions were being had with SJCA on pathways, affordability, with oversight of all subjects and learning walks on both sites. Small school 6th forms were a challenge nationally. The joint sixth form had always been supported financially by the lower school but the benefits have always outweighed the costs, but needed to be monitored regularly. Further discussions were ongoing with Waddon school about us promoting our sixth form with them. • **GQ: How is the focus on behaviours being managed?** The focus was going well with students being monitored by the SSGC. Patterns of behaviour and use of exit cards were being reviewed and students engaged to help them manage themselves better. The cards were overused and understanding what drove behaviours for students and staff was key. **GQ: What is the percentage of students who have /use exit cards?** It was significant (approximately 5%). There was a clear need for the cards, they were recognised as good practice nationally but a review on genuine need was underway. **Action:** Share feedback on exit card review at future FGB meeting this year. • **Action:** Whole-school priorities – the seven strategic opportunities and challenges would be embedded into the SIP, and reviewed at governor committee level, as fit. • BM had uploaded the review document used at the English dept. review onto the SharePoint for reference. **Education Challenge Lead Report:** • KH introduced the report stating the support given was good and RH had organised attendance at the HT conference. • Governors had no further questions on the report. **KPI:** • **Attendance:** above national average, including for FSM students, with SEND in line. The link with the LA attendance officer was good and they were very responsive when issues arose. Suspensions were low. • **Behaviour:** in-line with last year's data and as expected on the negatives this early in the term. Work to raise positives was ongoing. • **Staffing:** As usual there was a lag and fight for SEN funding due to the need for more specialist support in the mainstream. • **Attainment & Progress:** Progress reports had been sent out and Y11 were currently sitting trial exams. Actions were in place for the Y11 students significantly below expected progress and these were being reviewed half termly. KH explained he would rather see concerns raised earlier with support given lower down in the school rather than leave the support until Y10/Y11. • **GQ: Who sets the targets?** FFT data was used and adjusted by the school, this was then shared with the departments who reviewed and adjusted again if necessary. • **The governors felt the KPI termly report was a very useful document to support their challenge and review and asked that the usage of exit cards and a short budget & forecast review be added to aid understanding.** • **Action: AT offered to facilitate a workshop to understand and drive the dashboard forward with relevant and useful information and how to use it. Governors to email AT to declare interest in attending.**	Feedback exit-card review at FGB Review whole school priorities at committee level Include exit card use and budget forecast data on KPI Declare interest to attend KPI workshop

	Strategy: • Due to time limitations of the meeting, all governors were asked to watch the video presentation circulated with the agenda and read the PowerPoint presentation and forward any questions to AT.	
71.6.	**Safeguarding**: KQ updated governors **NOTING**: • There were no new themes to report, with the same patterns of mental health issues. • The DSL and SSGC were picking up and dealing with daily issues. • Training had been given to canteen staff. • MIND was giving specialist mental health support, for free, to five students, alongside another mental health offer being received. This was on top of the services already accessed from the Prout Bridge Project and Counselling, although there was a huge gap between this low-level support and CAHMs, which was a national problem. • **GQ: Do students go on the SEND register when accessing these services?** No, SEND support sits separately from mental health support; both have quite different criteria.	
71.7.	**SEND:** SENCO annual review SD (*SD entered the meeting at 10.15am*) introduced herself and took governors through a presentation (ppt. attached) **NOTING:** • There were 167 students on the register, 36 with EHCP's and 131 at SEN support level. • The new Ofsted framework had 8 assessment categories with SEND a standalone category for the first time, to ensure all schools were being inclusive for all students. An inclusive curriculum was essential, with greater accountability and whole school commitment a core priority. • Wellbeing and inclusion were now central measures of school effectiveness with emphasis on culture and connection, attendance, behaviour, safeguarding and strong relationships. Governors agreed this was central to the school's ethos and strategy; the school was on trend. • The SEN needs at BS were mostly communication and interaction, with some cognition and learning and social, emotional and mental health needs. • The Hub, for students with communication and interaction needs had been fully refurbished with an outdoor space had capacity for 10 students, with 8 in place and 1 joining next September. SD felt there was capacity to expand the Hub and support more students. • Whole school Speech, Language and Communication (and autism) training had recently taken place, and SD was supporting departments to adapt lessons to support student needs, with a focus on Science, taught outside of the Hub, and strengthening links between English and Maths. • There were four 'specialist in mainstream' students, who brought in additional funding but two needed significant TA support which was impacting resource allocation significantly. The £27,000 package allocated to each student was not enough and a review and conversations with the LA were needed. **GQ: Is there a link to new teacher training for supporting specialist in mainstream and what can we do for teachers now?** The new curriculum review recommends all NQT's have more SEND training and more CPD /training needed to be delivered to staff. There were specialist teachers in school who could deliver inset, observing Hub lessons was very valuable and SD was looking to expand department learning walks. Specialists coming into the classroom to support implementation was also suggested. • SEN numbers were rising and the implications were huge for all schools; there were extra overheads for teachers and identifying what support	

