THE GOVERNING BOARD OF THE FEDERATION OF BARTON AND GODSHILL PRIMARY SCHOOLS

Minutes of the Meeting of the Full Governing Board

Held in person on Thursday 29th January 2026
at Godshill Primary School

Name	Role/Governor	Attended * online	Sent apologies
Naomi Smy (NS)	Co-opted Governor - **Chair**	-	✓
Ursula Hutchinson (UH)	Local Authority Governor	✓	
Diane Barker (DB)	Co-opted Governor - **Vice-Chair**	✓	
Carolyne Meer (CM)	Co-opted Governor	✓	
Mark Snow (MS)	**Headteacher**	✓	
Verity Bird (VB)	Co-opted Governor	✓	
Charmaine Murphie (ChM)	Staff Governor	✓	
Sarah Morrison (SM)	Parent Governor	-	-
Mark Atkins (MA)	Parent Governor	-	✓
Matthew Price (MP)	Co-opted Governor	✓ Joined 4.11pm	
Jamie Dickinson (JD)	Co-opted Governor	✓	
Amy Martindale (AM)	Co-opted Governor - **Co Vice-Chair**	✓	
Yvette Leppard (YL)	Co-opted Governor	✓	
Karen Darby (KD)	Co-opted Governor	✓	

Non-Governors in attendance

Name	Role/Designation	Attended	Sent apologies
Alison Starnes (AS)	Clerk to Governors (Barton)	✓	
Leigh Mannix (LM)	Clerk to Governors (Godshill)	-	✓
Lisa Morgan Huws (LMH)	Head of School (Godshill)	✓	
Su Meredith (SuM)	Head of School (Barton)	✓	
Andy Fessey (AF)	Computing Lead	✓ Left 4.25pm	

Vacancies
1 x Co-opted Governor

Quorum
The meeting achieved the minimum number to be considered quorate (8) and remained at or above this number for the whole meeting.

Start & Finish Times
The meeting convened at 4.00pm and finished at 5.55pm having considered all items on the agenda.
Key: Red: Action, Blue: Challenge, Green: Support, Purple: Ring-fenced funding.

1. Welcome and Introductions
DB welcomed all present to the meeting, which she chaired in the absence of NS.

2. Agree any items of urgent business
MS requested an additional confidential item, which will be heard as item 12. AF's and JD's subject presentations will form part of the HT item.

3. Receive and agree whether to accept apologies
NS and MA (work commitments) sent apologies for this meeting, which were accepted.

LM also sent apologies (family reasons). SM was absent without apology.

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Signed ..... Chair/Vice-Chair Date……

4. Declarations of Interest
YL and ChM are sisters.

5. IW Governor Services – Gordon Duff
GD sent apologies, due to an urgent work-related matter, and his visit to the GB will be rescheduled.
Clerk to reschedule GD visit to March FGB meeting.

6. Finance Update (KW)
Another meeting is due with the IW Council Education Finance team regarding Godshill's deficit.

More money has been spent on staffing, due to absences and several children with additional needs requiring adult support. The LA has also sent Barton more children needing 1:1 support.

All children that are challenging can be supported; however, the school doesn't have the space, staffing and resources and this needs to be acknowledged.

The Island currently has 20 places for SEN children in a specialist SEN school. As there are 42 children meeting the criteria for this school, several will remain within the mainstream system.

The government says suspended children shouldn't be sent home. Some are safer in school. Where do you put them and who with? Disruptive children have to be moved for the safety of other children. They need therapeutic support but the school is stretched. A lot of children don't have the resilience to cope. The LA needs to back schools up with resources.

Numbers for next year. Godshill's PAN is 20 and 28 have applied to the school as their 1st choice, so the school is oversubscribed. This is due to the reduced PAN, and means Godshill can't take eight children.

There will be a closed Facebook group for parents of children at the nursery.

Barton has received 25 1st choice applications, with several in reserve. Numbers should rise to 30 by September.

Governors were very impressed with the numbers applying to Godshill and felt this was a credit to the school.

Governors wish to apply for Godshill's PAN to be raised to 27, and DB offered to draft a formal request.
DB proposed, VB seconded and all governors present agreed. DB to draft Godshill PAN increase request.

Godshill nursery numbers are buoyant and parents are happy. Barton nursery has had three different groups of parents wanting to look round.

Nursery numbers could be 60 – 70 from September, and these numbers will help keep both schools sustainable.

11. HT Report – Part 1 (Subject Presentations)

AF – Computing.
AF used an AI generated podcast to show how computing is being taught in 2026.

Children are learning unplugged learning – coding without touching a screen – and teachers are embedding high level vocabulary into lessons.

How is AI being taught? Children are learning to think critically about AI and how it might be biased. Year 6 are exploring deepfakes and algorithmic bias.

