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Headteacher Mrs SL Mackintosh BEd(hons) NPQH

**LANGSHOTT PRIMARY SCHOOL**  
**FULL GOVERNING BODY MEETING – WEDNESDAY 17<sup>TH</sup> DECEMBER 2025 – 18:00**

**Governors Present:**

Alex Carter (AC) Chair	Sarah Mackintosh (SM) Headteacher
Gabrielle Hopper (GH)	Andy Yule (AY)
James Brown (JB)	Steve Jones (SJ)
Jack Tavassolly-Marsh (JTM)	

**In Attendance:**

Sonia Isard (SI) Deputy Headteacher	Amy Shevel (AS) Assistant Headteacher
Alison Edney (AE) Clerk	

**PART 1 – BUSINESS MEETING:**

ITEM	ITEM	ACTION
1.	<b>APOLOGIES FOR ABSENCE</b> Apologies were provided and accepted for Harsha Kassetty, Stacey Lewendon and Jess Paulsen.	
2.	<b>DECLARATION OF INTEREST</b> Steve Jones declared a potential “declaration of interest” due to the company he works for having obtained a new catering contract which borders Surrey. Whilst we do not believe there will be any issues, a new form was completed for the record.	
3.	<b>PREVIOUS MINUTES</b> The Minutes from the meeting held on the 22 <sup>nd</sup> October were approved and signed by the Chair.	
4.	<b>CHAIRS UPDATE</b> The following update was provided verbally by Alex Carter:  Thank you to all governors for your continued support and contribution for the first term. Without you providing input and oversight to the school, we would not be in such a strong position to provide effective strategic challenge to the school.  Regular visits to the school have continued this term with bi-weekly meetings with the Headteacher. One of the areas for discussion was in relation to the school’s strategic intent. A revised draft has been made available for governors to review to maintain strategic focus for the school.  A revised monitoring report template has been developed which incorporates some of the questions highlighted as part of the strategic intent document, as an aide memoire for the FGB to use where appropriate when visiting the school.  A reminder for all governors that when monitoring visits are conducted, please can the draft reports be shared with the member of staff who hosted the visit, prior to them being issued to the wider governing body, to allow for any feedback to be incorporated.	

	<p>A thank you message will be issued out to the staff from the governors wishing everyone a relaxing break.</p> <p>Other items of interest include:</p> <p><b>1. SEND</b></p> <p>The government has just announced a £3bn investment to create thousands of new specialist places in mainstream schools over the next 3 years.</p> <p>A Schools White Paper is due to be published soon on SEND. The National Governance Association has called for the Department for Education to ensure all SEND pupils receive timely / high quality support. The NGA has called for urgent action in:</p> <ul style="list-style-type: none"> <li>• Sustainable funding to support early inter</li> <li>• Workforce development to build confidence in class</li> <li>• Stronger collaboration with parents</li> <li>• A more efficient and equitable EHCP process</li> </ul> <p>An interesting blog is available for governors talking through the issues that school's face on SEND. <a href="#">Taking stock of SEND   National Governance Association</a></p> <p><b>2. Behaviour and Attendance</b></p> <p>DfE has published new guidance on how its RISE Behaviour and Attendance Hubs will work to help strengthen attend and behaviour systems through shared practice.</p> <p>It is expected that 5000 schools will access regional support (through CPD, termly visits with other hub partners), and 500 schools with significant challenges will receive enhanced support with 10 days of leadership coaching, and other focus areas such as self-assessment. <a href="#">Improving school attendance   National Governance Association</a></p> <p>This links to the ABIE reports that Langshott now receives in line with SM's HT Report.</p> <p><b>3. Ofqual – Consultation for on-screen assessments</b></p> <p>Ofqual has released a 12-week public consultation on introducing on-screen assessments for GCSE's and A Levels. The aim is to determine how technology can support assessment whilst maintaining fairness and standards. Proposals are limited currently, and pen – paper is expected to remain central to most exams for the foreseeable future.</p>	
5.	<p><b>SKILLS AUDIT</b></p> <p>It was agreed that a Skills Audit would be reviewed in the Spring term in order to identify any training requirements – particularly for new Governors. AY advised that at Imberhorne School they have used the recent NGA set of questions and he will share the link to the questions with AE.</p>	AY to share link to NGA questions with AE
6.	<p><b>STRATEGIC INTENT</b></p> <p>SM advised that the previous version was out of date so a new document has been created in line with the KSNA document.</p> <p>The document has been shared with the team and the Governors feel that it is sensible and clear and it should be reviewed again in July.</p>	To be reviewed again in July 2026
7.	<p><b>GOVERNOR ROLES</b></p> <p>JTM has kindly agreed to take responsibility for AI and training updates. It was noted that from 2026 if a child is under the age of 13 and the school wish to use their piece of work with AI, the school must obtain permission from the child's parents.</p> <p>The school has been advised not to use Chat GPT but instead it is recommended they use CoPilot. It was noted that there were currently no restrictions on the use of Chat GPT at the current time.</p>	CITL to block use of Chat GPT.