	would be most impactful and greater use of assistive technology was needed. • **GQ: Is there a framework in place for students we are not able to support in mainstream?** Yes, there was an annual review cycle for all students with an EHCP. A review, held by a LA panel, can be called whenever deemed necessary and the first this year was in December with the hope the student would be moved to a specialist provision, due to their needs. *BM left the meeting at 10.45am* • **GQ: What is the national picture, is this going to be the norm?** Yes, EHCP's were changing, the government review, due to be published next spring, would look to have all students in mainstream settings. Planning how we are going to support those students and upskilling schools to support specialist teaching was needed. • The SEN department consisted of four teachers and 10 TA's. Support included TA support in lessons, interventions, 2 trained ELSA's, with a third completing training in December, clubs, external agency support and support for teachers. • Dialogue was central to supporting students and parents through consultation, meetings, newsletters and coffee mornings. • GCSE results for our EHCP and SEN support students against national was very good, but a gap remained against non-EHCP/SEN in school. • Current strategic actions included a continuing focus on English, Maths and Science, QFT, broadening curriculum access and monitoring progress. • Challenges and looking forward; assistive technology, the rise in mental health needs requiring specialist support, staffing, LA support, whole school training and integration of the Hub. • **GQ: How much of a focus do we give to the students impacted in the classroom by the integration, especially higher achievers?** The inclusivity theme was to support all students and good quality SEN practice should impact everyone positively. *SD left the meeting at 11.05am*	
71.8.	**Standards Committee:** *(draft minutes of the meeting held on 8th October and draft Collective Worship policy, previously circulated)***:** • **Minutes**; for information only. • **Collective worship policy**: DE, as the Foundation Governor had been tasked to review the policy, alongside the PSHE syllabus and the promoting of fundamental British values in school. DE detailed the legislation, noting BS was not a faith school but had a Christian foundation. DE commended the weekly 'Pause for thought' but felt the Christian foundation and daily acts of worship could be made more present. **GQ: What would you expect to see to bring the foundation out?** Contemporary choir songs at assemblies, poetry, music and drama, that embraced the foundation at school events, such as the presentation and parents evening. DE would be keen for further monitoring and evaluation; there had been no monitoring of the tutor programme. The student handbook was excellent, but DE had heard no mention of the school motto 'Duce et Auspice Deo' – under God's guidance and protection, although it fit perfectly with the schools Ambition, Kindness, Service. **DE recommend approval of the policy, unanimously agreed, with a two-year review cycle.** *SR & KP left the meeting at 11.22am*	Update and publish policy
71.9.	**Resources Committee** (draft minutes of the meeting held on 3rd November 2025 and draft Teachers Pay policy, previously circulated)**:** • **Minutes**; for information. AT highlighted important points including the BMIS fund, the Outturn, challenges faced on funding and strategic and contingency plans.	

	• **Teachers Pay Policy**: KH stated this was the standard DC policy adapted for BS, and recommended it for approval. **Governors had no questions and with a show of hands unanimously approved the policy on an annual review cycle.**	Publish approved policy
71.10.	**Chairs Report** (report, circulated through SharePoint): RT introduced the report **NOTING**: • Dates for your diary – upcoming events listed, please do attend 4th Dec Community Carol service 7pm St Mary's Church and 11th Dec Christmas Celebration Concert 6.30 School Hall • Chairs 360 – an error has been found in the results and needed to be updated.	Attend events
71.11.	**Governance Committee** (draft Governance TOR, previously circulated)**:** • The proposed changes to the terms of reference were highlighted, with an emphasis on chairs and vice-chairs committing as members of the committee, which would have a greater focus on strategy. PF stated he had been unaware of the emphasis on vice-chairs and was assured it was not mandatory. **With no further questions the governors unanimously approved the TOR, with an annual review cycle.**	TOR approved
71.12.	**Link Scheme** (Send and Computer Science reports, previously circulated)**:** • A governor offered, through their work, a careers QA session support for the computer science department.	
71.13.	**Clerk's Report** (Clerks Report, previously circulated): TH introduced the report for information **NOTING**: • Governor training: TH recommend all governors complete the new Ofsted framework training session being run by GS in January. **Action; complete training.**	Attend training on Ofsted
71.14.	**Any other business:** RT asked governors if they had any other business to discuss**:** • The Guide to Governance final version had now been published and was available on the Governors SharePoint. • A working group was being set up with school staff to review and update the school website and governors were asked to register their interest with TH.	Register interest to attend website WG

71.15.	**2025/26 Meetings,**
	 • Next meeting dates **NOTED**:
	     o Governance **16th** December 2025, time to be confirmed – **Date Changed**
	     o Standards 14th January 2026, 5.30pm
	     o **FGB 5th February 2026, 6.30pm**
	     o Resources 23rd February 2026, 3.45pm	

	With no further business the meeting ended at 11.40am	

Chair……………………………………………………………………………………………….Dated…………………………………………

Item	Action	Owner	By when /report
71.3	Publish minutes.	TH/NC	Completed
71.4	Run student survey on usefulness of Unifrog	KH	ASAP
71.5	Receive feedback on exit card review at FGB	KQ	8/7/26
	Review whole school priorities from Exam review at committee level	KH	11/5/26
	Add use of exit card and budget forecast data to KPI reports	KH	25/3/26
	Declare interest to attend workshop on KPI's	AT	ASAP
71.8	Collective Worship policy approved – publish	TH / NC	Completed

71.9	Teachers Pay policy approved – publish	TH / NC	Completed
70.9	Resources TOR approved – publish	TH	Completed
71.10	Review calendar, attend school events, RSVP NC	All Govs	Ongoing
71.11	Governance TOR approved – publish	TH	Completed
71.13	Attend new Ofsted framework training session	All	29/1/26
71.14	Register interest with TH to attend Website WG	All	ASAP