Children are also learning critical evaluation skills, including how to recognise fake news.

How do teachers check? They check via formative assessment during lessons, using hinge questions to ensure children understand. Teachers reteach when children haven't understood.

Teachers use a "flashback four" at the start of each lesson – concepts learned last lesson, last week, and last year.

What about children with learning differences? There is universal design for learning, building in accessibility from the start. Immersive readers and screen overlays are available. All children have access to the same tools, which removes stigma.

What about skills progression? The schools use the spiral curriculum, which focus on the same concepts, increasing their complexity. Skills progression maps are used to show what prior learning to activate.

Children move from being passive listeners to active users of technology, enabling them to become problem solvers and content creators. Children become empowered digital citizens who are up to date with latest developments.

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MP joined the meeting – 4.11pm.

AF feels things are going well across both schools.

How do you teach children to identify fake news? There are quite a few resources now to show examples. Children learn about finding trusted sources, trusting your senses and logic, and checking for spelling and font errors.

AI can also be inaccurate. AF drops regular 5-minute segments into lessons.

Are children also learning basic things they might need, like Word? Yes, this is still going on alongside. Google tools are used across both schools. Teachers have training from AF on how to use these tools in other lessons.

There is a safety aspect of using iPads at home. How often do you talk about it in class? This is addressed in PSHE lessons as well as computing, so there is double coverage. Digital safety comes up regularly. Learning also needs to be replicated by parents at home.

Children also know they can come and talk to staff about things that concern them, including internet safety.

AF attends Computing Leads meetings every half-term, looking at areas like consistency of teaching and resources.

Governors thanked AF for his presentation. AF left the meeting - 4.25pm.

JD – Geography.
The curriculum has changed a lot. Autumn term is good for evaluating and looking back on work done so far.

Intent, implementation and impact statements are being refined - what we want children to know, how we want them to know etc.

Topics have been made more relevant for both schools, with a consistent thread of islands. Being an island makes us really unique and part of learning looks at how the Isle of Wight compares to different islands around the world.

Working across schools to share planning has been fairly successful, and made teacher workload lighter. JD introduced Digimaps – digital mapping software – in a staff meeting, which enables you to zoom into places. This software can also be used in History with historical maps.

The schools have started to have one geography book for KS2 (Years 3 – 6). This helps with retrieval, and children can track how they've improved.

JD showed some examples of work on biomes (use of vocabulary) and volcanoes (natural disasters topic).

Pupil Voice has taken place. Children enjoy the subject and learning about different places. They would like more practical lessons and field trips; however, changeable weather can make these difficult to plan in the autumn term.

Successes are staff working collaboratively across the new curriculum and sharing ideas, children being enthusiastic and showing good retention, and the use of Digimaps to develop map skills.

Actions are to ensure intent, implementation and impact is clear with all staff, to continue to develop current topics and plan more fieldwork. A staff meeting will explore other practical ways to make the subject more engaging.

Have you any tools with regard to children that are colour blind? We will do some research, but there are ways around this. 1 in 10 boys have some form of colour blindness. One way is to use hashings (black and white patterns).

Should there be some kind of screening? LMH can speak to the school nurse.

What age do children have a basic eye test? The school nurse tests before children start in Reception.

Governors thanked JD for his presentation.

7. Agree Minutes of Federation GB Meeting (27th November)
The 27th November 2025 Federation FGB minutes were agreed as a true and accurate record, and will be signed electronically by DB (NS sent apologies for this meeting).

8. Matters Arising
The letter to Ashley Whittaker has not been sent, due to events since the last meeting.

VB to send STEM visit reports to JD and MA. VB has held a meeting with GE and another is planned after half-term. MA and AM plan to visit Barton in the near future.

UH attempted to contact the Maths Lead at Godshill and will make contact again next week to arrange a visit. DB will attend feedback from the upcoming LA visit. **UH to arrange Maths visit to Godshill.**

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9. Receive and Consider Governor Visit Reports
DB submitted two reports.

DB is part of a working group on behaviour culture across both schools, and recently shadowed SuM in her role, seeing implementation of some of the things in place to improve school culture at Barton. This was a really positive visit, and another meeting has taken place since.

DB also met with GE (SENCo) at Godshill in her role as behaviour and safeguarding lead. Governors can be more strategic and DB proposed that she and VB meet GE together to make the best use of GE's time. This is due to the logistics of the SENCo role across both schools and the interlinked process with SEND and attendance. VB was in agreement with this, and visits will probably be on a termly basis. **VB and DB to plan joint visits with GE.**

Areas for concern included EHCPs where the schools are awaiting further assessment, due to LA backlogs.