<p>8.</p>	<p><b>GOVERNOR VISITS AND PLANNING</b></p> <p>The most recent Governor visits were shared with the team in advance of the meeting and the visits were discussed.</p> <p>AY talked through his “online safety” report and explained how his visit was followed up by a phishing exercise which was initiated by Valentina Rosu and sent to the Governors. AY informed the team that Valentina is on top of online safety and security and there are no concerns.</p> <p>A further test will be run in January.</p> <p>SM reiterated the need for Governors to send their reports to the school prior to sending them out to the team. It was felt that some refresher training may be useful to some of the Governors and this will be arranged in the New Year.</p> <p>SJ commented that on his recent visit to the school he found that the overall behaviour of the children was very good and he had a very enjoyable visit. It was noted that, as of the 17<sup>th</sup> December, the Pupil Premium number is 35. AS has taken over responsibility from Hiral Mehta for Pupil Premium.</p> <p>There has been a significant increase in the number of pupils with an EHCP. Two years ago, there were six and now there are 17 - likely to rise to low 20s in the new year as more children are assessed with an EHCP.</p> <p>SJ noted that:</p> <ul style="list-style-type: none"> <li>• Surrey now responds in a timely and appropriate manner.</li> <li>• Extra funding will be available in the Spring term only for some pupils, we will have to apply again for funding for Summer Term</li> <li>• There are signs that the adaptive teaching approach is working well. Year 3 are at the acceptable standard for writing and Year 5 are at the acceptable standard for reading, writing and maths. (SI clarified that this is in PROGRESS, they are still below expected attainment levels)</li> <li>• Parents are much more engaged and supportive which is an improvement on last year.</li> </ul>	<p><b>Refresher training to be offered to the Governors in the New Year.</b></p>
<p>9.</p>	<p><b>HT REPORT AND SDP</b></p> <p>The Headteachers report was shared with governors in advance of the meeting and a number of questions were raised before the meeting. Responses were prepared and shared by the HT and no further questions were raised in the meeting. <b>Please see Appendix 1</b></p> <p>SM thanked the Governors for engaging with the document.</p> <p>SAfe Reports:  Jamie’s report has been received following his recent visit to the school. It is a very lengthy report but after liaising with other Horley Heads it was reported that this is a common theme. The SDP has been updated to reflect anything important and it will be reviewed again after Jamie’s next visit to the school which is scheduled for March 2026.</p> <p>It was noted that the data for the early years is looking very positive and the Reception Nativity was delightful. The cohort for this year is very different to last years.</p> <p>Exclusions:  A discussion followed concerning a potential permanent exclusion however SM advised that she had no wish to permanently exclude any child from the school. Discussions are held with parents and Surrey and alternative arrangements are looked into before any decisions is made. However, the health and wellbeing of the staff is of paramount importance.</p> <p>SM advised the team that the Permanent Exclusion policy is being followed.</p> <p>AC thanked SM for her comprehensive report.</p>	

	<p>JTM noted that he found the responses to the questions raised by the team very comprehensive and helpful. As part of the SDP it was felt that there is not always a need for so many percentage figures in the SDP however SM advised that as the data is available, the figures will continue to be included in the report.</p>	
11.	<p><b>DATA</b></p> <p>The most recent report was shared with the team prior to the meeting and there were no questions.</p> <p>SI thanked AY for his assistance.</p> <p>It was noted that Year 3 and Year 5 SEND students are not working at the expected level but they are working at the expected progress. Staff are more engaged with the data now and there will be a staff meeting in January to discuss the data reports.</p> <p>SI noted that she feels more up to date with SONAR and has created a data pack to share with all staff. JB noted that he found the data report and commentary very helpful and this approach should be continued.</p>	
12.	<p><b>FINANCE COMMITTEE REPORT</b></p> <p>The minutes from the Finance Committee meeting held on the 17<sup>th</sup> November were discussed and AC provided the team with a brief summary of the discussions. The minutes were shared with the team on the 19<sup>th</sup> November and there were no comments or questions.</p>	
13.	<p><b>SAFEGUARDING AND SEND</b></p> <p>The report was shared with the team prior to the meeting and there were no questions.</p> <p>SI noted that the school is in a good place regarding safeguarding and the staff are very good at noticing any changes in pupil behaviour.</p> <p>It was felt that it would be worthwhile for the DSLs to review some recent cases and see what lessons have been learned. Following the review, SI will feedback to the team and continue to revisit.</p>	
14.	<p><b>GOVERNOR TRAINING</b></p> <p>JTM and AY advised that they had completed their training on Suspensions/P/EX and found the Q&amp;A at the end of the session most helpful. It was noted that the Chair does not get involved with the GDC as the role of the Chair is more for the wellbeing of the Headteacher.</p> <p>The Cyber Security Training for Governors will be reviewed in January and SM will send the training link out again to Governors.</p> <p>SM will ask Valentina Rosu to check which Governors have completed the training and Cyber Security training is to feature as an ongoing agenda item.</p> <p>SM advised that all the school staff have completed their training.</p>	<p><b>SM to send training link to Governors</b></p> <p><b>Cyber Security training is to be an ongoing agenda item.</b></p>
15.	<p><b>FUTURE AGENDA ITEMS</b></p> <ul style="list-style-type: none"> <li>• Cyber Security training</li> <li>• Governor visit refresher training</li> <li>• Skills Audit</li> <li>• Strategic Intent</li> </ul>	
16.	<p><b>SUMMARY OF ACTIONS ARISING FROM THE MEETING</b></p> <ul style="list-style-type: none"> <li>• Refresher training to be offered to Governors.</li> <li>• Commentary which accompanies the data report is to continue.</li> <li>• Safeguarding case studies to be reviewed and lessons learned shared.</li> <li>• Cyber Security test to take place again in January.</li> <li>• HT report to be sent to Governors on the 11<sup>th</sup> February 2026.</li> </ul>	
17.	<p><b>ANY OTHER BUSINESS</b></p> <p>AY noted that the appropriate panel had completed the Head Teacher performance review and AC thanked the team who had worked on it.</p>	

	<p>SI asked the team if anyone was available to help with SATS reading during the week commencing the 11<sup>th</sup> May 2026 to contact her.</p> <p>JTM requested a review of the FGB meeting dates as it was felt some were quite close together and also took place towards the end of a half term/term when everyone is very busy and raised concerns for the wellbeing of the staff. SM advised the team that the reason the meetings are scheduled towards the end of a half term/term is because this is the time the data is available.</p> <p>It was decided that the meeting scheduled for the 11<sup>th</sup> February would be cancelled and the next meeting would therefore take place on the 15<sup>th</sup> April.</p> <p>SM agreed to send a brief HT report on the 11<sup>th</sup> February and answer any questions the team may have in writing.</p> <p>JB and SI will meet to discuss Safeguarding and AC and SM will meet to discuss any questions relating to the HT report.</p> <p>It will be decided at the meeting on the 15<sup>th</sup> April if the May meeting is required.</p>	
<p><b>18.</b></p>	<p><b>FUTURE DATES:</b></p> <ul style="list-style-type: none"> <li>• <b>Wednesday 15<sup>th</sup> April 2026</b></li> <li>• <b>Wednesday 20<sup>th</sup> May 2026 (TBC)</b></li> <li>• <b>Wednesday 15<sup>th</sup> July 2026</b></li> </ul>	