10. Approve Policies
The **AI Policy** was deferred to March's meeting, as this requires more work. **AI Policy to go on March agenda.**

Mobile Phone – MS has decided that no phones will be allowed in school at all, with the only exception for medical reasons such as diabetes etc. Governors feel the policy will help children that don't have mobile phones. The policy will come into effect after half-term. DB proposed approval. **The Mobile Phone Policy was approved.**

Teacher Pay is an updated LA policy. DB proposed approval. **The Teacher Pay Policy was approved.**

11. HT Report – Part 2 (MS)
Staff are returning from maternity leave. A new caretaker is being recruited for Barton to start after Easter. MS will speak to support staff at Godshill tomorrow around the restructuring process.

There has been some natural wastage and some difficult situations. There will be some on-costs to the school. Staff are to start looking at year groups for September.

LA visits are due in next few weeks. Sam Sillito is visiting Godshill on 25th February, and Barton on 2nd March. Staff are working as hard as they can, but some things will be hard to deliver.

MS wrote to the LA last week about a challenging situation with a child and will chase this again.

Safeguarding – there has been a plethora of issues in both schools and referrals have increased. The impact on children is significant and supporting agencies lack capacity.

Attendance at Godshill is not in a good place at present and Barton attendance has dipped.

Godshill attendance was positive to begin with, until there was a dip in week 5 when MS wrote to the LA about a virus. Attendance subsequently improved but has been fluctuating since. The current percentage is 92.1%. The school is struggling to get two children into school and various agencies are involved.

Years 5 & 6 have the lowest attendance. In Year 6, almost 50% of children are persistently absent. Parental apathy is one possible reason. Attendance in Years 1, 2 & 3 is pretty good.

Leaders have noticed anxiety and resilience issues, with some parents not understanding the importance of their child coming into school.

Is the Godshill attendance issue due to children from other schools? It's a bit of a mixture. The majority of this class was not from Godshill initially. PP children's absence is high.

Is it a knock-on from being Covid children in Reception? Almost certainly. Some of these children were with LMH at Chillerton Primary.

Do you think it's to do with getting ready for secondary school? This has a knock-on effect on how children feel about school. The children needing most support at Barton are getting to school.

Whose job is it to investigate each situation around a child not attending? School, which is why the schools buy into Education Inclusion.

Is there a welfare officer? Teresa Fox is the current caseworker and her role includes knocking on doors. The school is working with all families with anxieties. The FLO works with them tirelessly alongside GE, LMH and MS. It's about what the school can put in place.

Many of the things suggested to improve attendance are being actioned, such as transition activities.

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What about Social Services? The school refers persistently absent children and the FLO completes the Early Help process, but parents don't have to engage. One family has refused Early Help on three occasions, and another family has been picked up by the MASH (multi-agency) team.

What happens with children that leave? One family has moved geographically and one is leaving this week to go to Niton, but more come in.

Does it affect other children? It can if children leaving were their friends. There has also been some genuine illness.

Barton has had one clear period of illness. Reception and Year 5 have the highest persistent absence figures.

Like for like schools (attendance) – Godshill is bottom of every category and will be continuing its attendance drive. Barton is somewhere in the middle.

Are there any adjustments to be made within what was discovered through Pupil Voice? A lot of work is being done around behaviour strategies with teams across both schools and there has been training for staff on how to manage in the classroom. Children aren't seeing as much disruption now.

Governors feel it will be useful to correlate behaviour with attendance later in the year.

One aspect around behaviour is at the end of breaktimes, making sure children are calm so that this has a positive impact on their next lesson. Another Pupil Voice will be undertaken in the Spring 2 term.

Many conversations have been held with children not coming into school, and some of the reasons are around their emotions. The school nurse is to come in and talk to girls.

As girls develop quicker, does it have a knock-on effect? Yes. The schools use the SCARF programme for PSHE. Ad hoc lessons are used as and when things come up. Boys have a lower attendance rate than girls.

Governors thanked MS and are happy to support attendance being important.

12. Any Additional Business
This item is confidential and is recorded as a Part Two minute.

13. Date of Next Meeting

- Thursday 5th March 2026 – FWP, 4.00pm, Godshill
- Thursday 19th March 2026 – FGB, 4.00pm – Barton – Gordon Duff to attend

14. Impact of Meeting

- Mobile Phone and Teacher Pay policies approved
- Financial update received – concerns remain over resources to support children with additional needs
- Godshill to request PAN increase from 20 to 27, due to oversubscription for September 2026
- Subject presentation for Computing – emphasis on AI and digital safety
- Subject presentation for Geography – good evidence of staff collaboration, and introduction of Digimaps
- DB and VB to plan joint visits with GE going forward
- Attendance issues discussed, including strategies and links with behaviour

End of meeting – 5.55pm.

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