## APPENDIX 1

### Governors' Questions for LGB Meeting 17.12.25

	Question in Black School's Response in Green	Related to	Question asked by
1	<p>Of the recommendations made by the SAFE member, which are a priority and how are you going to go about implementing them with the EYFS lead heading off on maternity leave?</p> <p>An EYFS focus has been added to the SDP with the Headteacher leading on that objective. As part of the transition, the cover teacher for Jess will be starting in January. This will allow Jess some release time to get as much done as possible. When in school, Jamie Hallum (SAfE advisor) said that our EYFS is in a very strong place and took examples of our practice to share with other schools. All statutory recommendations (risk assessment) have already been put in place. Data for EYFS this year already shows a significant improvement to last year.</p>	EYFS report	JTM
2	<p>How can the training/induction for learning mentors be improved?</p> <p>Jess is going to introduce a training element to each team meeting. Colleagues will then be given two weeks to try the strategies/read and digest the training to then be discussed/reflected at the next team meeting.</p>	EYFS report	JTM
3	<p>Given that it will always be hard to judge persistent absence early in a school year, would it be sensible (and reasonably easy with the available systems) to look at figures for the past 12 months, rather than the current academic year?</p> <p>We can look into this. However, on the first look, both Sonar and SIMs reports are linked to academic years. We should be able to design our own report.</p>	Safe guarding Report	AY
4	<p>Can we have an update on compliance? I can see comments by SBM, but still want to know whether PAT testing would fall outside of compliance or not? <u>From Valentina</u></p> <p>The Electricity at Work Regulations 1989 require electrical equipment to be maintained in a safe condition; however, there is no legal obligation for Portable Appliance Testing (PAT) to be completed annually. The frequency of testing depends on the type of equipment and the environment in which it is used. For reference, I have included the HSE guidance link here: <a href="https://www.hse.gov.uk/electricity/faq-portable-appliance-testing.htm">https://www.hse.gov.uk/electricity/faq-portable-appliance-testing.htm</a> . Following escalation to management at Property Buyback Team, I have been advised that PAT testing is no longer included in their current service provision, although it was carried out for us last year. All statutory inspections have been identified by the local authority, and the school remains under a buy-back service agreement to ensure compliance with regulatory requirements. While PAT testing is not mandatory, we continue to undertake it annually as a matter of best practice. This approach helps demonstrate due diligence in maintaining electrical safety and supports compliance with health and safety expectations, which is important for risk management and can assist in the event of any insurance-related claims. The last testing was completed in November 2024, and arrangements have been made for the next testing to take place on 16–17 December. The local authority has provided the contact details of their approved contractor, and we have engaged them to complete this work.</p>	H&S Visit	JTM
5	<p>Has the KCSIE update now been added to the safeguarding policy?</p> <p>This was already updated and was ratified at the last governor meeting. This was Roxanne's error.</p>	KSNA report	JTM
6	<p>Is Learning Mentors using their time to tick off students that have asked questions an effective use of their time in the classroom? How else could they be strategically used to intervene/support students as per <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	KSNA report	JTM

	<p>Our INSET day on 5<sup>th</sup> January is being led by a member of the STIPS team, Jo Mitchell, with the focus on 'Inclusive Classroom'. We also have whole school staff training on 21<sup>st</sup> January on 'The role of the adults in the classroom'. Interestingly, 8one SAfE visitor told us during their feedback they loved how LMs were used this w9ay. We are looking to transition into LMs using their tick list as an AfL tool rather tha10n just ticking off who answers a question but this will require further training.</p>		
7	<p>Of the recommendations made by the SAFE member, which are a priority and how do you plan to go about implementing them?</p> <p>Some of the recommendations were not accurate. E.g. Safeguarding policy was updated and we already assess children's phonics frequently which led to good PSC data last year. Recommendations we are acting upon:</p> <ul style="list-style-type: none"> <li>• Teachers have carried out a time v impact activity. This has enabled us to review teacher activities that are not raising outcomes.</li> <li>• Review of foundation curriculum to ensure children know more and remember more. Amy Shevel has been on the first of a three-part foundation assessment course which will provide us with ideas on how to improve and slim down our curriculum. However, we need to be mindful that the curriculum is due to change in 2027/2028</li> <li>• We are waiting to hear back from KWheeler about SEND review.</li> </ul> <p>Not priority this year is - reviewing OAP and creating our own version. Governors will note that the Surrey Lifetime of Learning Strategy has been included in the Head's report.</p>	KSNA report	JTM
8	<p>Has the monitoring system been tested to see whether it is picking up a range of common words/slang terms used?</p> <p>No, but out of the 31 alerts since September, 26 of them have been 'false positives'. This is where a child has either made a spelling mistake or has been using specific language in their writing. E.g. Year 5 writing about Shackleton and they wrote the sentence, 'rest in peace'. Of the 5 true positives, two children were searching brain rot and one child wrote boob. All three children were spoken to and have not made the same mistake.</p>	Online Monitoring	JTM
9	<p>Is there another planned phishing email given there is still a high risk to the school from the data recorded so far on the previous two trials? How regularly do staff receive reminders? Reply from Valentina</p> <p>We have implemented a structured program to strengthen staff awareness and resilience against phishing threats. To date, two phishing email simulations have been conducted: the first in March 2025 and the second in September 2025. These exercises were designed to assess staff responses and identify areas for improvement in cybersecurity practices. In addition, a third phishing simulation was organised specifically for Governors. If you have recently seen an email asking you to change your Microsoft 365 password, that was part of this exercise. I am pleased to confirm that no one clicked on any links or entered any information. Following each simulation, comprehensive feedback was provided to all staff, highlighting the importance of vigilance and offering guidance on recognising and reporting suspicious emails. This feedback process ensures that lessons learned are communicated effectively and that staff are equipped with practical strategies to mitigate risks. To further reduce vulnerability, the next phishing simulation is scheduled for January 2026. These regular exercises form part of our broader commitment to safeguarding the school's data and systems, and they align with best practice recommendations for continuous improvement in cybersecurity awareness.</p>	Online Monitoring	JTM
10	<p>It is clear from the maths visit report that we have experience in place with our maths lead. What are the development plans for maths at the school given the lead is new to the school? Do they align with our previous plans?</p>	Maths Visit	JTM

	We do not have separate subject leadership plans as they are all linked to the SDP. All plans lead to the same objective - improving outcomes for all children. The new Maths leader is committed to improving data using White Rose, Numbots, TTRS and MyMaths, so this will not change.		
11	The success criteria in the SDP seems to use round numbers – are these achievable and do numbers need to be included? Could the milestone data be more qualitative? For example, surely all lessons should use AFL, otherwise how do the teachers know what the students know? Numbers ensure the targets are SMART. We agree, all lessons should have AfL strategies, we had only said 85%, to give us some flexibility. This can be changed to 100%.	SDP	JTM
12	There are 10 Rosenshine’s Principles and adaptive teaching is incredibly complex – what are the areas within this large domain of knowledge that need to be the focus for our most vulnerable learners to make the expected progress? We have done a lot of work on Rosenshine’s Principles as a school as this was a focus for last year. We separated each of the areas in staff meetings and spend time focusing on each area individually. We now feel that all staff should be confident in all principles as all principles are vital to ensuring all learners, particularly the least able make progress. However, review of prior learning remains a strong focus.	SDP	JTM
13	What KPIs would you expect to see from teaching staff and students that would show that the quality of teaching and learning is improving over time? We would expect to see an improvement in pupil outcomes data and anecdotal feedback from teachers that says they are feeling more confident in the classroom.	SDP	JTM
14	How is the implementation of a strategy, post staff meeting, being quality assured and is there a systematic QA schedule for all teachers? How regularly do teachers receive verbal and written feedback outside of appraisal processes? We are using a coaching model where teachers are given verbal and written feedback. Teachers have had two coaching sessions this year so far and there was noticeable improvement between the two sessions. Many teachers are anxious about formal observations so the coaching model hopefully eases anxiety around this (thus improving staff well-being). SLT are involved in the coaching cycle so are able to determine the quality of teaching and learning across the school and then triangulate this information with data on progress and attainment and book monitoring.	SDP	JTM
15	How useful is the ABIE report in improving attendance? Not very to be honest, particularly as we are compared against “similar schools” who aren’t very similar in my opinion (faith schools and an Infant school). But it is something the Dfe are pushing so we would be foolish not to include it in a Head’s Report.	HT Report P8/9	AY
16	What was the destination of (non Y6) pupils who left Langshott in the last year? [Moving home vs moving to another local school vs home schooling] Since October 24, 16 children left Langshott (non Y6): 2 x home educated (1 SEN with complex needs waiting for Specialist placement; 1 with a brain tumour undergoing complex medical intervention) 7 x moved out of the area (2x CP forced move) 6 x moved abroad 1 x never started at Langshott (High SEND reception starter but accepted place beforehand, thus was in our roll.	HT Report P7	AY
17	Is the child repeatedly suspended this term potentially at risk of permanent exclusion if his physical assaults continue?	HT Report P13	AY

	Yes! We are seeking support from County around alternative provision for this child. However, they are not forthcoming.		
18	<p>Where did these documents originate from and what is the purpose of tabling them? Are they suggested starting points for discussion or, given there's only 5 mins on the agenda, are we supposed to just approve them?</p> <p>The KSNA audit document asked whether the Governing Body had a Strategic Intent document. At the time, we recorded "No" as our existing document was out of date. The audit indicated that a current Strategic Intent document should be in place, so I drafted a proposal, which is the document tabled here.</p> <p>If governors are content with the draft, I would be happy for it to be approved. If not, I welcome suggestions for amendment. This should be a Governing Body owned document; my intention in producing a draft was simply to save time, given the competing demands on governors.</p> <p>Should the Governing Body prefer to start afresh, I am entirely comfortable with that approach and would be very happy for a new document to be drafted.</p>	Gov Strategic Intent	AY
19	<p>Has attendance been affected by the absence of the Home Link Worker?</p> <p>We do not think so, as SLT have stepped I to cover her role. Attendance has been mostly been affected by lots of winter bugs and parents taking pupils out of school for holidays.</p>	Attendance report	SJ